

Fomenting Intrinsic Motivation in a Costa Rican EFL Setting

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Abstract

In an EFL setting, motivation plays a pivotal role in the development and acquisition of the language, especially when learning a foreign language is a mandatory requirement of a postsecondary education program. The purpose of this study was to investigate the potential variables and test recognized strategies that influence student intrinsic motivation and consequently, their performance. By exploring this topic, we can discover ways to promote motivation within an EFL environment, where there is little exposure to the target language. Our sample consisted of 17 Costa Rican students and one Swiss instructor at a community college in Heredia, Costa Rica. Through a mixed methods approach, we implemented several motivation strategies into five detailed lesson plans. Motivation, target-culture interest and awareness, as well as instructor performance were assessed through classroom observations and survey questionnaires. Results show that students' desire to become bilingual but do not demonstrate motivation within the classroom and are disengaged from the target culture. Furthermore, the results suggest that although the implemented strategies are useful in motivating students, the competence and attitude of the English instructor have an even stronger impact on student behavior and can promote or demote student motivation.

Key words: intrinsic/extrinsic motivation, second-language acquisition, English as a Foreign Language (EFL), mandatory setting, motivational strategies, cultural attachment

Resumen

La motivación estudiantil juega un papel fundamental en la adquisición de un idioma extranjero, especialmente cuando se trata de un programa de idiomas obligatorio como complemento de una carrera parauniversitaria. El objetivo del presente estudio fue investigar las posibles variables y poner a prueba estrategias recomendadas por expertos en enseñanza de idiomas que puedan influenciar la motivación intrínseca en los estudiantes y reflejarse en su rendimiento académico. Al explorar el tema, podemos descubrir formas de promover motivación en lugares donde se estudia el inglés como lengua

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extranjera, donde hay pocos encuentros reales con el idioma. Nuestra población consistió en 17 estudiantes costarricenses y una profesora suiza en una institución parauniversitaria en Heredia, Costa Rica. Implementando un enfoque de métodos mixtos de investigación, se introdujeron varias estrategias motivacionales en cinco elaborados planes de lección. Por medio de observaciones programadas y encuestas, se evaluaron aspectos como motivación extrínseca e intrínseca, interés personal y conocimiento de la cultura extranjera estudiada, así como el desempeño docente de la instructora. Los resultados revelaron que aún cuando se cuente con las mejores estrategias motivacionales en un curso, la disposición y el compromiso del profesor ejercen una influencia mucho mayor en el comportamiento de los estudiantes y pueden determinar su grado o carencia de motivación hacia el aprendizaje.

Palabras claves: motivación extrínseca e intrínseca, adquisición de un segundo idioma, inglés como lengua extranjera, programa de idiomas obligatorio, estrategias motivacionales, apego cultural

Introduction

Learning English as a foreign language is a challenging task that requires hard work and dedication. In Costa Rica, English competence and performance is becoming increasingly important due to a rising demand for near-to-native speakers to work for international companies throughout the country. Although better and higher paying job opportunities motivate Costa Ricans to develop their language skills, this type of motivation is merely extrinsic and may not be enough to inspire learners to reach a native-like performance. Furthermore, English has become a mandatory part of postsecondary education in many institutions, and therefore, some students are obliged to study it in order to graduate. For the latter reason, motivating students intrinsically should be one of the main concerns of English language instructors, as becoming genuinely interested in the language may promote success and faster acquisition.

Although intrinsic motivation has been studied in great detail in the past, we chose to conduct a case study that specifically looks into motivation levels and types of students attending a private community college in Heredia, Costa Rica. This case was selected due to the fact that it is an EFL mandatory program and many students are unmotivated to learn English. In addition, although these students recognize its value, they are disconnected from the language because they cannot see any immediate use for it. As a result, this study examines the factors that influence student motivation or lack of, and it aspires to discover whether or not the implementation of motivational strategies is enough to promote intrinsic motivation. Furthermore, some of the factors that we anticipated

would play an instrumental role in determining student motivation type and level were: attachment to the target culture, learning disparity, and instructor competence and motivation. By taking an in-depth look at these factors, we hope to reveal a complete picture of the conditions that need to be present in order for students to become intrinsically motivated and achieve their proficiency goals.

Literature Review

A psychology term indicating human drives to action, motivation is used as an umbrella concept that is quickly referenced pertaining to different variables of human behavior, and there has been plenty of debate concerning its alleged overuse or faulty characterization by many scholars (Dörnyei, 2001). “A behaviorist would define motivation as ‘the anticipation of reinforcement,’” referring to human actions directly linked to “anticipated rewards” (Brown, 1994, p. 73), such as the outcome of appeasing hunger by eating or looking good from exercising. Brown states there is a direct reward to every human action. Cognitively, Brown talks about the hierarchy of needs theory, which claims that humans will be motivated to progressively exploit their intellectual potentials fully until reaching “self-actualization” (Brown, 1994, p. 74), given that they are able to satisfy a number of needs ordered hierarchically, from basic physiological needs to complex psychological and emotional needs. Both the behaviorist and cognitive approaches can and have been applied to teaching; in fact, the educational system is built around a reward structure that perpetuates the reinforcement theory through “praise, gold stars, grades, certificates, diplomas, scholarships, careers, financial independence, and ultimately, happiness” (Brown, 1994, p. 73).

A teacher would define *motivation* as showing enthusiasm about learning, and *demotivation* as showing no interest or dislike toward everything concerned with learning. Sadly, the latter is the norm in most schools around the world, hence the interest in researching this difficult subject – which dates back to more than six decades ago – to try to understand its causes and find ways to revive it. According to Chomsky (as cited in Arnold & Brown, 1999), “the truth of the matter is that about 99 percent of teaching is making the students feel interested in the material” (Arnold & Brown, p. 13). Yet, demotivation reigns supreme in the education system. Findings on some of the most common factors contributing to student apathy point to three main aspects: the upbringing of the students, the teachers’ role in the learning process, and a not very conducive educational system (e.g. Dörnyei, 2001; Arnold & Brown, 1999; Brown, 1994).

Concerning the first aspect, parents are inevitably responsible for setting the conditions that promote a fruitful upbringing for their children; and amazingly, a lot of what children develop psychologically at home seems to manifest during their schooling years. For instance, low self-esteem, low self-confidence, damaged self-identity, anxiety, difficulty handling failure, distorted or inexistent social image and enhanced feelings of helplessness are only some of the

symptomatic manifestations pertaining to upbringing development that are likely to create problematic social and cognitive experiences in school (Dörnyei, 2001). Regarding the teachers' role in the learning process, much has been said about how determining a good teacher can be in students' futures. A survey conducted by Dörnyei and Csizér in 1998 (as cited in Dörnyei, 2001), inquiring about motivational techniques and their frequency in use among Hungarian English teachers, revealed "the teacher's own behavior to be the single most important motivational tool" (Dörnyei, p. 31). Furthermore, interviews with other teachers disclosed how they became inspired to teach because of their own role-model instructors. (Dörnyei, p. 32). This role-model attribute is what makes a teacher's role so influential in students' lives, regardless of their age. That is, students that may have not been motivated at all by teachers in their early years are not exempted from experiencing a turn-around inspiring experience in their studies as adults. According to Dörnyei, "everything a teacher does in the classroom has a motivational influence on students" (Dörnyei, p. 32), especially regarding their expectations from learners. Predisposing oneself to expect success or failure from students can actually strongly influence such outcomes, as a study conducted by Rosenthal and Jacobson revealed in 1968 (as cited in Dörnyei, 2001, p. 35), known also as the *Pygmalion Effect* – after Bernard Shaw's play. Besides expectations, non-verbal language in the classroom can express much more than teachers would like, and students can definitely perceive when teachers do not like their jobs, making any attempts to implement motivational classroom techniques a fruitless task (Dörnyei, p. 32). Therefore, in order to foster motivation in students, teachers must themselves become passionate about both learning and teaching. The third aspect to blame for student apathy toward learning is the way in which the educational system is structured. From book appeal to deadlines to work load, schools have become the prime demotivators for students by imposing very rigid rules, schedules, and dress codes and requiring learners to excel at subjects they have no interest in, rarely accommodating their own preferences. Although functioning as a model of society to prepare students for adulthood, schools are subjected to following boring programs that include monotonous and dry materials for students (Dörnyei, p. 72-73). Since it is virtually impossible for teachers to be able to change the way many school programs are designed, they are bound to many additional hours of work, if interested, in gathering engaging materials for students. Many teachers barely have the time to deal with the fixed syllabuses they are given. Plus, grades are so important in schools that they are all students care about, deviating attention from what really matters: the learning process. The educational system uses grades for a student selection process that culminates in the type of job they will be able to obtain later. This regrettable cycle places enormous pressure on the learners, whose self-worth will be seen through the grade lens, sadly attributing deficient grades to their academic ability and following the path of career choice determined by schools (Dörnyei, p. 130-131). Despite the above three factors that have ailed the education system for decades, there is still hope. Without attempting to change the system's

selection process or boring materials, subjects or programs, research points to teachers as inspiring elements of change.

A compelling amount of evidence in the field of educational psychology has made clear that the process of learning languages other than the L1 involves the concept of *affect*. Affect is the range of emotions one feels towards their circumstances, and in the case of learning additional languages, that relationship is crucial for developing productive language skills (Arnold, 1999). In fact, numerous research findings from different fields show a direct connection between affect and problem solution that lead to a “more fulfilling way of life” (Arnold, 1999, p. xii). Regrettably, many teachers have been oblivious to this important factor in language learning and claim that fostering affect in their classes is not part of their jobs, despite the huge amount of findings that even link affect to retention and long-term success in language skills (Arnold, 1999). The most crucial aspect in language acquisition is the special nature of the cognitive process involved: true language learners never really finish learning; thus, they need to incorporate that quest in their daily existence for as long as they live in order to keep updating and improving, ultimately coming close to mastering the target language completely. Hence, it would be fair to assume that if the quest of acquiring a language is not deeply rooted in learners’ affect, the continuous project of perfecting and exploring it throughout their lives will be easier said than done, and it will eventually come to a halt, resulting in possible fossilization, as research has suggested (Saville-Troike, 2006). Therefore, language teachers should strive to promote a strong bond between the language and the learner’s affect by establishing a warm relationship with them, making them aware of their language needs and how to acquire them, and establishing healthy group dynamics, which will be explained further below.

Affect is then – as research shows – a determining factor for any kind of motivation to exist while learning. The socio-educational model was the pioneer effort made in the field of educational motivation. Inspired in the book by Kelley (as cited in Gardner, 2010) titled *25 Centuries of Language Teaching: 500 B.C.-1969*, two types of motivation are traced back to St. Augustine: *instrumental* – dependent on external requirements and rewards – and *integrative* – focused on a genuine interest in learning the target language and about cultures related to it. Gardner and Lambert’s socio-educational model was the first motivational guide for teachers in applied linguistics, developed as a study that tested the influence of “affective variables” (Gardner, p. 36) in second language acquisition. The participants for the study were Canadian English-speaking students learning French. They used the same terms proposed by Kelley but modified their meaning. The results revealed that participant motivation depended on the orientation and on the intensity. *Integrative orientation* has to do with the social and cultural reasons to pursue a language, and *instrumental orientation* would be directed to achieving external goals. Individuals would display high or low *intensity* levels of either orientation. The cultural aspect of this model offers a distinctive affective component that subsequent motivation theories lack and that constitutes one of the pillars of

second language acquisition. The socio-educational model claims that learners who are more open to embracing cultures that speak the target language are likely to be more motivated to learn it, thus influencing acquisition positively (Gardner, 2010). In addition, Schumann (1999) states that positive views of target cultures promote language learning, whereas negative views hinder it. Therefore, in this respect Dörnyei (2001) suggests that teachers encourage positive views of target language cultures and their speakers by using cultural materials in class, prompting students to do projects involving the target cultures and providing contact with L2 speakers during the course.

The cultural component of the socio-educational model has been extensively criticized by many scholars, especially by proponents of the *new age* of language learning, supporting the concept of *global English* as the universal language, not tied to any particular culture. Having recently gained popularity, the concept of English quickly becoming a *universal language* due to globalization has changed the face of language learning, motivating students to adopt a “global identity” (Dörnyei & Ushioda, 2009, p. 1) instead of choosing one culture to identify with. This new approach seems to oppose Gardner’s view that integrative motivation depends greatly in learners finding an L2 identity in a specific target-language culture. Dörnyei and Ushioda further debate if learners are detached culturally when they externalize the international community, or if they are still attached when internalizing it by including themselves in that global community. They then refer to Dörnyei and Csizér’s solution to the debate (as cited in Dörnyei & Ushioda, 2009, p. 3), proposing the possibility of learners developing integrativeness “as an internal process of identification within the person’s self-concept, rather than identification with an external reference group” (Dörnyei & Ushioda, p. 3) and later referring to the theory in psychology called “possible selves” (Dörnyei & Ushioda, p. 3). This theory claims that learners may form two selves, representing both ultimate success and ultimate failure: the first being the bilingual individual they plan to become, and the second the individual they fear becoming (Dörnyei & Ushioda, 2009). Therefore, they state that if learners strengthen their best self, they will strive for success in acquiring the L2, as long as they keep moving away from their current and feared selves.

Subsequent to the socio-educational model, other scholars focused on studying different motivating factors until arriving at two major types: intrinsic and extrinsic motivation. *Extrinsic motivation* involves taking a specific action driven by external forces or in order to receive an external reward. This type of motivation –whether it is represented by family pressure, encouragement, or punishment, job promotions or requirements, financial stability or status– is the norm in society due to how the educational system trains citizens since youth to cope in the world. *Intrinsic motivation* incites action for the pure enjoyment of it and produces pleasurable and fulfilling sensations (e.g. Dörnyei 2001, Brown 1994). Although compared and sometimes confused with Gardner’s integrative and instrumental orientations, Brown contends that both sets have marked differences. Gardner’s orientations allude to learning circumstances; on the other hand, extrinsic-intrinsic motivation exist along a “continuum of possibilities of

intensity of feeling or drive, ranging from deeply internal self-generated rewards to strong, externally administered rewards” (Brown, 1994 p. 75). According to Brown, research shows intrinsic motivation is much more powerful than extrinsic because of the ultimate ideal of *self-actualization* mentioned above as part of the hierarchy of needs theory. According to Maslow (as cited in Brown 1994), “no matter what extrinsic rewards are present or absent, we will strive for self-esteem and fulfillment” (Brown, p. 76). A similar phenomenon to intrinsic motivation is psychologist Mihaly Csikszentmihalyi’s concept of *flow*, which “is a state in which people become utterly absorbed in what they are doing, paying undivided attention to the task, their awareness merged with their actions” (Arnold & Brown, 1999, p. 15). However, intrinsic motivation is the *one* missing component in most educational backgrounds. Jerome Bruner (as cited in Brown, 1994) states that by freeing students from the pressure of grades or punishment through the “autonomy of self-reward” (Brown, p. 76) teachers can help learners develop or strengthen intrinsic motivation. Other strategies suggested by Arnold and Brown (1999) include: 1) helping students become autonomous by the use of learning strategies; 2) encouraging them to see the reward in getting a task done well instead of providing a reward; 3) emphasizing the importance of cooperative learning and incorporating students’ interests and decisions over material covered; 4) planning content-based activities related to their interests; 5) providing comments as well as grades so as to not focus only on numerical values.

Developed shortly after, the *self-determination theory* is based on the intrinsic-extrinsic motivation theory, but adds yet another behavioral component, *amotivation*, which involves the neutral or indifferent feeling about learning due to lack of motivation. In addition, the self-determination theory includes subcategories for both extrinsic and intrinsic motivation. According to Vallerand (as cited in Noels, Pelletier, and Vallerand, 2000), there are three different types of intrinsic and four of extrinsic motivation, depending on how strongly they manifest within the self. The intrinsic subtypes are the engaging nature of learning, the desire to achieve higher than expected, and the experience of enjoyment from learning. The subcategories pertaining to extrinsic motivation are much more elaborate. *External regulation* deals with external actions directly related to rewards or expenses, which once absent from the horizon, remove the need for performing the action. *Introjected regulation* talks about completing activities that respond to external pressures, which have been internalized as compelling within the self. *Identified regulation* governs undertaking actions after understanding their value and purpose; and *integrated regulation* is internalizing the need for taking actions according to their value and performing them just as any other intrinsically motivated action (Noels et al., 2000).

Ryan and Deci (2000, p. 54) expand the concept of motivation in an effort to link it with the fluctuating realities faced in education and in life. They argue that an individual can be intrinsically or extrinsically motivated for some tasks and not for others, as well as simultaneously driven by intrinsic-extrinsic motivations and integrative-instrumental orientations, and that they might all display various levels of intensity. They also vindicate the defamed extrinsic

motivation, by stating that students can be deeply involved in their learning propelled by external motives, “with an attitude of willingness that reflects an inner acceptance of the value or utility of a task” (Ryan & Deci, 2000, p. 55). They suggest that teachers consider taking a persuasive stance to encourage action and willingness from students toward classroom tasks, since realistically a lot of learning activities are not enjoyable but need to get done. The latter strategy aims to offer teachers an opportunity to create a more horizontal atmosphere in class, where pleasurable activities are more leveled with tedious ones and students learn to have similar enthusiasm for both, smoothing classroom dynamics considerably (Ryan & Deci, 2000). However, success in creating such horizontal interaction depends on making students feel respected and cared for, which in turn will promote reciprocity from them. Another factor determining the success of horizontal motivating is the influence of the *attribution theory* in learning. Dörnyei (2001) explains it as the tracing process of seeing past successes or failures in learning tasks realistically, learning from steps taken during successful performance, avoiding negative or exaggerated negative attributions when tracing failures, and accepting their current expected performance according to their level (Dörnyei, p.120). Training learners under the cooperative principle is also crucial in achieving successful attribution efforts and horizontal class dynamics. Encouraging students to support each other instead of competing relieves anxiety and is conducive to a respectful and caring feeling in class. Dörnyei (2001) recommends getting students acquainted with team-work guidelines –such as helping one another achieve a common objective– so they learn how to conduct themselves in a group. Ryan and Deci also shed light on the influence of control in learning, affecting it negatively if students are micro-managed during tasks that call for creativity or thought processes. This revised motivational theory emphasizes the importance of promoting autonomy in learners, stating that “studies show children of parents who are more autonomy supportive to be more mastery oriented [...] than children of parents who are more controlling” (Ryan & Deci, 2000, p. 59).

However complex, the concept of educational motivation with its different theories, sub-theories, and perspectives, seems to be rooted in how successfully a teacher can filter students’ motivational background through an educational experience that, fueled by passion and driven commitment to inspire students, can lead learners’ attitudes toward the language in a more fruitful and autonomous direction.

Therefore, after analyzing some of the most salient motivational theories through history, the literature reviewed above provides a framework for developing the present study, which focuses on key aspects such as integrative and instrumental orientations and intensity, positive or negative views of the target culture, cultural attachment or detachment, levels of intrinsic and extrinsic motivation or amotivation, and recommended strategies and actions for the teacher to implement in the classroom. The study was conducted at a community college and sampled young adult Costa Rican EFL students. The reason this setting was chosen for the study was the marked lack of intrinsic motivation observed

by language teachers as a general characteristic of this population toward the foreign language program. Therefore, taking into account not only the participant's context and background but also the motivational roles of their instructors, two questions emerge: 1) What factors can determine the types and levels of motivation observed in a group of Costa Rican adult EFL learners?; and 2) To what extent does implementing motivational strategies in the classroom influence teacher and student performance?

The following sections intend to answer both questions, describing the steps taken to measure the response of the participants. The Method section includes the research design, participants and sampling strategy, instruments and procedures; the Results section displays the most salient data collected for the purposes of the study; the Discussion section analyzes the results and interprets the data according to the theory above; the Conclusion sums the main findings and proposes subsequent research, and the Limitations section describes the emergent factors that affected our study. A Reference page lists all the literature consulted, and the Appendix section includes the instruments used for collecting the data.

Method

Research Design

This research project follows a mixed methods approach, as it attempts to integrate the most valuable aspects of both quantitative and qualitative methods in order to gather valid and reliable data regarding student motivation in a mandatory EFL setting. Combining research approaches is the most efficient way to closely examine student motivation because it enables us to take a look at both macro and micro factors that play a role in shaping the phenomenon (Dörnyei, 2011).

The research design chosen for this study is a case study which allows us to collect information about the motivation of Costa Rican EFL students in a mandatory General English Program within a confined period of time. We developed data collection instruments that are based on both quantitative and qualitative approaches. In order to obtain a wealth of valuable and reliable data, we organized the data collection into three phases. The primary phase involved a questionnaire survey with a follow-up interview, following a sequential organization of quantitative to qualitative instruments, placing emphasis on the qualitative instrument (Dörnyei, 2011). In the second phase of the study, we collected observational and self-report accounts; thus, the data collection involved a concurrent combination of both qualitative and quantitative methods with equal dominance and weight (Dörnyei, 2011). In the final phase, we administered a final questionnaire with open-ended items; placing more weight on the qualitative method (Dörnyei, 2011). As a result, the typological organization of these methods allowed us to explore the many variables involved in this phenomenon and gather meaningful and enriching data regarding student motivation in a mandatory EFL setting.

Sampling Strategy

This study incorporates a mixed methods approach in the data collection and interpretation phases; however, during the initial sampling stage we took a qualitative approach (Dörnyei, 2011). Since we are exploring the factors that influence student intrinsic motivation, our aim was to work with a population that we expected to have low intrinsic motivation so that we could test the various strategies listed in the literature that are expected to heighten motivation levels within the classroom.

Our goal was to develop a case study of a specific class and explore the phenomenon in great detail using a variety of instruments and incorporating elements of both quantitative and qualitative methods. Therefore, our sampling plan was to include students in a class from a community college who are required to take an English language course as a mandatory part of their program of study. Due to our availability constraints we were required to choose a class that met Tuesday and Thursday mornings from 8:00am until 12:00pm. Although this group was selected on the basis of convenience, it still fit our desired profile and contained the targeted characteristics for the purpose of our study.

Furthermore, we intended on conducting an in depth interview with all the participants in the class in order to gain enriching details about their individual learning and classroom experiences. However, due to time constraints, it was not possible to meet with each participant. Consequentially, we conducted within-case sampling in order to select four specific participants who we felt would be able to fill some gaps and aid us in reaching a point of saturation (Dörnyei, 2011). These four participants were selected on the basis of their in class actions and attitude, and each participant displayed a different and distinct type of motivation-driven behavior. The first selected participant was chosen because he displayed great enthusiasm for the class, while the second was chosen because she displayed an unclear disposition for the lesson. The last two participants were chosen because they demonstrated a serious lack of interest in the English class and little motivation to participate. Our aim was to explore these different attitudes in greater detail and attempt to uncover the reasons behind these contrasting attitudes. Therefore, all participants in the case were observed and monitored throughout the study with emphasis being placed on their in-class behavior, while four participants were selected to provide a more detailed description of their experiences and a more in-depth account of the situation.

Moreover, the language instructor became herself a participant in our case study, after already having collected some of the data. Although she did not fit the targeted profile, analysis of her in-class behavior and execution of her and our lesson plans allowed us to gather enriching data regarding the role of the instructor in influencing students' intrinsic motivation. This proved to be a crucial factor in assessing student motivation levels and provided us with a wealth of insight into this complex phenomenon.

Sample Description

The observations took place in a community college in Heredia, Costa Rica. The classes offered at this institution are part of a mandatory program of English as a Foreign Language, taught by native English speakers. This community college offers a Telecommunication Major and a Technical Support Major. Furthermore, English is a required part of each program and the students are required to reach a high intermediate level by the end of their studies. The institution provides the students with native English speaker instructors and with a textbook for each level.

There are two distinct paths in which the students may enroll. The first choice is the regular program, which has a total of six levels of English. The second option is a scholarship program. The students in this program are only required to take four levels of English, but are expected to reach the same level of English as the students in the regular program. Each EFL level consists of a 14-week course with a specific curriculum. Students meet twice a week for classes, which are four hours long. Additionally, the students in the scholarship program are granted scholarships based on their families' economic status. Therefore, all the students in this program come from low socio-economic family units, and all have limited experience in an educational setting. As a result, many students find learning English very challenging, which can explain why their intrinsic motivation is often quite low.

The class observed consisted of students in the scholarship Telecommunication Program that are currently in their third semester of English (level 3). These students have successfully completed the first two EFL courses and were previously exposed to English during their high school education. Furthermore, these students are now enrolled in the Grammar and Writing Course, which integrates reading and writing skills. The primary focus of the course is to train them on clear and accurate written production with little emphasis on oral communication.

The sample population consisted of 17 student participants. There were nine male and eight female learners between the ages of 18 to 25, with an average age of 21 years old. All participants were born and raised in Costa Rica. In addition, they differ greatly in personality: some participants are quite extroverted while others extremely introverted. All participants come from families with low-socioeconomic conditions and are currently studying thanks to a government-sponsored program that offers scholarships to students who meet the requirements. Furthermore, participants live in neighborhoods throughout San Jose where Spanish is majorly spoken, and where a very small English-speaking population is widely dispersed and consists mainly of tourists.

Instruments and Materials

Data for this case study was collected through both closed-ended and in-depth questionnaires with the entire class, recorded one-on-one interviews with

the four target participants, and classroom observations. This study was carried out in three phases. Each phase included at least two data collection instruments. In the first phase, we had an initial intention of conducting in-depth interviews with every participant in the class; however, we were restricted by time constraints. Consequently, we chose to write up a concise two-page questionnaire in Spanish with closed-ended items for each participant in the class to fill out to the best of their ability. The instrument was designed to measure how intrinsically and extrinsically motivated the participants were to learn English as a foreign language.

Additionally, phase one included two class observations designed to assess and compare students' questionnaire responses to their classroom behavior. In order to guide our initial observations and capture relevant and useful data, we developed an observation scheme with the target variables clearly stated. Moreover, we conducted a semi-structured interview with the instructor (in English) as well as with four participants (in Spanish). The purpose of the instructor interview was to shed light on her beliefs on motivation in an EFL setting and to assess her knowledge and experience regarding teaching within this context.

In the second phase of the study, we designed a series of lesson plans that incorporated many different strategies aimed at increasing students' intrinsic motivation levels. In total, there were five complete lesson plans each designed for a four hour class. These plans accounted for twenty hours of class instruction over a period of three weeks. The purpose of these materials was to determine to what extent the strategies discussed in the literature impacted and altered student motivation levels in a mandatory EFL setting.

We also developed a second questionnaire survey to gain insight on the students' perspectives and beliefs on the role of culture. Our rationale for creating this instrument was to incorporate the cultural aspect of language learning mentioned in the literature, which emphasizes the importance of assimilation and adopting the target culture in order to fully acquire the target language. This questionnaire included both open-ended and closed-ended questions, and the respondents were given 30 minutes to complete it as honestly and detailed as possible.

Additionally, the second phase included four classroom observations. The purpose of these observations was to monitor the instructor's execution of the lesson plans we developed and assess the use of the target strategies. Likewise, we aimed to assess the participants' responses to the target strategies and analyze whether or not our lesson-plan activities engaged the participants and motivated them to participate. We examined class dynamics as a whole, but carefully noted the behavior of the four participants interviewed, in order to discover behavioral patterns and changes to compare or contrast with their verbal accounts.

Finally, in the last phase of the study we did a final survey questionnaire to reveal the students' thoughts and opinions on the last four weeks of English class. This questionnaire incorporated the use of yes/no questions, which lead to open-ended questions for them to elaborate on their answers. The purpose of this instrument was to determine whether or not the participants noticed

a difference in the class activities, tasks, and instructions over the past four weeks in which we implemented lesson plans with specific strategies to increase the level of intrinsic motivation.

Unfortunately, due to time constraints it was not possible to pilot the data collection instruments. However, we did submit them for analysis in our research class to ensure that the content was clear and user-friendly. We refrained from including any sensitive items in our instruments, since private and intimate information was not necessary for the purpose of our study. Additionally, we obtained passive consent from the participants in our study and clearly stated that their participation was voluntary. In turn, a formal consent form was omitted. We ensured confidentiality by protecting the names of the participants and keeping all of our collected data anonymous. Therefore, in order to link participant responses on surveys to their interview responses and in-class behavior, we assigned a number to each student during the first observation. We ensured them that this study would not impact their status in the English course in any way. Likewise, we provided a general overview and explanation of the purpose of our study in order to encourage willing participation and interest. Lastly, we provided contact information at the end of each instrument in order to express our willingness to answer any questions or concerns the participants may have had about their participation in the study. Overall, we attempted to create a comfortable atmosphere with minimal interference so that the participants could feel at ease in their learning environment.

Procedure

During the first phase of the study, we administered the first survey to our sample. This instrument was distributed after the students returned from their thirty minute break. Following our brief introduction and explanation of the study, we distributed their assigned identification numbers. Each participant was given a number and instructed to write their number on their survey copy. We had considered asking the instructor to distribute the survey; however, we distributed them ourselves because we assumed that the students would yield more honest answers if they felt that the study was completely disconnected from their instructor. Since the instruments were developed in the participants' native language, there were no translation issues. In turn, students were able to quickly answer each item, taking a total of 15 minutes.

Additionally, after administering the survey and as part of the first phase of the study, we conducted our first observation for the remaining of the class. The purpose of that first observation was to assess the behavior and competence of the instructor as she executed her own lesson, as well as taking note of the attitudes and behavior of the students and the class dynamics as a whole. We were also monitoring the students, looking for motivation tendencies for recruiting the interview volunteers that would provide us with more valuable insight for our study. Following the initial observation and questionnaire administration,

we selected our four interview participants. We invited them to participate in one-on-one private interviews during the final 30 minutes of class, during which we recorded their responses with a tape recorder. The interviews were conducted in Spanish in order to reduce the chances of miscommunication or potential intimidation, and each interview lasted for 15 minutes. Luckily, the students we had selected during the observation willingly decided to participate. During the data analysis phase we conducted a partial transcription of the data. Therefore, we modified the transcripts in order to extract the data that was relevant for our study by listening to the recordings and taking notes (Dörnyei, 2011).

The next step was a semi-structured interview with the instructor. We conducted this interview during the lunch hour in a comfortable environment, for the instructor to feel at ease. The duration of the interview was one hour and it was administered in English.

The second phase of our study involved the implementation of specific strategies suggested in the literature to promote intrinsic motivation among EFL learners. After intensively analyzing the available sources, we developed a list of the most salient strategies, which we then incorporated into a series of dynamic and engaging lesson plans. Firstly, we had the teacher assess the students' needs and interests regarding the upcoming theme in the syllabus, which was the *Environment*. In a writing activity, the students expressed what they would like to learn and what subtopics they found the most interesting. After considering the needs and desires of the participants, we carefully developed the lesson plans and briefed the instructor on guidelines for executing each one. The lesson plan also contained notes and reminders on how to execute each phase, and we encouraged the instructor to become familiar with it in advance.

The second phase involved class observations to monitor and evaluate the implementation of the lesson plans along with the behavior of the participants. In addition, these observations gave us the opportunity to determine if there was a real connection between the participants' responses on the initial survey questionnaire and their actual in-class behavior.

Lastly, during the second phase we administered a survey questionnaire regarding participants' relationship to culture. The survey involved both closed and open-ended questions, taking the students a total of 20 minutes to complete. However, two participants were absent that day, yielding incomplete data.

Finally, during the third and last phase of our study, we administered our final open-ended questionnaire survey. Similar to the previous two surveys, this questionnaire was also developed in Spanish. In addition, we collected the final written reflections that the participants wrote for their instructor regarding the outcome of the project activity that was outlined in the lesson plans. The purpose of collecting these reflections was to determine whether or not the students enjoyed the activities we developed and whether or not the implemented strategies succeeded in motivating them intrinsically.

To conclude this section, we were able to collect valuable data throughout every stage in the procedure. Surveys and interviews were conducted in Spanish, which we were able to effectively translate into English for the

purpose of our study. Aside from two absent participants on, we were able to collect complete, detailed, and enriching data that allowed us to take a deeper look into the factors that determine and influence student motivation in a mandatory EFL setting. The following section focuses on the results obtained during our data-collection phase.

Results

This section details the most salient results obtained from collecting the data according to our study's purpose. We divided this segment in three sets of results: surveys, observations, and interviews.

Surveys

The first step in the data-collection phase consisted of conducting a survey to measure motivation levels among participants. In order to make the instrument as concise and easy to answer as possible, we decided to divide the criteria into intrinsic and extrinsic motivation. Figures 1 and 2 show that even though there is only a 10 percent difference between the average scores of both types of motivation, the majority of students are inclined toward displaying higher levels of intrinsic motivation.

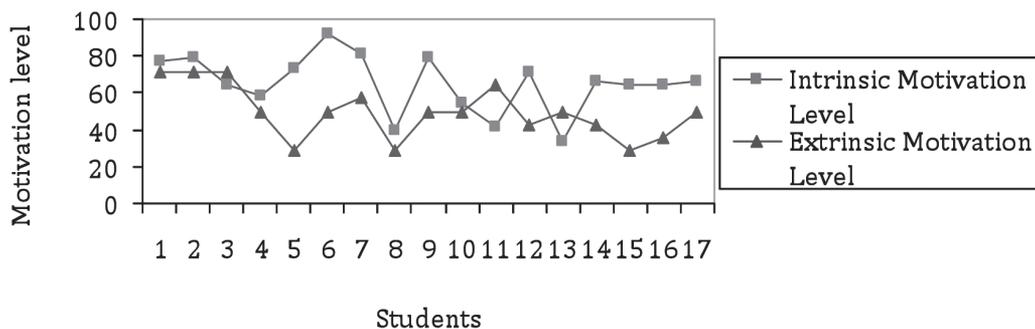
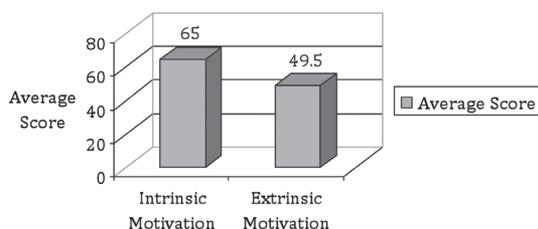


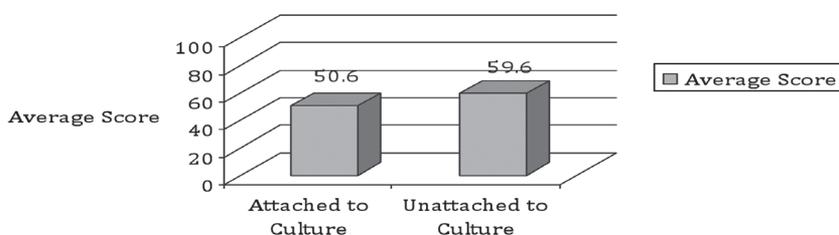
Figure 1. Student intrinsic and extrinsic motivation levels
n = 17

The second survey administered aimed at detecting the presence of a target culture in students' L2 identity, measuring the degree of attachment participants feel towards that culture, and assessing their perceptions – whether negative or positive. The instrument had two main sections: one survey of multiple choice, measuring general and cultural interest, and the other consisted of open-ended questions calling for more detailed accounts.



*Figure 2. Average of student responses regarding their motivation type
n =17*

Figure 4 reveals that there is also roughly a 10 percent difference between both criteria, but there is a predominant tendency toward cultural detachment from students' target culture, which is clearly the United States. In addition, the survey unveiled a general disregard for learning about other cultures and negative views of the target culture.



*Figure 4. Average responses of students about their attachment to English culture
n =17*

However, all students agree on the importance of socializing with native speakers in order to improve their language skills, even though less than half make the effort to socialize with them.

The third and final survey consisted of five open-ended questions that prompted a detailed personal response to the study. It aimed at measuring the level of intrusion of the study in the class environment and learning process. Students were asked to note in detail whether they had noticed a difference in teacher behavior or methodology during the study. Most students noticed no changes during the classes observed in the study, which yielded only positive or neutral responses.

Observations

As described in the Method section, we conducted four semi-structured observations with predetermined criteria to measure. The first two observations intended to collect the actual state of things before introducing motivational

criteria into the lessons. The observation schemes for the first two lessons targeted general criteria suggested by Dörnyei (2001) for *class dynamics*, *teacher*, and *student behavior*. Results show that neither class dynamics nor teacher behavior criteria were effectively displayed during the first two observations. Student behavior was slightly better in terms of autonomy and interacting with others but not concerning the rest of the aspects considered.

Observation schemes for weeks three and four focused on the motivational strategies – also suggested by Dörnyei (2001) – implemented in the lesson plans created for the study. Student behavior focused on the four students interviewed; however, the rest of the students did not display a difference in attitude or behavior during the last two observations. Class dynamics improved slightly in group work, but there was no improvement on teacher behavior.

Interviews

We decided as part of the sampling process to choose the participants for the interview after observing student behavior during the first day of the data collection. A list of students was made during the observation indicating which students showed low, which high, and which neutral levels of enthusiasm towards the lesson, teacher, or classmates. From that list we decided to pick two students that showed neutral enthusiasm, one showing high and one showing low enthusiasm.

The interview questions were designed to measure the feelings they have experienced towards studying the language, their instructor, the activities in class, and their own progress and goals. Students #4 and #9 seem to look at English more as a personal goal, and they claim they have always wanted to learn it, whereas Students #3 and #7 feel compelled to learn it in order to have a place in a constantly shifting globalized English-centered society. Even though half of the students said to like English and were taking their current course for fun as well, all of the students agreed on why the language is useful and how they plan to use it in their future: work. Only one of them considered the socializing aspect in the equation. They also agreed on enjoying their course and on the importance of having a good teacher, but differed in their attitude about participating, class activities, practicing after class, and improving on weak areas. Students #3 and #7 admitted to never participating in class, but #4 and #9 stated they enjoy participating. Students #3 and #7 chose individual work and games as favorite class activities, contrasting Students #4 and #9, who preferred only social tasks. In terms of group work, Student #4 was the only one who expressed adverse feelings about it. Concerning weak areas, Student #3 feels that making the effort to like the language more and practicing may help him, Student #4 plans to request private tutorials at school to work on grammar, Student #7 thinks listening to songs while reading lyrics will help her succeed, and Student #9 believes practicing new words and using the dictionary more will do the trick.

The four students agreed on never practicing conversational English after class, but differed in the level of motivation they feel towards the target language. Students #3 and #7 reported feeling 70 to 90 percent of motivation towards learning, while Students #4 and #9 gave a quick and definitive answer: they were 100 percent motivated.

This section presented the most salient data collected during our study. In the next section, we analyze the meaning of these results in terms of data convergence, divergence, and what lies beneath the surface.

Discussion

Interesting findings emerge when analyzing the results displayed in the above section. In order to interpret our data as thoroughly as possible, we have divided this section into four distinctive features that surfaced during the study: a significant disparity between students' thoughts and actions in their learning process, their reactions towards the target culture, the teacher's role in their learning, and a concluding view of how it all translates into their motivational tendencies.

The Learning Disparity: Survey #1, Observations and Interviews

Even though the first survey shows a predominance of intrinsic motivation in the group according to Figure 2, those results markedly contrast those obtained during the four observations in the study. The observations revealed that students were visibly bored – even commented on it in class –, used the language only when requested to do so, and spoke carelessly and impulsively, not monitoring their production or self-correcting. Most of them also seemed unmotivated to complete the majority of class tasks throughout the study and would use only Spanish during pair and group work. In addition, a great portion of the participants would be disruptive in class, even when the teacher was giving task instructions or explanations, talking and laughing over her. The marked discrepancy between the survey and the observations could be due to different reasons, such as the Hawthorne effect, participants over-expressing desirable attitudes in their survey answers, deficient class dynamics, or ineffective teacher behavior.

According to Dörnyei (2011), the Hawthorne effect – named after a site in Chicago – was discovered during a study of an electric company, in which participants behaved according to what they believed was desirable in light of the criteria observed. The first survey of our study was conducted on the first day of the data collection phase, before any observation took place. Even though instructions called for honesty while reassuring them of their anonymity, they may have painted their answers on a better light than what they actually are. However, taking into account the students' cultural background, a bolder theory would

suggest that there is a sense of dichotomy between the participants' thoughts about their learning process and their actions. For example, although in the survey fourteen out of seventeen students claim that they visualize themselves as bilingual in the future, during the four observations, those who volunteered to participate in class used the language verbally only five percent of the lesson, which approximately amounts to fifteen minutes of the four-hour lesson. The rest of the time they used Spanish. An alarming ten-students-out-of-seventeen did not speak English at all during the sixteen hours observed. Another example shows that despite eleven students claiming to frequently ask the teacher about how to improve on their weak areas, not one student showed that initiative during the hours observed. The latter perceived dichotomy might be a product of a defective educational system that lacked the necessary tools for students to reflect on their learning process, a complacent culture that tends to program its people to be employees and not entrepreneurs – that is to do as they are told instead of being proactive –, or a limited upbringing that did not prepare them to take charge of their life and do what makes them happy. Since only four of the subjects were interviewed in more depth, we can only speculate as to the actual reasons of such divergence.

The interviews reinforced the dichotomy theory even further. Of the four individuals interviewed, only Student #4 seemed to display a more unified learning awareness. Despite disliking certain aspects of the learning process, Student #4 has the highest level of intrinsic motivation of the four interviewed. He is aware of his level, has more realistic goals, and knows his limitations much better than the rest. Students #3 and #7 did not speak English at all during the observations; they looked visibly uncomfortable and constantly asked their peers to translate instructions and explanations from the teacher. However, in their interviews they reported liking the teacher because her explanations are usually clear, feeling 70 – 90 percent motivated and attributing it to seeing progress in their classmates, which gives them a sense of healthy competition and encouragement. At least both admitted being shy about participating during whole-class activities, and Student #3 also admitted not liking the language. However, Student #7 stated that she loves English and sees herself not only mastering it better than the teacher, but also learning other languages in the future. The most significant contradiction was displayed in Student #9. This student was chosen for showing a very marked apathetic and negative disposition in class, but according to his interview account, he is motivated 100 percent to learn the language, lets others participate first so as to avoid monopolizing participation – since he considers his proficiency level higher than his group for having taken English classes prior to enrolling in the institution – and constantly visualizes himself being bilingual despite admitting to rarely using the language out of class and not making an effort to improve other skills he dislikes, such as writing. What is really remarkable in the four students is the idea that they have somehow convinced themselves they will excel in the language, even when three of them are going in the exact opposite direction.

Target-Culture Views: Survey #2 and Observations

In terms of cultural identity, the data obtained from the second survey reflects a dominant tendency to disengage cultural identity from the language-learning process, even when thirteen out of the fifteen students that completed the survey consider the United States the primary culture representing the L2. This detachment might be prompted by the fact that their teacher is Swiss and their textbook follows the concept of multiculturalism or global L2 identity proposed by Dörnyei and Ushioda (2009), as mentioned in the literature review. It might also be a result of negative views of the target culture. Seven students disliked the feeling of entitlement and superiority they sense from Americans, and eight of them resent the actions of the United States towards other countries. Yet, despite the negative views, ten students think that identifying oneself with a target culture is not essential but helpful in reaching advanced levels of proficiency, as is interacting with foreigners, even when only six students try to interact with native speakers. Participants may try to reach out to foreigners once they become more proficient in the language, but taking into account their perceptions of the target culture, they may never find the courage or the interest in bonding with Americans if they view them as entitled and arrogant people, which can very likely make them feel more self-conscious about their language skills than they may want to experience. This poses a problem when considering the students' future language goals. Fourteen of them visualize becoming completely bilingual, and they are enrolled in a program that will most likely position them in foreign companies where they will come in contact with native speakers. Becoming completely bilingual in a language certainly means acquiring much more competences than the basic linguistic skills to communicate, and vocabulary is the main skill to keep fostering, according to linguist David Wilkings, who stated that "without grammar very little can be conveyed, [but] without vocabulary nothing can be conveyed" (as cited in Thornbury, 2002 p. 13). Vocabulary also dramatically differs between English-speaking cultures, and learners would need to have more than an average interest in learning about target-culture vocabulary if they want to become truly bilingual. Forming an L2 identity attached to one or more cultures would definitely help these participants have an advantage over culturally-unattached colleagues in selling themselves to the native-speaking community. They will have more topics of conversation and feel less confused or embarrassed when the occasional cultural citation comes along. The fact that these students do not seem give much thought to this impending reality reveals how much they are setting themselves up for not meeting their own goals. Nevertheless, their seeming oblivious views on culture might also be just a lack of connection between their cultural awareness and their reality. They may well be learning gradually about culture according to their levels in a symbiotic manner and simply do not notice that knowledge as such.

The Teacher's Influence: Survey #3, Observations and Interviews

The teacher's role in the study became the emergent factor with most weight and influence throughout the whole project. There was an assumption about how we expected the instructor to respond to our stimuli, and we were convinced that the lesson plans would be sufficient for the teacher to transform her lessons into motivational power houses. However, the exact opposite occurred, unfolding a myriad of concerns and reflections not only about our approach, but also concerning the overall impact of the study in the students. As seen in the results section, teacher behavior was scored better before the study was conducted than when we introduced the motivational variables, but not by much. Class dynamics only improved in how the motivational tasks that we prepared were completed, which only varied in time lapse from the lesson plan estimates for each step. However, during the whole study, teacher behavior and class dynamics – probably the most important aspects in motivation according to the theory in the literature review – unfolded completely in the opposite manner to what was suggested. Several reasons come to mind. The first one has to do with the teacher as a professional.

The teacher is a Swiss EFL teacher in her twenties, who has only five months of experience teaching the language. Her studies were not in teaching, and she seems to be more concerned about what this experience teaches her than what she is doing to help her students learn. She seems to have a very relaxed, spare-of-the-moment attitude about things, and does not seem very organized or focused in her teaching or in general. The latter qualities seemed to be ideal for our study, since we needed someone who would be open to be directed in a certain way during a short period of time without trying to micromanage or modify our instruments. Therefore, in that respect this teacher did a great job. She was open to the best of her abilities to our mediation and conducted the lesson plans as closely as possible.

Her main problem was her inability to internalize our motivational guidelines to show enthusiasm in her behavior and strive to inject it in her students. This inability could be due to personality traits, to what she expects from students (the Pygmalion Effect described in the literature review) or to her work ethic. However, according to Stanley (1999), all teachers should have the habit of reflecting on their affective outcomes of their teaching toward their learners, whether it is by brainstorming before planning and designing lessons to ensure a conducive and productive learning experience, or by journaling or videotaping their lessons and reflecting on the process as a long-term project. Stanley states that the reflective quality – although ideally should be a natural component of a teacher's personality – is not the norm, but it can be an acquired skill through the correct training. She mentions several studies conducted on teachers who were not naturally reflective and were trained effectively. According to our observations, this teacher lacked this reflective quality, and neither our lesson plans nor the motivational strategies in them prompted her to do any reflection on her part. Instead, she looked unprepared and distracted, as if she was reading our plans just before arriving to class.

In terms of class dynamics, the instructor had every opportunity to teach her students to learn cooperative skills, to confront the silent students with the language so they would learn to get out of their comfort zones and exercise their language skills, to explain the value of each task, and to help them feel more comfortable working with people they do not know well. However, she limited herself to follow the lesson plan step by step while some groups were constantly disruptive; one group was completely dismembered (sitting in a line instead of a circle) and uninterested, and other groups had students clearly not participating or working. She completely disregarded those opportunities and allowed them to work as they pleased.

One of the most detrimental aspects in her behavior is the lack of authority in the class, which sends the wrong message to students about the importance of learning the language, as well as showing respect for her or others while speaking. When asked about it, she simply said that she shies away from confrontation and prefers to have a more friendly relationship with the students, fearing that too much authority would make them develop aversion towards her class and the language. Nevertheless, Underhill (1999) suggests developing a clear “political system” (1999, p. 135) in the classroom where rules of conduct, respect, and cooperation are established and closely monitored to allow for a productive and healthy negotiation that promotes autonomy in students and the role of the teacher as a facilitator. Therefore, according to Underhill, properly using authority as a teacher and honoring class norms and respect would not create a hostile environment or aversion towards the language; quite the contrary, students would learn much more from the lesson than just language skills.

Our main concern with this instructor was her lack of commitment in the affective aspect of motivation during the study, which was either not clear to her in our lesson plan guidelines or not important for her to make the effort and implement it. Some teachers look at affect or motivation in the same way that most scientists look at the esoteric world: yes it is there and we could pay attention to it, but it might be a waste of time. Thus, in the end the variables that were introduced to her class in order to influence motivation were only effective ten percent, that being the group project to complete in the lesson plans, which according to some students was a really valuable experience at the end. Had our instructor been more open to use the power of motivation in her role as a teacher, we believe the study may have yielded much richer results from students.

Motivational Tendencies and Factors

All the factors analyzed above contribute to determining the types and levels of motivation present in the participant group, as well as in the instructor.

The socio-educational model. According to Gardner’s model (2010), and taking into account the survey and observation results, we can conclude that the majority of the participants possess high levels of instrumental orientation, judged by the compulsory feelings of pressure by society to learn the language.

They also show low to medium levels of integrative orientation, based on the general lack of interest in the target culture or any other culture for that matter, the learning disparity observed above, and the fact that only three of the seventeen students show genuine enjoyment towards learning the language.

The extrinsic-intrinsic motivation theory. The group self-reports and observations manifest higher levels of extrinsic motivation in participants, propelled by external forces (school or professional development) for the purpose of obtaining a reward (success at school, a good job). They presented really low levels of intrinsic motivation, since very few seem to enjoy the classes. What is markedly lacking in both motivation types is the lack of enthusiasm, even in the more intrinsically motivated students. Most of them seem to be dreading every task, kept yawning and saying how lazy they were to follow the teacher's instructions when a new task was introduced.

The self-determination theory. Since Vallerand's model (2000) includes amotivation, we believe that participants show a high percentage of amotivation while being compelled by extrinsic reasons to learn the language. None of the three subtypes of intrinsic motivation were observed in any of the participants. They seem to be motivated by external regulation to obtain rewards translated into grades and degrees, thus their introjected regulation pushes them to comply with the tasks at hand, even though they would rather be doing something else they truly enjoy. Furthermore, a not-so-far-fetched assumption reinforcing introjected regulation is that most participants would not enroll in English classes had the language not been as important to succeed in Costa Rican culture. Only Student #4 and #6 seem to display identified or integrated regulation – since they seem to understand the value of the tasks and perform well, even while they may not be enjoying them fully.

The motivational continuum. Based on the findings by Ryan and Deci (2000), who combine all the theories above to propose the likely existence of many of those tendencies at once and at different levels, we can conclude that had our teacher been interested in reflecting on her teaching to level her students' motivational tendencies, she could have successfully created a more equal response to engaging and boring tasks, while closely monitoring class dynamics and student performance.

Teacher's motivation. Having enough understanding about the instructor's lack of experience in the field but openness for the study, we were convinced that she was going to embrace our suggestions and make the most out of them to improve her class and reach out to her students. Instead, she was less than enthusiastic about our motivational guidelines and was oblivious to students' visible detachment from the learning experience. It seems that she may not be aware of or interested in the importance of her role as a teacher. This suggests that she lacks the enthusiasm needed to manifest intrinsic motivation towards her job and her pupils. Furthermore, she seems to be approaching teaching as merely a temporary job, motivated by the extrinsic reward of monthly compensation.

Conclusion

Throughout the course of our research, we learned about the factors that contribute to one's motivation or amotivation towards learning a foreign language, which we could corroborate with thorough observations to the best of our perceptions. The analysis of those factors, when compared to the participants' written and verbal accounts, show that motivational tendencies from external sources or rewards and a marked lack of enthusiasm dominates the group and the teacher.

We also realized the determining role of the instructor in ensuring that the instruments conducted collect the data they are designed for. Unfortunately, we were not able to truly test the motivational impact of the strategies suggested in the theory, due to the already mentioned teacher's unwillingness to become a motivator. We are confident, however, that the strategies are well formulated and would have worked with a more committed instructor.

Should further research be conducted with the same group of participants, a preliminary training process for the teacher would be necessary, in order to develop affect in teaching through reflective practice and better connections with the students' learning. Further research on the topic with a different group of participants would need a parallel data-collection phase focused on training and monitoring teacher's reflective and affective development. A control group may be introduced for yielding much richer insight on the matter.

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