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CARRERA ENGLISH TEACHING

TEMA: MOTIVATION IN THE CLASSROOM
OF THIRD BACCALAUREATE STUDENTS
IN QUITO

TRABAJO (TITULACIÓN ESPECIAL) PREVIO A LA
OBTENCIÓN DEL TÍTULO DE LICENCIADO EN INGLÉS

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DEDICATION

My humble effort I dedicate to my loving and supportive mother who encouraged me through my whole project and taught me how to beat adversity. Whose affection, encouragement, and prayers have made me succeed through the difficult moments and also cheered me during the times of harvest.

To my loving husband and children, Mateo, Emilio and Nicolás who are the ones who I dedicate my whole life to. I do everything thinking of them. All the effort I put in life is for their well-being.

MOTIVATION IN THE CLASSROOM OF THIRD BACCALAUREATE STUDENTS IN QUITO PROJECT

STRUCTURE OF THE PROJECT

FORMULATION OF THE THEME:

How to Motivate Students in the ESL learning process with Third Baccalaureate Students at Los Alamos High School in Quito.

1.1 Main research question

How can I modify class activities to help students get into “flow” during the lesson?

1.2 THESIS STATEMENT

1.2.1 General:

How can I motivate high school students in the EFL classroom using applied motivational theories.

1.2.2 Specific:

Use Self-Determination Theory elements of competence, autonomy and relatedness in order to help students feel flow

1.3 JUSTIFICATION OF THE RESEARCH:

There are various issues that concern motivation, for example, students becoming too dependent, students getting distracted easily by others, students being inattentive, students being rowdy, students having poor participation, students showing lack of interest towards the language, students having behavioral issues, students having a bad attitude towards learning English, students being negative towards finishing the activities. It is believed that all these kind of problems that teachers face each day at school could be solved by motivating the students. This is why my goal is to keep my students excited and interested in the classroom with the influence of theories with effective strategies and actions. These actions and strategies will be able to create a self-awareness of the importance of the application of motivational skills and procedures in the classroom.

1.3.1 Problem

In general, there is a problem in the learning process where the students in second baccalaureate are lacking motivation. In their book, Deci and Ryan (1985) mention three types of broad behaviors: self-determined, control-determined, and amotivational. Self-determined behavior is the ability of the individuals to feel that they have control over their choices and they manage their own lives. Control-determined behavior is comprised by external factors where the individual acts out of external rewards or fear of punishment. And amotivational behavior is the lack of desire and a sense of apathy to complete activities. The teacher should have three goals in the classroom: to find the way to avoid any amotivational behaviors; to try to guide the class with few control-determined behaviors; and to guide the students toward self-determined behavior in the classroom. The way students behave in the classroom affects how well and how much they learn. These negative behavioral attitudes in most cases are due to lack of motivation and according to Deci and Ryan (1985) amotivated behaviors could be caused by control-determined behaviors which instead of allowing the person to have choice it may take either the form of compliance with the control or rebellion against it which in either way there would be a problem in the learning process.

THEORETICAL FRAMEWORK

Introduction

Motivation comes from the latin root *motivus* that means to *stir or move*. Therefore, it is the impetus that makes us move to something, an emotion or desire that operates on the will and causes us to do something or act in a certain way. It is an internal impulse that brings us to complete an action, it impulses us and puts us in the track to success. Without motivation there is no action. Thus, it is the willingness of action in behavior.

It is necessary to research and put in practice all the necessary theories, teaching skills and procedures to make the students feel motivated in the classroom and to learn by willingness derived from curiosity (Deci & Ryan, 2000). It is necessary to create the environment for the students to develop a positive attitude towards the subject just for the sake of learning and not because they are waiting for a material reward. It is necessary for the teacher to feel passion, positivism and kindness towards the students to be able to transmit knowledge and skills while encouraging them.

Making the students explore their goals rather than rote learning will make it easier for them to love learning. The teacher must give them the tools to make them think and question the lessons given to them. It is important to use all the necessary teaching tools that are available. The world is changing and the students must be taught in a changing society. In fact games, music, information on the internet are good tools for students that love learning in an environment where they feel comfortable. Therefore, these tools will contribute to have a motivated class and make them feel challenging. (Zoltan Dornyei, 2001).

When students are motivated, they develop initiative to learn new things, they become more persistent in completing tasks and goals, they make more effort towards learning and most importantly, they enjoy participating towards their goal. There are also factors that help us develop motivation. In consequence, there are three factors that can lead to better performance and self-satisfaction (Pink, 2009): Autonomy (our desire to be self-directed), Mastery (People urge to get better at something), and Purpose (motivated purpose).

Therefore the main goal of this research investigation will be focusing on important motivational theories that will be put in practice during the class activities of the research. This is why it is necessary to take a look at Self-Determination Theory and its three basic psychological needs which are the basic structure of the research project. The intention of the research project is to focus on Self-Determination Theory in the activities to make it more pleasurable for the students to learn the English language in order to achieve flow.

2.1 Self-Determination Theory according to Deci & Ryan

According to Deci & Ryan (2000), intrinsic motivation is characterized as that which comes from within the individual. Intrinsic motivation has to do with loving what you do, curiosity about what you are learning or interests. It seeks out natural and innate challenges and one feels an inherent enjoyment of interest toward a goal or activity in the class. Intrinsically motivated behavior tends to last longer than extrinsically motivated behavior.

Self-determination theory (SDT) in education arose while studying intrinsic motivation. Edward L Deci & Richard Ryan (2000) talk about three important universal needs that are innate in each individual: competence, relatedness and autonomy. These innate needs must be satisfied to be able to foster intrinsic motivation.

Competence:

When people feel competent, they seek to control outcome and experience mastery. In other words, the individuals feel they are able to meet the challenges of their goal. During the project it is necessary to allow students to feel competence and perceive that they are able to accomplish their own goals and throughout this feeling of competence the students will feel pleasure to learn. It is necessary to research and put in practice all the necessary theories, teaching skills and procedures to make the students feel motivated in the classroom and to learn by willingness derived from curiosity. (Deci & Ryan, 2000) It is necessary to create the environment for the students to develop a positive attitude towards the subject just for the sake of learning and not because they are waiting for a material reward. It is necessary for the teacher to feel passion, positivism and kindness towards the students. This will enable the teacher to transmit knowledge and skills while encouraging them to be focused on competence. In this study, the teacher will explain the activity in detail. During the activity, the students will receive specific positive verbal feedback but also specific negative feedback so the students understand their weaknesses and strengths. Students must understand where they precisely did wrong but also where they precisely did right during the lesson so they have the possibility to reach competence. Feedback will help students feel more secure and challenged to comply with their activities. This will open the way towards competence.

Relatedness:

Relatedness is the sense of feeling connected to others and the feeling of belongingness with others. Deci & Ryan mention that each of us individuals needs other people to some degree (Deci & Ryan, 2008). It is important during the project that students feel that their work is important for the rest of the individuals in the classroom. There is no point of working if the activities that are being accomplished are going to be forgotten or thrown in the trash. Once the students feel that their work is important they will feel motivated to try to do a good job for others to see.

The teacher will promote activities towards the sense of relatedness during the project lessons by making them swap papers, putting their works on the murals and allowing the students to participate and give opinions of their work. These kind of activities are well connected to the research project since the students need to feel that their work is important for others.

Autonomy:

Autonomy is the desire to act in harmony with our own self and be causal agents of our own life in a social environment. The individuals need to perceive that they have choices and that they can self-determine what to do. Increasing student's options and choices also increases their intrinsic motivation. During the activity research students need to feel a sense of autonomy to make the students have the chance to fulfill the activities in the classroom with a sense of pleasure during the lessons. During the project activities the teacher will promote the sense of autonomy when the students are allowed to decide on their story endings and choose their partner to work with (Deci & Ryan, 2000).

The students will be able to create their own ideas with the given vocabulary.

The goal

The goal is one of the most important elements in the motivational process. The goal guides the motivated action and therefore the rest of the elements that are implied in the action. The goal can be easy, moderate or difficult. Students desire to make an effort and teachers must be aware of it. When the goal is too easy they will get easily bored, when it's too difficult, they become frustrated. The teacher must try to get an optimum challenge. This will help the students get into flow. This is when the students will lose track of time and will enjoy and stimulate new challenges in the field they are studying (Deci & Ryan, 2000). If the goal is being reached, there is going to be a history of achievements that influence favorably on their motivation. During the project activities the teacher will give the students the autonomy to adapt the activities for themselves

Teachers must allow students to try to do their best and confide on their skills to do it. During the activities the teacher will encourage competence in their students by allowing them to have the chance to adjust into their own level of difficulty by trying to do their best during the activities. One of the goals of this project study is to let go of the beliefs that students don't want to make an effort. One of the goals of this project is to prove that once the students are permitted to confide on their own skills, they are willing to feel competent- Contrary to what teachers generally think about students always trying to find the easiest way out when carrying out work, it is the belief of the teacher that once students feel secure and competent towards the activities, they will feel the need to challenge themselves towards the activity goal.

Students want to feel the sense of competence and they will try to reach competence once they feel the challenge is optimum. The three universal needs are of great importance for the research since through the theories of self-determination and the theory of flow the students will have a chance to reach intrinsic motivation through the project activities. Therefore, the teacher must open the way with the support from these theories to give the students who are

being researched a chance to feel pleasure and enjoyment while they are completing the lesson's goal. Additionally the aim of the research is to make the students feel confident and feel important with one another to be able to discover a sense of relatedness and also have the probability of sensing autonomy.

Impact of extrinsic motivators on intrinsic motivation

Verbal praise will be put in practice for the students to achieve a sense of pleasure in the classroom. Therefore, it is necessary to know the conclusion of Deci & Ryan's experiments and their theory about extrinsic rewards decreasing intrinsic motivation since the activities will be aimed towards the Self-Determination Theory.

Deci (1971) researched the effects of external rewards on intrinsic motivation in terms of a decrease in motivation. This laboratory experiment tested the hypothesis that if an individual is intrinsically motivated to perform an activity, introduction of an extrinsic reward decreases the degree of intrinsic motivation to perform the task.

The first experiment consisted of twenty-four undergraduate psychology students who participated in a laboratory experiment. Each group participated in three sessions conducted on three different days. During the sessions, participants were asked to work on a cube puzzle. The puzzle could be put together to form numerous different configurations. In each session, the participants were shown four different configurations drawn on a piece of paper and were asked to use the puzzle to reproduce the configurations while they were being timed. (Deci 1971)

The first and third session of the experimental condition were identical to control, but in the second session the participants in the experimental condition were given a dollar for completing each puzzle within time. During the end of each session, the experimenter left the room for eight minutes and the participants were told that they were free to do whatever they wanted during that time, while the experimenter observed during that period. The amount of time spent working on the puzzle during the free choice period was used to measure motivation. (Deci, 1971)

As Deci (1971) expected, when the external reward was introduced during the session, the time spent working on the puzzle dropped lower than the first session. All participants reported finding the task interesting and enjoyable at the end of each session, providing evidence for the experimenter's assumption that the task was intrinsically motivating for the college students. This study showed that a decrease in intrinsic motivation was seen after money was provided to the participants as external reward.

Deci & Ryan (1971) have conducted two other experiments that gave them similar results. In one of these experiments, verbal praise was used as an extrinsic reward where Deci (1971) hypothesized that a social approval in the form of verbal reinforcement and positive feedback enhances the degree of external motivation, even after the extrinsic reward is removed. The results of this experiment confirmed the hypothesis and the students' performance increased significantly during the third session in comparison to session one, showing that verbal praise and positive feedback enhances performance in tasks that a person is initially intrinsically

motivated to perform. This provides evidence that verbal praise as external reward increases intrinsic motivation.

Students are used to external rewards in the form of grades in the classroom. Deci and Ryan conclude their experiments saying that once extrinsic rewards are offered and then removed it lowers intrinsic motivation in the classroom. Therefore, in this experiment grades will continue as usual since the students' expectations are to have grades for their accomplishments. Additionally, praise and personal feedback are extrinsic motivators and for the students to be motivated in the classroom it is important to receive these extrinsic motivators during the class.

Controlling vs supportive of autonomy

For the research activities, the students must perceive a less controlling teacher in order to sense an increase of intrinsic motivation. Therefore the activities for the students during the research investigation will be planned to have a significant sense on autonomy.

According to deCharms, the individual is striving to have an internal locus of causality. Deci, Schwartz, Scheinman, and Ryan (1981) assessed elementary school teachers' orientations toward being either controlling or supportive of autonomy. This questionnaire made the investigators get to the conclusion that with controlling style teachers, the students reported a significantly lower intrinsic motivation to learn, lower feelings of self-worth, and lower perceived competence (Harter 1981, 1982).

Connell (1985; Harter & Connell, 1983), adduces that when they perceive that powerful others like teachers are in control, less motivation has been reported. Using the Origin Climate Questionnaire developed by deCharms (1976), the results showed that children that perceive their environment as more origin-like (active, responsible, having an internal locus of causality) have significantly higher self-esteem and perceived academic competence. As well, they have greater motivation and they have more internal control over outcomes

Additionally, controlling teachers could make it risky for students to put aside their inner motivational resources and aim towards amotivational behaviors. Additionally the lessons that are teacher-centered, where the lesson's main participant is the teacher providing the information. The students work alone and collaboration is discouraged. The students write what the teacher has to say. The teacher talks and the students exclusively listen and write. Teachers motivate through external rewards, they impose external goals, emit pressure communications and the students are influenced by ways of thinking and behaving. Controlling teachers set the agenda and establish what students can and cannot do towards the aimed agenda. External resources and pressuring language will be used. Comparing Autonomy support teachers with controlling ones, empiric research has shown that students with the influence of autonomy supportive teachers develop more positive functioning towards intrinsic motivation, creativity, conceptual understanding, emotionality,

psychological well-being, and persistence in school (Benware & Deci, 1984; Black & Deci, 2000)

An investigation was made by Jang and Reeve to sense if autonomy supportive teachers influenced on student's perceptions of autonomy and on the other hand, teachers with a controlling style would actually influence negatively with students' perceptions of autonomy. The investigation has implications with self-determination theory and classroom applications of the theory since it is associated with autonomous behavior where students can perceive an internal locus of causality, feeling free, and having a sense of choice over their actions (Reeve 2006). There are four important qualities that can be named as positive contributors to students' learning and well-being: attunement, which is the process of sensing the student's sense of being and adjusting one's instruction consequently (De Wolff & van IJzendoorn, 1997); supportiveness, which is the students' capacity for self-direction (Ryan & Grolnick, 1986); relatedness, which is the sense of affection and acceptance from teachers and of students (Furrer & Skinner, 2003); and gentle discipline which is a socialization strategy that consists in why a particular thing is right or wrong (Kochanska, Aksan, & Nichols, 2003). For a good development of the study project, the teacher must also focus on a positive interpersonal relationship with the students so they feel affection and acceptance from the teacher.

The discussion about this investigation showed that sense of autonomy is developed by each student. But it is fundamental to say, that teachers can give a high quality of interpersonal relationships through attunement and supportiveness so students can be able to develop their own sense of autonomy. On the other hand, controlling instructional behaviors aim towards taking charge of the teaching situation and shaping students' correct answers and the chosen way of behaving. (Jang & Reeve 2006)

Deci and Ryan (1985) adduce that autonomous motivations enable people to realize their authentic self. On the other hand, controlled motivations are experienced as sources of external and internal pressure. Pelletier, Seguin-Levesque, and Legault (2002) were the first to investigate about autonomous motivation on teaching.

In this case study I'm going to attempt to increase motivation by implementing self-determination theory. In this experiment the lessons will be more open ended in order to foster autonomy in the classroom so that the students perceive less of a sense of control in the classroom from the teacher. Another important theory that will help students get in the enjoyable spot of perceiving an activity as pleasurable and great is the sweet spot of flow. This is why through the research project I will focus on Self-Determination Theory so once the students sense these intrinsic needs they can be able to feel the sweet spot of flow.

2.2 Theory according to Csikszentmihaly

Flow (Mihaly Csikszentmihaly, 1990) is the state of intrinsic motivation where the individual concentrates completely, and is fully immersed and absorbed into the activity at hand.

Temporal concerns are ignored and time flies. According to Csikszentmihalyi (1990), if we stretch our minds and body to our limits to be able to accomplish our goals, we will feel a sense of joy or happiness. Therefore, happiness is subjective. These accomplishments make us feel good with ourselves and not with material or external conditions like money, power or dependency of the social environment. Contrary to inner harmony we have inner disorders like pain, fear, rage, anxiety and jealousy that affects consciousness which leads us to flow. When we get into flow, the activity feels intrinsically rewarding.

Csikszentmihalyi (1975) describes six components of flow experience: merging of action and awareness, when the individual is only aware of the action; centering of attention, when the individual experiences a high degree of concentration on the current activity but no attention towards the world around the individual; loss of self-consciousness, the loss of ego, a state of wonderment; the feeling of control of one's actions and over the demand of the environment; coherent non-contradictory demands, where goals are logically ordered; autotelic nature, when there is no need for external rewards.

Flow is experienced as highly rewarding and wanting to have the experience over and over and the incentive lies in the engagement of the activity (Schuler & Engeser, 2009). It is possible to not be looking forward to an activity or lesson and probably not even like doing certain activity but once you are engaged and by just having set the right conditions you can get in the experience of flow. Therefore, flow can be experienced without having the desire to do the activity. This is why during the activity project the students have the possibility to experience flow even if they come to the classroom with lack of motivation. It is necessary to set the right challenge with the correct motivational procedures.

The author of flow, points out that challenges and skills need to match to be able to experience flow. When there is a mismatch like for example, challenges are too demanding for an individual's skills, the individual will experience anxiety and worry, but if the individual's skills exceed the challenge, the individual will experience boredom. Challenge and skills are related in the flow model.

In order for the students to reach flow during the project, it is necessary for the teacher to open the way and give the students the instruments to have the chance to find the sweet spot where the lesson is not too difficult nor too easy to find flow. This is why it is important to give the students a sense of autonomy so they have the possibility to find for themselves the sweet spot which leads to flow. The sense of flow is not easy to find in the classroom but if they find it and it becomes repetitive during the lessons, the students will associate it with the English language and they will feel motivated to learn the language. But before we focus on opening the way to have the chance to perceive flow in the classroom first it is necessary to focus on the activities in the research project that are for the students to have an important sense of the three most important psychological needs that are relatedness, competence and autonomy. Once they are motivated and they have fulfilled these needs, they will have the opportunity to sense flow. If flow is sensed by the students they will have reached the most important goal of this research investigation that is for the students to have motivation. Once the students feel the sense of motivation, that is a sense of pleasure and enjoyment in the

classroom, they will be able to learn and have a better view of the goals they would like to achieve in the classroom.

METHODOLOGICAL DESIGN

Through an explanatory case study it will be necessary to explore the problem of the lack of motivation of the baccalaureate students in the classroom. A study experiment in the classroom will be carried out through activities and then the students will be surveyed before and after the lessons.

3.1 Case Study

Case studies are important sources of research data. They can establish cause and effect. These effects can be observed in real contexts. (Cohen, Manion & Morrison, 2011). According to Yin, there are several types of case studies (Yin, 1984) but the type that is of our interest for the research project is the explanatory. The explanatory is the one that will be used for this research because it is needed to study the problem of motivation in the classroom. Therefore, through an explanatory case study it will be necessary to study the problem of the lack of motivation of the baccalaureate students in the classroom to be able to give a solution. A study experiment in the classroom will be carried out through activities where students will be surveyed before and after the lessons. Students will be exposed to motivational theories and strategies that will be put in practice during the lessons to aim towards the solution.

There are some possible advantages of case study for educational evaluators or researchers (Adelman, 1980), for example, when the data is strong in reality but difficult to organize. In this investigation research, through an explanatory case study it is meant to prove the augmentation of motivation in the classroom. This project will be focusing on the problem of motivation within the context of a real life situation that is the baccalaureate classroom.

Among the strengths of case studies are that they tend to catch unique features which might hold the key to understanding the situation. In this classroom each student has its own way of showing they are not motivated by showing different attitudes and signs according to each personality. Furthermore, a single researcher is able to undertake the research instead of a complete team. Among the weaknesses are that the results might not be generalizable and may be selective. (Nisbet & Watt, 1984). The intention of this project is to permit other teachers to put in practice the theories of self-determination in their lessons but there is also a possibility that this would not work in another group with the same characteristics. Case studies allow you to interpret research through the eyes of the participants. Therefore in the case of this research project the teacher will be participating during the whole process of the research in the group and putting the motivational theories into practice through the activities. This case study is narrowly focused and can provide a significant level of details.

Robson (2002: 183) and Yin (2009: 15) claim that case studies are more analytical than statistical generalizations. Also, case studies can make theoretical statements and be supported with their own evidence. For a case study it is important to use all the researcher's skills to gather information by being an effective questioner, listener and prober by making informed inferences and being adaptable to changing and emerging situations (Yin, 2009: 70). The researcher needs to pile and synthesize data from different sources, to make inferences and interpretations based on evidence. It is of vital importance that the case study researcher

has a good knowledge and ability to empathize and build up trust with the participants, and it is necessary to be clear on the ethics of the research since the researcher could be working with private or sensitive data (Cohen, Manion & Morrison, 2011). For this research project, the conclusion will be based on credible explanations that will be congruent and detailed through pie charts made with the student's answers from the questionnaires, the students' journals will be taken into account and the teacher's conclusion of the observation during the lessons.

In the case study there are two types of observation: Participant and non-participant. In the participant's observation, the observer is engaged in the activity that is being observed and tend to be one of the group if it is cover, but cover is not necessarily a prerequisite of participant observation. According to data in case studies, many will rely on mixed methods and a variety of data, therefore they are eclectic in the types of data that are used. In this research study, the participant observation will be used because the teacher will be teaching through lessons aimed to prove the investigated theories. These details of the lessons are questionnaires and journals that will later be summarize in pie charts. Additionally from using pie charts, observation will be essential for the case study research. The observer which in this case is the teacher will also need to look for signs of motivation in students. For example, it will be essential to look for students making eye contact with the teacher, observe if students start asking questions about the lesson, observe if students stop using cell phones, observe if students behave appropriately, observe if students are working on-task during the activity, if students stop standing up and are concentrating on their work.

3.2 Empiric Reference

3.2.1 Geographic Location

The case study will be done in the high school Los Alamos located in the outside area of Quito. The students that will be observed are in second baccalaureate and there are 16 students. It is a middle class school and most students live in the area.

3.2.2 Study Sample

GROUP

My investigation group is a class consisting of 20 teenagers (11 girls and 9 boys) which are in third baccalaureate and their chronological ages go from 16-18 years old. It is a group with slow finishers, average finishers and some fast finishers.

The slow finishers are the students where I have more difficulty to teach and I have to pay extra attention to, like:

Martin who is a new student. He repeated a year in first baccalaureate at his other school and according to the psychological department he is in designated special education with ADD (Attention Deficit Disorder). He shows no interest during the lessons and is constantly standing up or chatting with peers. He tends to hand in his assignments late. He always distracts the other students. The other students don't like doing group work with him because he doesn't collaborate. The teacher receives very little interest and support from his parents.

Cris also is in designated special education since she has Asperger Syndrome. Cris speaks English during the lessons since she has a good level of English because she lived abroad in USA for around ten months. Cris prefers to work individually. Cris needs extra attention and individual feedback after the teacher's explanation of the lesson but complies with most of the activities at a slow pace.

Juanig has difficulty to speak English and is a slow learner, he is constantly standing up but he complies with all the required activities at a slower pace. He gets constantly distracted with his mobile phone and it is necessary to insist him to start working because it takes him longer to start with the tasks. Juanig gets along with all his peers especially with Mathias.

Juan Camilo is constantly standing up, likes to say jokes and laugh about whatever comes to his mind. He hands in assignments late. It is easier to make him work when music is on. He broke up with Javiera and is going through a rough moment.

Charlie has a low level of the English language because he is a new student and does not get along well with the boys but he has an excellent relationship with the girls. He has a denial towards the English language. He needs additional attention from the teacher because he gets easily distracted with cellphones or delayed homework. He gets along with Karol, who is the brightest student in the class.

Karla is also a new student who has difficulty towards the English language but complies with all the activities and she is very interested in grades.

Among the average finishers there is:

Mathias who is smart but rarely works at his full potential.

Juancho complies with all the activities but he tends to complain that he is feeling too lazy to work but he answers the difficult questions.

Cesar is very easy going, does not have difficulty towards the English language but he takes a long time to start to work in the activities because he prefers to chat with his peers. The teacher needs to ask him to start to work because he gets distracted easily. He gets along with the girls more than the boys. He speaks in English most of the time.

Ciara is very smart but constantly complains about work. She is very sincere about not liking school. She says that she comes to school because her parents make her come and she is constantly asking the teacher for easy activities so she could have time to chat with her friends. She sometimes participates in the lesson but most of the time she is on her mobile phone. She gets good grades because she is very smart and picks up the information easily and is a fast finisher.

Javiera complains about work even before knowing what the activity is about. She does not like to speak in English and the teacher notices it because she twists her eyes and frowns when she is asked by the teacher even though she understands the language quite well. She

gets distracted easily and tends to chat with her peers and distracts the class. Once she gets working she accomplishes the activities quite well. **Isabela A.** does not like to pay attention because she is constantly delayed in homework from most subjects and tries to do the delayed work during classes, but she is very smart, has a very good pronunciation but always hands in her assignments late. This is why she gets bad grades. **Lina** does not like to speak in English, only when she is told to do so, but she hands in all the tasks. Lina and Isa N. get together very well with Dome D who is the leader of that group but it is a closed group and nobody else fits in their group.

Paula does not show much interest in the classroom activities because she likes chatting in her mobile phone or with her classmates especially with Dome G. She has a bad temper and does not accept teachers calling her attention easily.

Both Paula and **Dome G.** comply with the classroom activities but do not like to speak in English unless they are asked to do it.

Emilio gets distracted easily and it is necessary to keep an eye on him so he gets started during the activities. He is the clown of the class. He likes making funny jokes even to the teacher.

Juan Fernando is a new student who stands up constantly, gets along with all the group but gets to work only if the teacher is checking on him.

Among the fast finishers

there is:

Isabela N. is a sweet student that is always paying attention but does not participate in the classroom because she is shy. She always does what she is told and never complains about work. If she is asked she will answer but does not raise her hand to answer questions.

Dome D. is constantly participating and asking questions.

Karol is the student that is always participating, is always asking questions and gets the highest grades. Karol is a positive influence for Charlie because she likes helping him out during the lessons.

3.2.3 Activities

Lesson 1

Academic objective: Allow the student to practice the basic structure of a narrative writing.

Language objective: Practice the past tense and learn new transitional words for telling stories or events.

Motivation elements:

- **Autonomy:** The students will be controlling the outcome of the story. The story is on superheroes which they like based on the fact that they make jokes about superheroes in day to day classes and when they are asked to give examples of sentences they mention trendy superheroes. These superheroes are in trendy movies targeted toward teens. I picked Wonderwoman so the girl students could feel more identified with this female character since she is portrayed as a character that can beat all male superheroes since she is a daughter of the gods.
- **Competence:** The students will receive specific feedback of their content so they have a clear idea of where they did right or wrong and have the opportunity to correct it and improve.
- **Relatedness:** During a normal classroom setting with other teachers, the students are used to sitting and working individually. During this activity project, the students will be working together and giving opinion of the stories. This is aimed towards relatedness since the project objective is to make the students feel that their work to others is important.

Materials: 20 paper sheets

Timing: 45 min.

Procedure:

- Warmer: I will start by greeting the students and asking or making a positive comment about something that calls my attention about a student at that precise moment.
- The students will start by trying to guess the word S-U-P-E-R-H-E-R-O-E-S. I will write on the board the first letter of the word and they will take turns trying to guess the rest of the letters. Once they guess I will tell them that the topic is about superheroes.
- I will remind students the meaning of main characters, plot, conflict and the basic structure of a narrative writing. (Stories have a beginning, a middle and an end, and these events are typically organized by time).
- I will write on the board some Chronological Transitional Words (afterward, as soon as, eventually, meanwhile, finally).The students will learn the meaning of these words because I will write example sentences on the board. Then I will ask students to give me example sentences orally by raising their hand. (These Transitional words will be used during the story)

- I will inform the students that we are going to write a fiction story and that they will be focusing on adventure and excitement. It will have minimum three paragraphs. I will tell the first two lines of the story like this: “Once upon a time in our planet Wonderwoman texted Superman to meet in the Amazon Jungle. She needed Superman’s help because.....students continue creating their own story.
- The students will continue the story in three paragraphs.(English music will be played)
- While they are finishing the story I will go from place to place correcting their papers and checking grammar and punctuation mistakes and making small opinions of the content.
- The students will swap papers with their peer that is next to them and make a small oral comment with the classroom about which part of the story was the most exciting and why.
- Students will write in their journal the best part of their lesson and why?

Lesson 2

Academic objective: Learn important facts about the Causes of the Industrial Revolution.

Language objective: Learn new vocabulary words that are related to revolution.

Motivation elements:

- **Autonomy:**This lesson will be different from a day to day lesson since the students will have the autonomy to create their own graphic organizer and not be imposed by the teacher
- **Competence:** Students will be able to sense competence since they will learn about the Industrial Revolution first through a video and the teacher will ask questions of the main ideas for students to answer during the video and be able to receive feedback from the teacher. With questions and feedback, they will feel secure enough to write facts about the Industrial Revolution, The teacher will also be giving comments from place to place with praise and extra feedback if needed.
- **Relatedness:**The students will be exposed to relatedness since they are asked to check their peer’s work and compare it to theirs.

Materials: Notebooks, 20 paper sheets, coloured pencils.

Timing: 45 min.

Procedure:

- **Warmer:** Students will stretch and walk around the classroom in different directions. Students will be asked to sit down and I will ask them what I have in my pocket.(a small bag with coal). They will take turns trying to guess.

- Students will learn new vocabulary: locomotives, coal, slums, steam, harness (I will write these words on the board). I will write example sentences on the board. Then I will ask students to give me an example sentence by raising their hand, to check comprehension
- I will tell students that we will be watching a video about the Industrial Revolution and I will be asking them to look for what type of energy had the inventors found to harness nature's energy during the industrial revolution?(possible answers coal, steam). I will also ask them to look for locomotives and its advantages. (Industrial Revolution Short Documentary) . I will stop the video in the middle (1minute 59) and I will ask them to answer the questions that I asked at the beginning.
- Before I start the video again I will ask the students to guess, what problems they think the industrial revolution brought to the world (Critical thinking). The students will vary their answers.
- They will watch the rest of the video and check if their answers were in the video.
- After the video is finished I will ask for questions and we will go through pros and cons about what they watched in the video.
- After I give feedback about the video I will ask the students to sit in pairs and write ten important facts about the Industrial Revolution. They will write a draft on their notebooks, I will go from place to place correcting grammar and punctuation mistakes. (English music will be played)
- The students will be asked to make a big drawing related to the industrial revolution in a paper sheet and decide where the 10 facts will go in their paper.
- When they are finished, the paper work will go on a mural wall therefore I will be focusing in relatedness because each student will be asked to stand up and read their peer's work and put a check on the facts that coincide with theirs, so students will be able to relate their work with their peers. Students will write in their journals about what they liked or disliked about the activity.

Lesson 3

Academic objective: Learn vocabulary to be able to compare cities.

Language objective: Learn the comparative structures.

Motivation elements:

- **Autonomy:** The students will have the chance to experience autonomy since they have to build their own comparisons while investigating cities unlike working in a day to day activity where they would have not had the chance to work on their own sentences or ideas but stick to the sentences of the book.
- **Competence:** Students will work in pairs distinctly from a day to day class where they work individually. This will help students have competence since it will help them feel more secure.
- **Relatedness:** The students will experience relatedness since all peers will be interacting between each other having to try to guess the city the peer is talking about.

Materials: Notebook and computer

Timing: 45 min

Procedure: Warmer: I will start by greeting the students and asking or making a positive comment about something that calls my attention about a student at that precise moment. I will instruct students to walk around the classroom in different directions, shake hands when they run into somebody and keep moving until I say freeze and start moving again when I say go. This will be repeated three times. I will say stop and students will be asked to sit down.

- I will ask students to guess the topic of the lesson. It starts with C _ T _ _ _ (CITIES). (On the board)
- I will explain that comparative is the name for the grammar used when we compare two things. When it is one syllable adjective we add -er to the adjective. (I will write on the board) high----higher. Other examples: old- older, low- lower. I will ask who can give me other examples? Possible answers: nice- nicer, young- younger, cold- colder, cheap – cheaper, near- nearer, etc.

When it is two syllable adjectives ending in -y: change the -y to -ier. For example: I think that Quito is a noisier city than Cuenca. Other examples would be, prettier, dirtier, friendlier. I will ask for examples to the students. (As we go giving examples I will write them on the board). When it is other two or more syllable adjectives: precede the adjective with more. For example: “more attractive” “I think that Acapulco is more attractive than Mexico City because of its beaches”, more stylish, more excited, more challenging, more dangerous, more frightening, more fantastic, more beautiful, more traditional, more exciting, more populated, more interesting, more impressive, more historic, more relaxing, more dangerous, more peaceful (comparatives will be written on the board). I will ask for more examples to check comprehension.

I will also explain that there are some exceptions for example good – better, bad-worse, little-less, far-further/farther. For example? Ambato has better movie theatres than Latacunga. I will write example sentences on the board and then ask students to think about a sentence to check understanding (students will raise their hand).

- Students will pick a paper out of the bag that has names of cities around the world. (Buenos Aires, Cairo, Sydney, New York, London, Tokyo, Dubai City, Havana, Honolulu ,Jerusalem, Istanbul, Los Angeles, Lisbon, Canberra, Athens, Venice, Santiago, Rio, Mexico, Toronto).
- We will work in the computer lounge and each student will investigate (<https://www.nationsonline.org/oneworld/famous-cities.htm> or another option could be Wikipedia) about their city and compare the city with Quito. For example climate, localization, population, culture, main religion, popular sights, etc. They will write 10 facts about the country to compare with Quito.
- Students will get together in pairs and they will have to guess which city is being compared with Quito. When they have guessed they will switch pirs. The student that guesses more countries is the winner.

Lesson 4

Academic objective: Create awareness about the environment.

Language objective: Develop reading comprehension

Motivation elements:

- **Autonomy:** the students will have the chance to experience autonomy since they have the chance to write their own questions, distinctly from a day to day lesson where they have to answer questions from the book.
- **Competence:** The students will also experience competence since the teacher has taught and given feedback of the vocabulary so they feel confident and secure they will understand the content.
- **Relatedness:** The students will also have relatedness since they make questions for the other students to read so they feel their questions are important for others. Unlike day to day lessons where the questions are not read by others just for the teacher to grade.

Materials: 20 sheets of paper

Timing: 45 minutes

Procedure: Warmer: I will start by greeting the students and asking or making a positive comment about something that calls my attention about a student at that precise moment. The students will be seated in groups of four.

- Warmer: Each group will receive the word environment cut in 4 pieces of paper and they will guess the topic of the lesson by ordering the pieces. The group that guesses first is the winner.
- Each group will be handed out the reading papers. The teacher will ask them to look for the following words in the reading and underline the words that I assume will be difficult for the majority of students. (renewable, coal,, desertification, lack, marble, fallow, logging) . The teacher will ask for the meaning, if they don't know, the teacher will explain and give an example in a sentence.
- Students will be asked to read in groups, aloud and alternating with the rest of the group.
- Students will be asked to write 10 questions referring to the reading. (English music will be played) The teacher will be moving around checking grammar and spelling mistakes. (Music stops)When they are finished, the students will cut the papers with the questions and put all the questions in a bag. Each group will pick a paper and ask the question to the groups. The group that answers the question keeps the paper. The group that finally has more paper slips is the winner.
- On a sheet of paper (group work) the students will write five things you can do to help the environment. The teacher will go around checking grammar and punctuation mistakes. As they go finishing they will be asked to check the other group's paperwork and check the most popular statement (the one that most of the groups thought about).

Questionnaire

During the project the students will be surveyed before and after the lesson activities. These surveys will be anonymous. They will be surveyed before each activity to check their state of motivation. Additionally, they will be surveyed after each lesson to check how motivated they are and the possibility to experience flow.

It is necessary to analyze throughout a pie chart the state of enjoyment or pleasure they are feeling before the lessons and after them. The surveys will be anonymous since they will not be asked to put their name on the slip. They will also be investigated through a journal. These journals will not be anonymous since each journal will have the students' names. In their journal they will be asked to write which was their favorite part of the activity and why?

Before the lesson:

A I feel pleasure and contentment at this precise moment. To check if they feel motivated.

B I feel like paying attention to the following lesson. To check if they feel motivated.

C I feel like doing my best in the following lesson. To check their motivation.

After the lesson

A I felt like completing the tasks of the lesson. To be able to check competence on students.

B I felt pleasure and contentment during the lesson. To be able to check the level of motivation of the students.

C Did you feel you learned more during the lesson? To check the level of competence of the students

D I felt satisfied after the lesson had been completed. To be able to check the level of motivation of the students.

E I enjoyed the lesson. To be able to check the level of motivation of the students.

F I felt like doing my best to complete the tasks of the lesson. To be able to check the level of competence of the students.

G I felt like time ran faster during the lesson than in a normal day to day class. To be able to check if students are routed towards flo

SURVEY

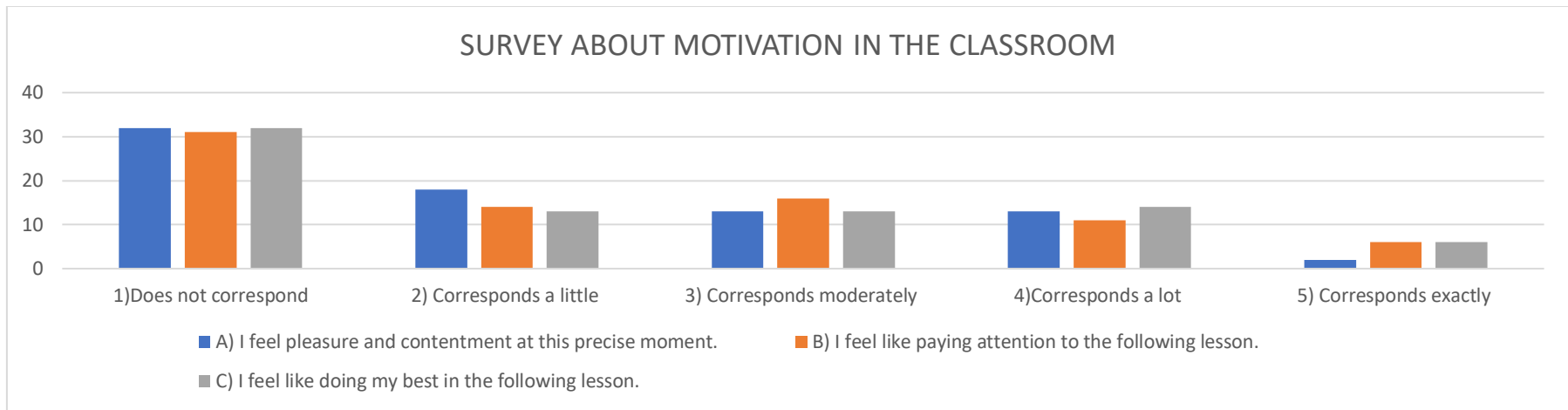
Please rate the following items on a scale from 1 to 5

Does not correspond 1	Corresponds a little 2	Corresponds moderately 3	Corresponds a lot 4	Corresponds exactly 5
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	1	2	3	4	5
A I felt like completing the tasks of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B I felt pleasure and contentment during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Did you feel you learned more during the lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D I felt satisfied after the lesson had been completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoyed the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F I felt like doing my best to complete the tasks of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G I felt like time ran faster during the lesson than in a normal day to day class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following results are an aggregate of the four activity lessons. Each one of the lessons were put in practice and aimed towards the same motivational theories since during the lesson activities I have worked with autonomy, competence and relatedness. The collected data has very similar percentage scores where the questions were aimed similarly towards motivation.

SURVEY ABOUT MOTIVATION IN THE CLASSROOM					
BEFORE THE LESSON	1)Does not correspond	2) Corresponds a little	3) Corresponds moderately	4)Corresponds a lot	5) Corresponds exactly
A) I feel pleasure and contentment at this precise moment.	32	18	13	13	2
B) I feel like paying attention to the following lesson.	31	14	16	11	6
C) I feel like doing my best in the following lesson.	32	13	13	14	6



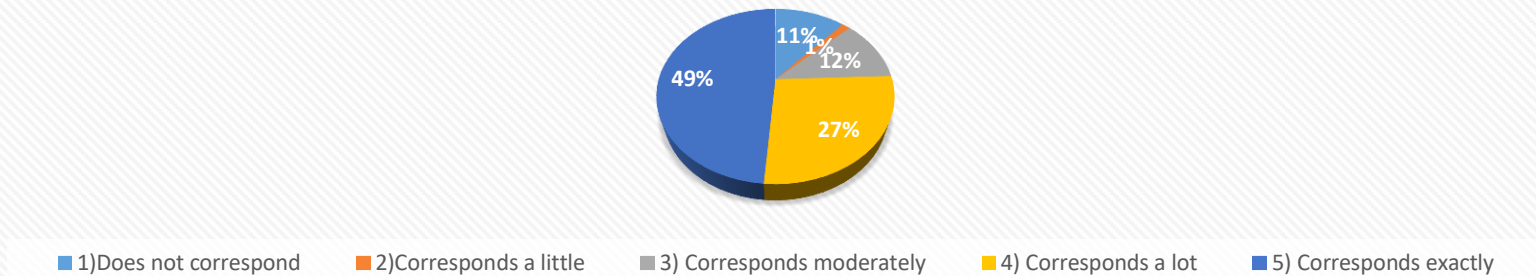
The survey was done before each of the four lesson activities. It took place from November 12th to November 15th.2019. There were 20 students in the classroom but two students were absent on the 15th of November.

According to the bar chart before the lesson activities, there are significantly more students that say they do not feel pleasure or contentment during that precise moment than those students that say they feel more pleasure and contentment during that precise moment (before the lesson). There are also more students that say they do not feel like paying attention to the following lesson than those who say feel like paying attention. There are also more students that say they do not feel like doing their best in the classroom than those who feel like doing their best.

SURVEY AFTER THE LESSON					
Please rate the following items on a scale from 1 to 5					
	1) Does not correspond	2) Corresponds a little	3) Corresponds moderately	4) Corresponds a lot	5) Corresponds exactly
A) I felt like completing the tasks of the lesson.	9	1	9	21	38
B) I felt pleasure and contentment during the lesson.	8	6	5	25	34
C) Did you feel you learned more during the lesson?	4	6	12	24	32
D) I felt satisfied after the lesson had been completed.	4	11	8	15	40
E) I enjoyed the lesson.	10	3	9	20	36
F) I felt like doing my best to complete the tasks of the lesson.	10	5	9	18	36
G) I felt like time ran faster during the lesson than in a normal day to day class.	11	4	3	21	39

	1) Does not correspond	2) Corresponds a little	3) Corresponds moderately	4) Corresponds a lot	5) Corresponds exactly
A) I felt like completing the tasks of the lesson.	9	1	9	21	38

A) I felt like completing the tasks of the lesson.



According to the pie chart 49% of the students felt like completing the task which is a high percentage compared to the students that said they did not feel like completing the task (11%). A high percentage of students (27%) said that “I felt like completing the task of the lesson” corresponds a lot compared to 1% and 11% of the students who chose “corresponds a little and “does not correspond” respectively. 12% of the students said it corresponds moderately.

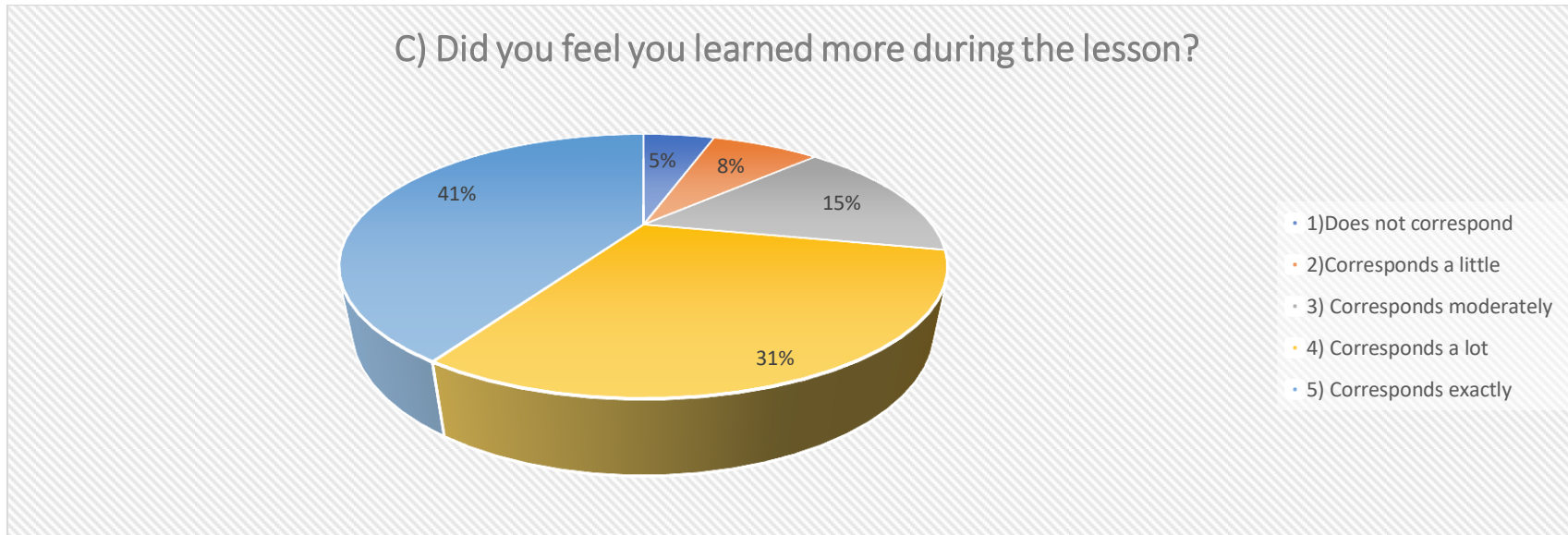
	1)Does not correspond	2)Corresponds a little	3) Corresponds moderately	4) Corresponds a lot	5) Corresponds exactly
B) I felt pleasure and contentment during the lesson.	8	6	5	25	34

B) I felt pleasure and contentment during the lesson.



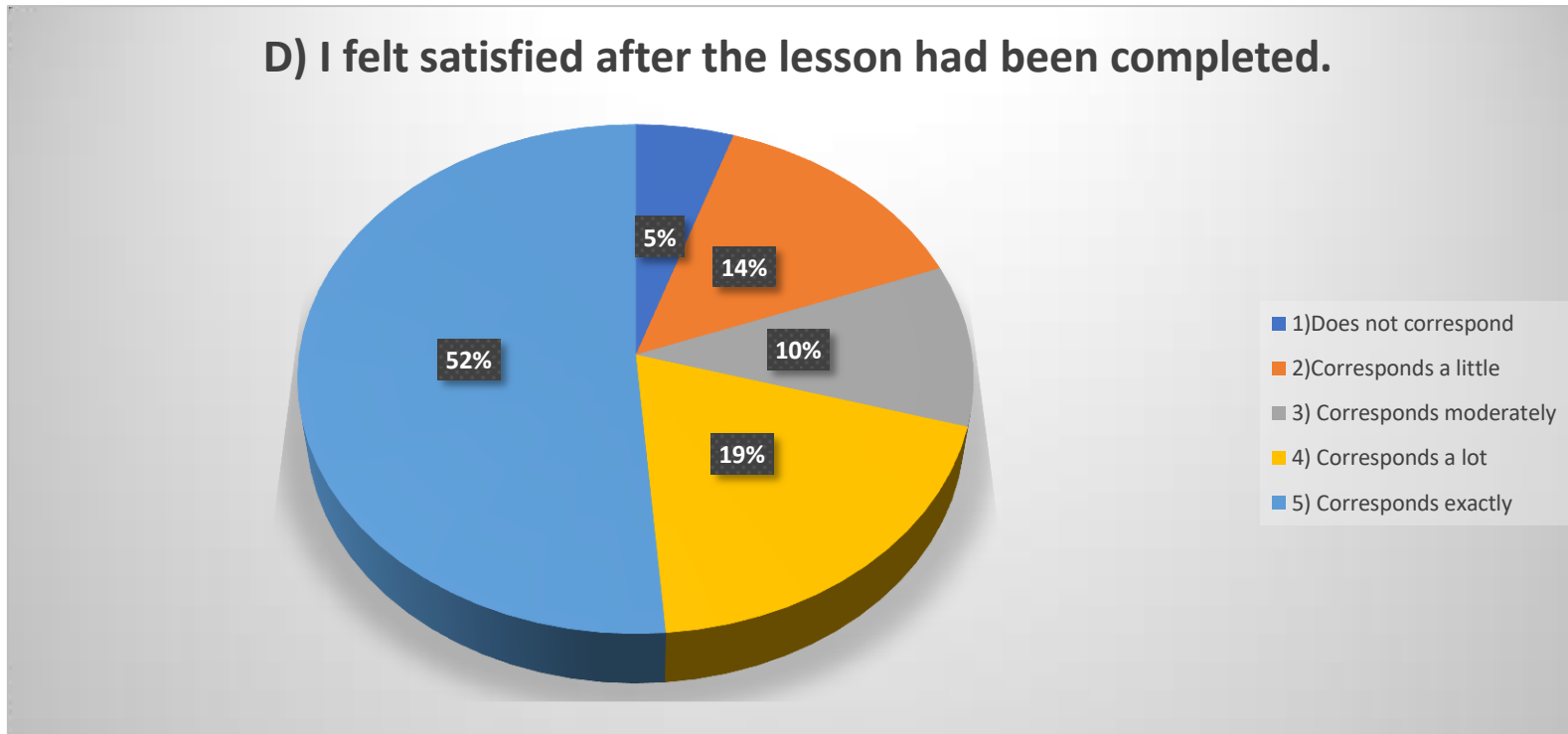
According to the pie chart, 44% of the students said they felt pleasure and contentment during the lesson compared to the students that said they did not feel pleasure and contentment during the lesson (10%). A high percentage of students (32%) said that “I felt pleasure and contentment during the lesson” corresponds a lot compared to 8% and 10% of the students who chose “corresponds a little” and “does not correspond” respectively. 6% of the students said it corresponds moderately.

	1) Does not correspond	2) Corresponds a little	3) Corresponds moderately	4) Corresponds a lot	5) Corresponds exactly
C) Did you feel you learned more during the lesson?	4	6	12	24	32



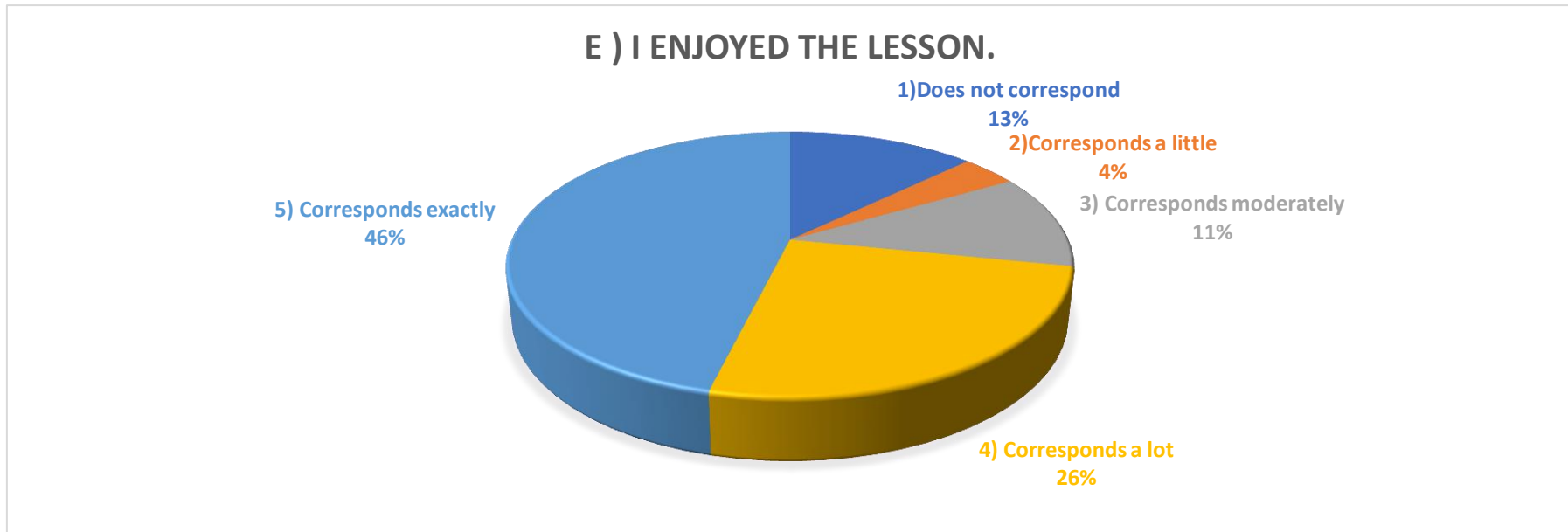
According to the pie chart 41% of the students said they felt like learning more during the lesson compared to 5% of the students that said they did not feel like learning more during the lesson. A high percentage of students (31%) said that “I felt satisfied after the lesson had been completed” corresponds a lot compared to 8% and 5% of the students who chose “corresponds a little” and “does not correspond” respectively. 15% of the students said it corresponds moderately.

	1) Does not correspond	2) Corresponds a little	3) Corresponds moderately	4) Corresponds a lot	5) Corresponds exactly
D) I felt satisfied after the lesson had been completed.	4	11	8	15	40



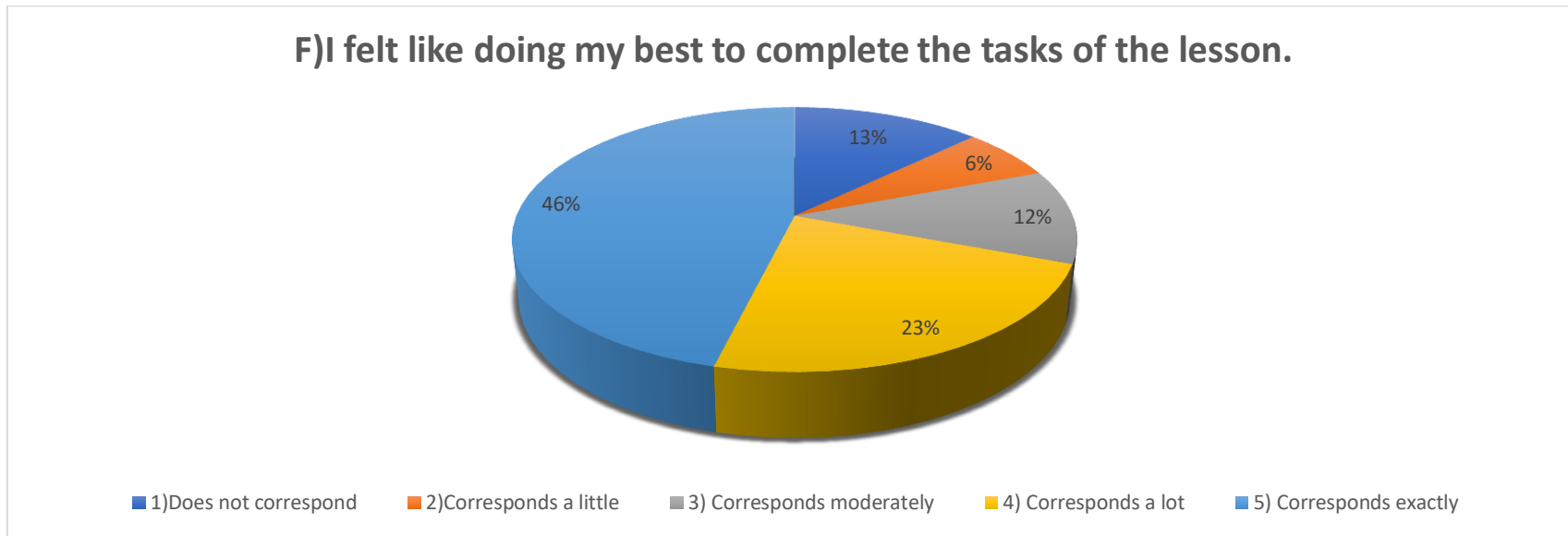
According to the pie chart 52% of the students said they felt satisfied after the lesson had been completed compared to 5% of the students who did not feel satisfied after the lesson had been completed. A high percentage (16%) of students said “I felt satisfied after the lesson had been completed” corresponds a lot compared to 14% and 5 % of the students who chose “corresponds a little” and “does not correspond” respectively. 10% of the students said it corresponds moderately.

	1) Does not correspond	2) Corresponds a little	3) Corresponds moderately	4) Corresponds a lot	5) Corresponds exactly
E) I enjoyed the lesson.	10	3	9	20	36



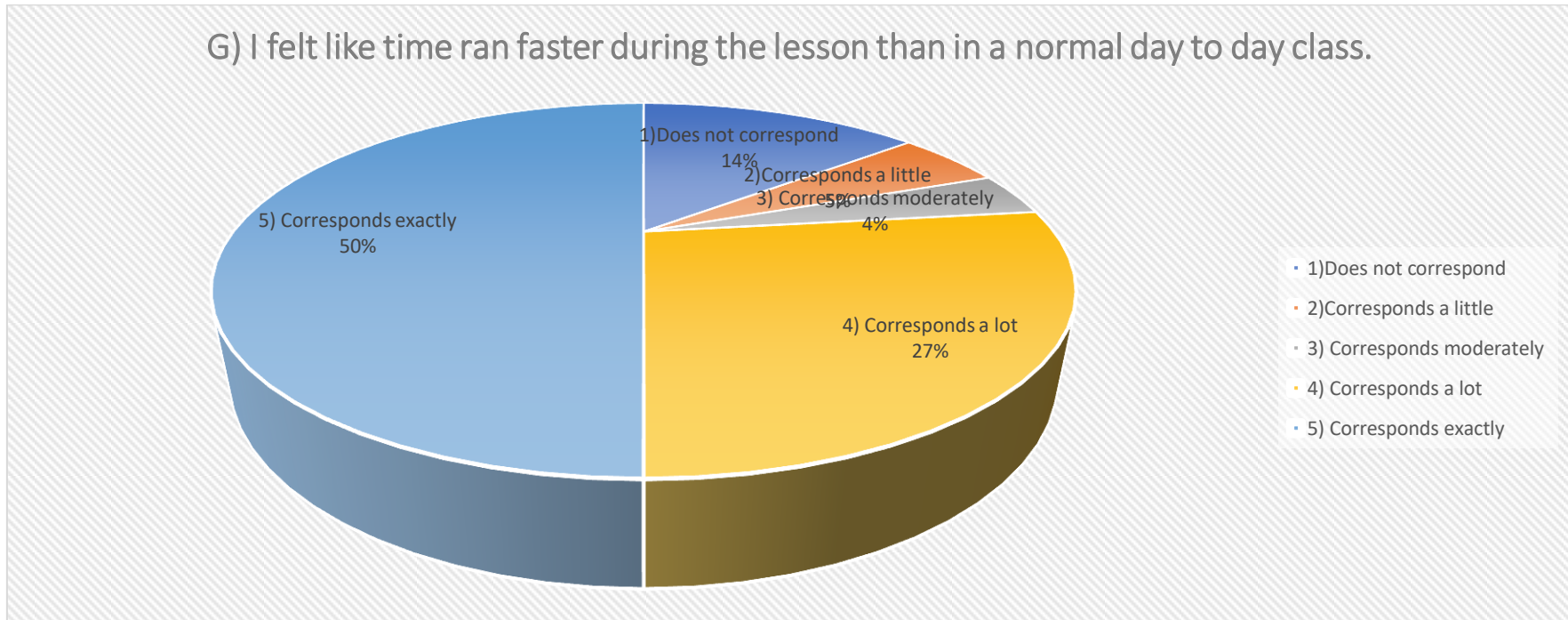
According to the pie chart 46% of the students said they enjoyed the lesson compared to 4% of the students who did not enjoy the lesson. A high percentage (26%) of students said “I enjoyed the lesson” corresponds a lot compared to 4% and 13% of the students who chose “corresponds a little” and “does not correspond” respectively. 11% of the students said it corresponds moderately.

	1) Does not correspond	2) Corresponds a little	3) Corresponds moderately	4) Corresponds a lot	5) Corresponds exactly
F) I felt like doing my best to complete the tasks of the lesson.	10	5	9	18	36



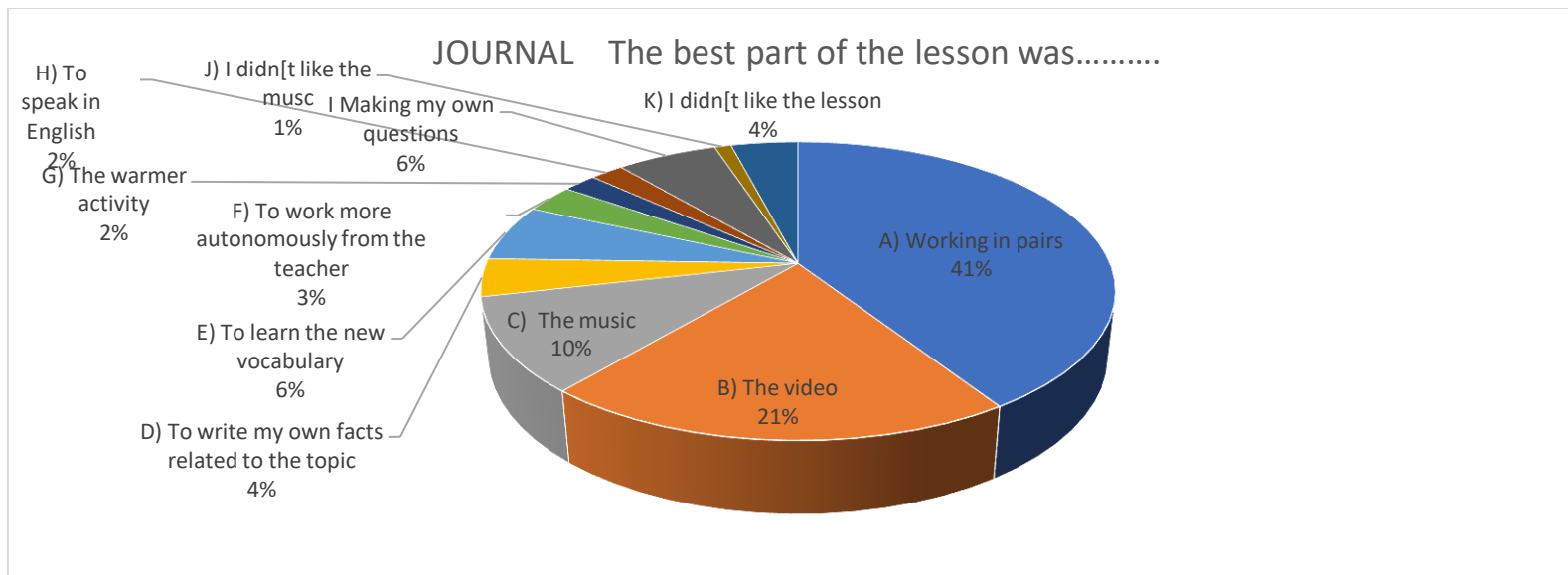
According to the pie chart 46% of the students said they enjoyed the lesson compared to 13% of the students who did not enjoy the lesson. A high percentage (23%) of students said “I enjoyed the lesson” corresponds a lot compared to 6% and 13% of the students who chose “corresponds a little” and “does not correspond” respectively. 12% of the students said it corresponds moderately.

	1) Does not correspond	2) Corresponds a little	3) Corresponds moderately	4) Corresponds a lot	5) Corresponds exactly
G) I felt like time ran faster during the lesson than in a normal day to day class.	11	4	3	21	39



According to the pie chart 50% of the students said they felt that time ran faster compared to 14% of the students who did not feel that time ran faster. A high percentage (27%) of students said “time ran faster during the lesson” corresponds a lot compared to 5% and 14% of “corresponds a little” and “does not correspond” respectively. 4% corresponds moderately.

JOURNAL The best part of the lesson was.....	
A) Working in pairs	40
B) The video	20
C) The music	10
D) To write my own facts related to the topic	4
E) To learn the new vocabulary	6
F) To work more autonomously from the teacher	3
G) The warmer activity	2
H) To speak in English	2
I Making my own questions	6
J) I didn[t like the musc	1
K) I didn[t like the lesson	4



According to the pie chart from the journal there is a great majority (41%) of students that enjoy working in pairs. There is a significant number of students (21%) that learn better with videos and also there is an important number of students (10%) that like listening to music while they work in the classroom. These three points mentioned in the students' journals clearly shows us that these points are of important help for student's motivation in the classroom. The students also mentioned that they like to learn new vocabulary (6%) which can show us that students are interested and motivated towards learning the English language. Additionally some students mentioned that they enjoy writing their own facts (4%) after the teacher's explanation rather than the teacher giving them fact for them to learn and also they mentioned making their own questions (6%) where it clearly shows that they prefer learning when they reach a sense of autonomy in the activity. There is also a very small percentage of students that liked the warmer (2%), and to speak in English (2%),

Conclusion

In conclusion I can say that based on the activities and the collected data, the lesson activities have worked significantly with the motivational theories I have put in practice during the lessons. Students need to have a sense of autonomy to feel motivated and they need to feel that somebody else cares about their work if not what is the point of working hard on a certain activity. Furthermore, students need to feel they are competent and feel that they are smart enough to do a certain activity and that they can receive the help of a pair to reach their goal.

Facing the lack or little motivation of my baccalaureate students, I have used Deci & Ryan's Self Determination Theory with a successful outcome since the survey's data proves that students have felt pleasure and get into the mood of working better when they get to sense autonomy, competence and relatedness during their lessons. Additionally, this positive mood that they have experienced in the classroom leads to sensing the sweet spot of flow, since most of the group has felt pleasure, enjoyment, and the feeling of working which is one of the main factors that lead us to flow.

As an observer during the four lessons with the respective theories been put in practice I have felt that the students were engaged during the lessons. Some characteristics that showed me that students were more motivated in the classroom than a normal day to day class was: eye contact with the teacher, they refrained from using mobile phones, the students did not chat while the teacher was giving instructions, and they did not stand up which is one of the main characteristic of this group that indicates me they do not want to pay attention. Additionally, the students also made questions about the topic of the lesson and most importantly they asked questions about vocabulary which clearly shows me that they are interested in learning English.

The motivational theories that has been put in practice during this project also leads us to flow. Due to the collected data, I can say that students had a higher possibility to reach flow because there is a high percentage of students that felt time ran faster for them and according to Mihaly Csikszentmihaly, the feeling of time running faster is an important element to reach flow. Additionally, my baccalaureate students had a higher sense of motivation during the lesson compared to their state of mind before the lessons where they clearly demonstrated poor motivation.

I must also recommend pair work practice with the students in an English learning environment. It is not only important for students to learn easier and faster but it is important to mention that from the data collected from the student's journals the great majority of the students mentioned that they feel comfortable and they learn better working in pairs. If the students feel significantly content working in pairs, this could lead to motivation and therefore to feel flow.

Concluding with all the information received from this project I may say that the experiment led to a successful conclusion where my students which started with low motivation culminated their activities with a significantly high motivation and with high expectations of getting into flow which were the main goals of this project.

Appendix from lesson 4

When people talk about the environment, they mean all the things around us in nature—our natural resources. The environment includes both renewable and nonrenewable natural resources.

Renewable resources are water, air, soil, and plant and animal life. They renew or replace themselves over time. For example, when trees die in a forest fire, new trees will grow in the same forest over time. When topsoil wears out and blows away, new topsoil will form—one inch every 200 years.

Nonrenewable resources are those that cannot be replaced. Once they are used up, they are gone. Fossil fuels and minerals such as iron and copper are nonrenewable resources. Fossil fuels are coal, natural gas, and petroleum, or oil.

The Industrial Revolution greatly changed how people affected the environment. In early farming economies, there was little need to use nonrenewable resources. Horses or oxen pulled plows, and water power moved the wheels that ground wheat. Women cooked over an open fire and sewed clothes by candlelight.

However, as nations began to industrialize, they needed more and more renewable and nonrenewable resources. Coal and petroleum became important sources of energy. The smoke from factories burning coal began to

pollute the air in industrial cities. Wastes from factories and cities flowed into rivers and polluted them.

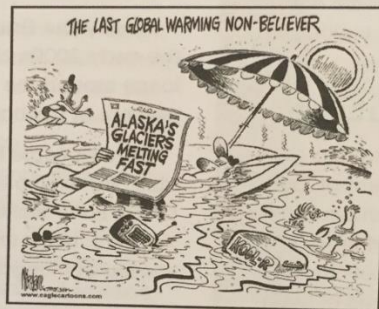
Earlier farmers used to let some fields lie fallow—or unused—each year to allow the soil to replace nutrients. As populations increased, farmers had to plant more and more fields every year to grow enough to feed the increasing population. As a result, soil began to wear out

from overfarming. Forests were cut down faster than new trees could grow. The lumber was needed to build houses and factories as well as ships to carry all the new manufactured goods.

One way to understand the rapid use of resources is to look at the production of iron in Great Britain. In 1757, Great Britain produced 18,000 tons

of iron. In 1850, it produced 2.25 million tons of iron. This jump in production increased not only the iron sold, but also the amount of iron ore and coal used. Coal was needed to power the huge furnaces that made iron from iron ore.

Today, even the use of resources is sharply divided between developed and developing nations. About 20 percent of the world's population lives in developed nations. However, they use 86 percent of the world's natural non-energy resources and 70 percent of its energy resources.



The Dilemma of Developing Nations

Environmentalism is the movement to conserve, or save, and improve the environment. Environmentalists want to save the world's natural resources and improve our quality of life. For example, if air pollution is reduced, the health of an area's residents will improve. There will be fewer cases of asthma and other respiratory diseases.

When it comes to the environment, developing nations face a dilemma, or difficult problem. Many developing nations still rely on selling raw materials or cash crops for export. Nations like the Philippines are cutting down their forests with little effort to replace them. Other nations like South Africa and Nigeria are selling their mineral resources and petroleum reserves. They need the money that their resources will bring, but selling those resources means losing them forever.

In addition, developing nations use much of their export earnings to buy basics for their citizens. These nations are trying to industrialize, but they often lack the money to buy the technology needed to create environmentally friendly industries.

Schoolchildren wear masks in Malaysia to protect themselves from poor air quality.



Air Pollution

A variety of chemicals is released into the air every day. Among them are carbon monoxide and nitrogen oxide from car engines, factories, cigarette smoke, and jet planes. These and other chemicals create air pollution. Acid rain and global warming are two results of air pollution.

Acid rain contains high levels of acid from certain chemicals released into the air. Acid rain falling into rivers and lakes kills fish. It also kills trees and eats away marble on buildings.

Global warming is an increase in the temperature of the earth's surface. By the 1990s, the upward trend in temperature had become noticeable. Many scientists believe that human activity is responsible for global warming. The increase in world population and the industrialization of more nations result in the burning of more fossil fuels. These produce large quantities of greenhouse gases, which heat up the atmosphere.

To reduce air pollution, some nations are supporting efforts to develop other forms of energy. Among these alternative sources of power are solar, water, wind, and nuclear. In 1997, more than 150 nations negotiated the

Kyoto Protocol, or agreement, to reduce the production of carbon dioxide and other greenhouse gases. The United States, Australia, and India, among other nations, have not ratified the treaty. The Bush administration agreed with business leaders that adding pollution controls would be expensive and put an unfair burden on U.S. industry. Developing nations gave similar reasons for not joining the agreement.

Rain Forests and Deforestation

The Amazon River Basin in South America is the largest rain forest in the world. Other areas with large rain forests are in Central America, Central Africa, and Southeast Asia. Rain forests are home to thousands of species,

Brazilian environmental agents inspect logged mahogany in the Amazon forest.



or types, of birds, insects, animals, and plants. Fifty percent of all trees in the world grow in the rain forests. It is estimated that the trees in the Amazon provide 40 percent of the world's oxygen exchange and are vitally important to the purification of the world's air and water vapor quality.

The major danger to the rain forests is deforestation. This is the cutting down of forests without planting new trees. For example, the Amazon rain forest is 1.6 million square miles. However, every year ranchers, developers, and loggers illegally clear more and more of the land. Experts estimate that the area loses 6,600 square miles of rain forest each year. In all, 20 percent of the Amazon rain forest has disappeared.

The Brazilian government is often powerless against the armed gunmen who protect the wealthy cattle ranchers and loggers. However,

Soil Erosion and Desertification

Soil erosion is the wearing away of the thin layer of topsoil. This is the fertile soil that is needed to grow plants. Overfarming is the major reason for soil erosion. However, overgrazing by animals and cutting down trees also cause soil erosion and desertification. This occurs when land dries out so much that it becomes desert. The UN reports that about 15 million acres of land become desert every year.

The hardest hit area in the world is North Africa. Desertification, along with years of little or no rain, caused a famine in the region in the 1970s and 1980s. With no way to feed themselves, hundreds of thousands died. Survivors left their homes and became refugees.

In 2005, the murder of a Roman Catholic nun, Sister Dorothy Stang, forced the Brazilian government to act.

Sister Stang opposed the destruction of the rain forest and worked to protect the rights of the native population living there. Ranchers and loggers forced them into near slave-like work arrangements. After Sister Stang's murder, the Brazilian government sent in federal police to investigate and set up two new preserves in the Amazon rain forest. Some 9.2 million acres will now be protected.

Water: Fast Facts

- Only 45 percent of the people in developing nations have safe water, whereas 96 percent of the people in developed nations have safe water.
- 95 percent of cities around the world dump raw sewage into surface water (rivers, lakes, and oceans).
- Other forms of water pollution are solid wastes such as soda cans and plastic bottles, chemicals from factories, pesticides, fertilizers, and oil spills from oil tankers.
- 80 percent of water worldwide is used in farming, but 60 percent of that is wasted. Developing nations cannot afford the irrigation systems that use water efficiently.

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CRONOGRAM OF ACTIVITIES

Name: Raquel Guerrero

Teacher Guide: Janine Berger

English Teaching degree:		Theme: How to Accomplish Motivation in the ESL learning process with Second Baccalaureate Students at Los Alamos High School in Quito.
Mes	Día	Entrega de:
June	12	Hand-in Pre-liminary Project
June	30	Pre-project approval
July	6	Hand in Part 1 project
September	6	Hand-in Part 2 project
November	6	Hand- in Part 3 project
December		Graduation