

## SOURCES OF MOTIVATION IN THE EFL CLASSROOM

### 1.- IMPORTANCE OF MOTIVATION FOR SECOND LANGUAGE LEARNING OR SL ACQUISITION

When the learning of a second language takes place at home with the support of the neighbourhood and local schools, it seems to be learned with relative ease, sometimes automatically. But when the process happens in the classroom, the school social context and the special conditions under which such learning takes place have a decisive influence. That is one of Gardner's hypotheses (1985) and our starting point. We have used the term "language learning" because we are only concerned with the learning of English in formal situations (primary and secondary schools, and first year University in Granada), where English is taught as a curricular subject, but not used as a means of instruction or communication. This latter context is referred to as second language acquisition (Krashen 1988).

For most psycholinguists, either in a language learning situation or in a second language acquisition context, the importance of the learner's attitudes and motivation plays a major role. A quick look at the major theories of language acquisition will suffice to demonstrate this.

**Krashen's monitor model** considers attitudes and motivation most influential in unconscious language acquisition. The learner's motivational level acts as an affective filter on language intake (Krashen 1981:102). In **Carroll's conscious reinforcement model** (1981), language learning begins when the learner feels motivated to communicate something to someone. Reinforcement takes place when the desired end is obtained. In **Bialystok's strategy model** (1978), it can be assumed that learners will seek language exposure only if they feel motivated. Thus, using their explicit and/or implicit knowledge, communication will take place. **Lambert's social psychology model** (1974) is more explicit than Bialystok's. He establishes causal links between attitudes, orientation and motivation, and proficiency in L<sub>2</sub>. That is, learners' achievement largely depends on their attitudinal and motivational state. **Schumann's acculturation model** (1978), though concerned solely with natural second language acquisition situations, also considers that affective and personal factors are highly relevant. The "acculturation" of learners, that is, their social integration, only takes

place under certain social, affective, attitudinal and motivational conditions: low language shock, ego permeability, positive group attitudes, cohesiveness, etc. Some of these factors are also very influential in **Gardner's socio-educational model** (1985), which considers the learner's intelligence, aptitude, motivation and attitudes, and social anxiety as factors which determine the learner's outcome. Whereas **intelligence** and **aptitude** for languages play a primary role in formal language situations, their influence in informal language experiences Gardner considers to be secondary. Nevertheless, **attitudes** and **motivation** as well as situational anxiety play a primary role both in language learning situations and in second language acquisition contexts. So, it seems obvious to conclude that attitudes and motivation are the most important determinant factors in the learning or acquisition of second languages.

### 2.- OUR RESEARCH WORK

#### 2.1 DEFINITION OF CONCEPTS

We have aimed to research the fundamental sources of motivation in Andalusian EFL classrooms, at three educational levels: primary, secondary and university. At this stage, we have focused our study on 5 groups:

- Primary Education: 7th grade (age 12)
- Secondary Education: 1st, 2nd and 3rd grades (ages 14, 15 & 16).
- University: Translation and Interpretation students (1st year).

It is important to point out that, in this study, **motivation** is used with a very general meaning. It includes the student's **attitudes** and their **orientation** towards language learning. Gardner (1985:9-12) makes clear distinctions between these terms:

**Attitudes** are considered to show an evaluative reaction to some referent (e.g. the teacher, the EFL classroom, the textbook,...) inferred on the basis of the learner's beliefs X the referent (e.g. opinions, feelings, emotional reactions, etc.). Attitudes often contain three basic factors:

- a) *cognitive*: the learner's belief structure,
- b) *affective*: affective reactions,
- c) *conative*: tendency to behave in a certain way.

**Motivation** contains favourable attitudes. As used by Gardner, it is a combination of effort, desire and positive attitudes towards the learning of the

second/foreign language. So, it includes: *effort*, *want* and *affect* on the one hand and it is also goal directed (conative component).

The learner's **orientation** refers to the reasons or motives they may have to show interest for the second language learning. It helps us to know the dominant motives, what kind of direction or orientation their goals have.

## 2.2 SET OF VARIABLES CONTROLLED

In our study, the student's motivation is considered a **dependent variable** influenced by a group of fundamental **independent variables** (most of them studied in depth by Gardner (1985) with Canadian students).

To control the independent variables mentioned below, ten questionnaires were administered in order to determine:

### 2.2.1 Sources of motivation

This questionnaire aimed to detect the main sources of motivation asking the learners to rank in order the influence of six given factors:

- Classroom methodology: activities, tasks,...
- The EFL teacher's qualities
- Parents and family background
- English as a school subject itself
- The desire to integrate into English-speaking communities
- The instrumental importance of English in society

### 2.2.2 The English Speaking countries

Here we hoped to determine the influence that the attitudes learners have towards English speaking countries and their citizens have on their motivation (and indirectly on their school achievement). These attitudes have proved to be extremely influential in Gardner's Canadian study. What is the situation in Andalusia?

### 2.2.3 English as a school subject

Some school subjects generally have a great motivational potential (e.g. Physical Education). With this questionnaire we obtained data about the learner's attitude towards English in comparison with other subjects: Maths, Spanish, Humanities, Natural Sciences, Arts and Music.

### 2.2.4 Classroom methodology

It is assumed that activities, tasks and classroom exercises have a powerful

influence on the student's motivation. We not only aimed to study the influence of classroom teaching compared with the other 5 variables mentioned in questionnaire 1, but also the specific motivational influence of each classroom technique ranking preferences in a closed list of 20 common activities.

- 1 Working in pairs, 2. Working in teams, 3. Interviewing in the street, 4. Using brochures, 5. Video, 6. Cassette recording, 7. Singing songs, 8. Games, 9. Use of posters, 10. Oral exercises, 11. Textbook oral activities, 12. Acting out dialogues, 13. Oral comprehension exercises, 14. Conversation practice, 15. Reading, 16. Written activities, 17. Pronunciation, 18. Vocabulary, 19. Grammar, 20. Cultural activities.

### 2.2.5 The textbook

Textbooks are widely used. So, it is interesting to find out about their motivational power. Learners were asked a) if they liked or disliked the textbook, giving reasons for their choice and b) what the most attractive and unattractive activities were, also giving reasons.

### 2.2.6 The English teacher (open questionnaire)

Here, learners explained why they liked or disliked their teacher and gave their opinion about the fundamental characteristics and qualities of good English teachers.

### 2.2.7 The English teacher (closed questionnaire)

This questionnaire contained a closed list of qualities for the learners to choose the most relevant. First, they gave their opinion about the importance of a) the English teacher's *physical appearance*, b) *scientific knowledge*, c) *didactic preparation* and d) *personality traits*. Then, they graded lists of qualities related to a), b), c) and d).

### 2.2.8 The environment

The influence of the environment was measured by asking participants to grade from 0 to 2 which of the following environmental factors motivated them most to study English:

1. friends, 2. family, 3. T.V., 4. school pressure, 5. press, 6. films, 7. neighbours, 8. known natives, 9. Parish church, 10. Pop music

### 2.2.9 Student's orientation

This questionnaire gave information about the dominant motives learners have for learning the foreign language. In other words: why they do (or don't) feel motivated to study English.

### 2.2.10 Motivation and the student's personality traits

Our last questionnaire aimed to explore the relationship between learners

achievement in EFL and their personality traits as perceived by learners themselves. They were asked to what extent they considered themselves shy, extrovert, authoritarian, egocentric, manipulative, portraying anomie, perseverant, participative, empathetic, culturally permeable, and tolerant of ambiguous situations.

At this stage, the results obtained at the three educational levels may not be representative as the example is relatively limited. However, they give us important motives some learners have for learning (or not learning) English. Though incomplete, the following results and comments can be used to revise our teaching and see if it fits the learners' motivational requirements.

### 3.- 7º EGB

#### 3.1 SAMPLE

This sample consisted of 34 learners studying 7th grade at a private, church-sponsored primary school in Granada.

##### 3.1.1 Sources of motivation

The instrumental value of the language in society, followed by parental influence, and classroom activities are, in that order, the three most important sources of motivation. At the opposite end of the scale come the teacher's qualities, the subject in itself, and the integrative motive.

##### 3.1.2 English as a school subject

Only 6% of the sample had a bad opinion of the language in itself; 53% had a good opinion; and the remaining 41% neither good nor bad. These results are correlative with their attitudes towards the language as a subject. The most important reasons given supporting these attitudes are the instrumental value of English and parental influence.

##### 3.1.3 Classroom methodology

The choice of favourite classroom activities made by the participants is most significant, as these were mainly activities which they do not in fact do in class: namely, watching videos, playing language games, collecting data outside of school, among others. Clearly, the activities carried out in the classroom do not always meet learners' expectations.

The fact that generally attitudes towards the methodology are favourable is due

to the learners' appreciation of their teacher's ability to make classes entertaining and enjoyable.

##### 3.1.4 The textbook

32% of the sample like their textbook, while a further 68% like it a little. Their favourite activities are the dialogues and songs, which they consider the most enjoyable. Those which they dislike involve connecting items with arrows and pronunciation, as they consider these boring.

##### 3.1.5 The English teacher

A large majority of the learners like their current teacher (88%). The reasons which they give are that he understands the learners and explains things well. In support of this they indicate that the qualities of the teacher which they most highly value are: that they should explain things well, that they should be pleasant, and that they should use the FL in class.

Academic training takes priority over other aspects of the "ideal" teacher. It is followed by didactic abilities, personal characteristics, and appearance, in that order.

##### 3.1.6 The environment

External factors which influence learners are, firstly, the influence of the family; secondly, that of the School; and thirdly that of those native speakers they know. Pop music, friends and the press, come bottom of the list.

##### 3.1.7 Student's orientation

Their motivation is purely instrumental, with the wish to obtain a better job in Spain being first, followed by a better job in Great Britain or the USA, and thirdly to receive a more complete education.

##### 3.1.8 Motivation and the student's personality traits

Among the more highly-motivated participants the characteristics which stand out are openness, and an interest in the FL country. Those less-motivated are predominantly shy in their behaviour in class. Finally, the learners who are not motivated towards learning the FL are characterised by making little effort to study, and by not being open to outside influences.

From these results, we can see quite clearly the importance of both attitude and motivation in the behaviour of learners in the classroom. Those learners who declare themselves to be integratively motivated towards the language participate more

frequently in class and, as a logical consequence of this achieve higher marks. These same learners are those who most frequently volunteer to take part in the activities proposed by the teacher, and who felt themselves less inhibited when it came to using the FL. Furthermore, there is a correlation between the high marks in the DL and those they achieve in other subjects.

#### 4.- 1º BUP

##### 4.1 SAMPLE

This sample consisted of twenty-three learners from a state secondary school situated on the coast of Granada province.

##### 4.1.1 Sources of motivation

The most important sources of motivation for this group were the instrumental importance of English in society, followed by the desire to integrate in a foreign country.

##### 4.1.2 The English Speaking countries and English as a school subject

Their attitude towards the English language is good, better even than their attitude towards native speakers.

##### 4.1.3 Classroom methodology

The first three preferences in the list of classroom activities are: watching videos, pair/group work, and playing language games. And their overall view of the classroom methodology is good.

##### 4.1.4 The textbook

The textbook they use is generally well-liked, and the same pattern as with activities emerges when looking at the list of exercises they enjoy most. These include games and dialogues, songs, and videos. The least liked exercises are grammar or dictation.

##### 4.1.5 The English teacher

Their current English teacher receives a high rating, and the characteristics which they list to support this are: that he gets on well with the learners, he knows the language well, and he makes lessons enjoyable.

The most important characteristics of the ideal teacher are given as being: good pronunciation; explaining clearly; trying to get the learners interested; being

understanding, tolerant, pleasant, and attentive; and, being optimistic, pleasant, and light-hearted.

##### 4.1.6 The environment

In order of importance these factors were:

- 1 Parents
- 2 Pop music/relatives
- 3 Foreign people known
- 4 Friends
- 5 Cinema/TV/school
- 6 Press
- 7 The Parish

##### 4.1.7 Student's orientation

The three most important factors supporting their instrumental motivation towards the subject were: getting a better job in Spain; travelling abroad and understand people; and, finding out about a foreign language and culture.

##### 4.1.8 Motivation and the student's personality traits

The motivated learners held in common characteristics of openness, sociability, taking part actively in class, and trying quite hard to achieve good results. Those who were less motivated were very varied with respect to sociability, didn't tend to participate actively in class, but did try quite hard. Finally, those who were not motivated also varied with respect to sociability, didn't tend to take part actively in class, and did not try hard.

All three groups considered themselves shy, and not authoritarian; none of them would like to live and work abroad. Furthermore, they consider Spain to be neither better nor worse than other countries.

#### 5.- 2º BUP

##### 5.1 SAMPLE

This sample is a group of 38 learners from a state secondary school in the Zaidin district of Granada.

##### 5.1.1 Sources of motivation

The learners in this sample ordered the six alternatives given as follows:

- The instrumental importance of English in society
- English as a school subject itself
- The EFL teacher's qualities
- The desire to integrate into English-speaking communities
- Classroom methodology: activities, tasks,...
- Parents and family background

#### 5.1.2 The English Speaking countries

The attitude which they expressed towards FL speakers and their countries was neither good nor bad.

#### 5.1.3 English as a school subject

By contrast, their attitude towards the FL as a subject was good, and they supported this by once again signalling the instrumental value of the language, and the subject in itself as their motives.

#### 5.1.4 Classroom methodology

A total of 80% of the learners stated they enjoyed the methodology used in the classroom. Their reasons for this are the subject itself and the teacher, and the fact that the classes are enjoyable.

Their preferred activities are: pairwork; collecting data outside of the school; groupwork; and language learning games.

#### 5.1.5 The textbook

Seventy-five percent of the learners like their textbook. In particular they enjoy the dialogues, which are enjoyable and amusing, and in second place the gap-filling exercises as they find these easy, and like the vocabulary component.

The activities they dislike are the translations, which they consider boring, difficult to understand, and a waste of time.

#### 5.1.6 The English teacher

The attitude expressed towards their teacher is good, and they support this by saying that their classes are well-delivered, pleasant and amusing; they are given entirely in English and they receive information about things not strictly limited to the programme; their teacher is agreeable, and relates well to them.

The principal characteristics of the teacher are firstly, that they should know English well, and be even better in their ability to explain things (33%); secondly, that

they should have good physical appearance (30%); and thirdly, that they should inspire confidence, relate well to the learners, be patient and pleasant, calm, and reasonably demanding (24%).

Here they list the four suggested areas of characteristics as follows:

- 1 scientific knowledge
- 2 didactic preparation
- 3 personality traits
- 4 physical appearance

And the five most important qualities and behavioral traits are:

- 1 happy, optimistic, cordial, funny, pleasant
- 2 understanding, tolerant, flexible
- 3 accessible and attentive
- 4 hard-working and consistent
- 5 impartial, fair, even-handed

#### 5.1.7 The environment

The learners in this sample listed the factors which might influence them in the following way:

1. friends, T.V.
2. family, school pressure, films, pop music, relatives
3. neighbours, known natives, the Parish, the Press

Thus, they are indicating that their friends and the TV influence them quite a lot, that the family, and so on, influence them a little, and that the other factors do not influence them at all.

#### 5.1.8 Student's orientation

Their motivation towards the FL is predominantly instrumental. They indicate three important motives: getting a better job in Spain (84%); having the benefit of a fuller and more rounded education (71%); and getting to know a foreign language and its culture.

#### 5.1.9 Motivation and the student's personality traits

Among those more motivated learners the characteristics they have in common are their liking for the FL; their shyness; the difficulty they experience in intervening in class; openness, and sociability.

The less motivated learners like English a little, would not like to live in a foreign country, and make only a little effort to achieve a good mark.

## 6.- BUP Private sector

### 6.1 SAMPLE

This sample involved a range of learners aged between thirteen and fifteen, all studying at the same secondary school in the city of Granada.

#### 6.1.1 Sources of motivation

When these learners were asked as to their main sources of motivation, an overwhelming majority of them (60.5%) showed a positive inclination towards the instrumental value of the language in society, as against an integrative orientation.

This could be explained by taking into consideration all the values that seem to rule modern society: competitiveness, parent's advice, and even the mass media contribute to creating the individual's goals. And the participants in this sample are constantly affected by these specific values to which we refer.

#### 6.1.2 The English Speaking countries

With regard to their attitudes towards the English speaking countries and speakers of the FL, we find there exists a certain correlation between knowledge of a country and attitude towards the same country: the better their knowledge, the more positive their attitude.

It is also worth mentioning the fact that there is a clear parallelism between attitude towards a particular country (language, speakers) and achievement in the language (Lambert et al, 1963; Mueller and Miller, 1970).

#### 6.1.3 English as a school subject

In general participants showed a very positive attitude towards the language. The possibility of "communicating" with others, and consequently with other cultures, is a decisive factor in their attitude. This supports the idea of the "attractiveness" associated with the learning of a second language.

When asked about the subject in relation to other subjects taught at school, we find English appears in third position after P.E., and Drawing. In fact, we should point out that these two subjects have traditionally been regarded as "second-class" within the academic arena, whereas English has enjoyed a much higher status in relation to them.

### 6.1.4 Classroom methodology

Participants present a clear inclination towards all the activities implying a more active usage of language. Strictly academic exercises - drills, as Krashen would say - are located at a secondary level. It is obvious they would rather keep themselves away from the traditional system of academic instruction. The description of the methodology included adjectives such as "monotonous", "boring", or "repetitive".

Should we conclude that the current system characterises itself by a spectacular number of non-motivating activities? We have to be constantly aware of the difficulty in being able to balance the right amount of what Krashen refers to as communicative exercises/activities on the one hand, and what he calls drills, on the other.

### 6.1.5 The textbook

The most popular activities are dialogues and games, followed by comics and reading texts. It is clear that there is a preference for all those activities that break the usual line in the teaching of a language and thus become a powerful incentive in learners' motivation.

From the responses to this questionnaire, we can conclude that the differences between the three variables offered to the participants were not well-defined. This could be explained by taking into consideration the relativity inherent in a textbook which ideally is a compendium of different activities and strategies in the learning of a language.

### 6.1.6 The English teacher

The attitude towards their current teacher is generally quite positive. Nonetheless, we should point out that 13% of the participants who admitted that they did not like the teacher were individuals with a high level of academic achievement. At the same time, a striking number of participants considered as non-successful academically-speaking, were characterised by a really positive attitude towards this teacher.

When participants were asked to present their portrait of the "ideal teacher", we find that two features were repeatedly mentioned, namely their knowledge of English (and the skill necessary to transmit this), and a congenial personality.

What, then, do we have here? An ideal teacher both academically, and at the same time behaving as a great communicator understanding their problems and being

able to encourage them.

When asked about the same topic but at a more specific level, we find these choices (in correlative order):

1. Features related to skill in the teaching of a second language
2. Personal features (related to the teacher's personality)
3. Scientific features
4. Features related to the external appearance of the teacher

At this point we can discern how important personal features are to learners. The classroom, we should not forget, is made up of emotional, human beings.

#### 6.1.7 The environment

Parents	1.26
Pop music	1.18
Native-speakers participants know	1.10

Oskamp (1977) presents a theory which is clearly borne out by this sample: at this age, learners are still sensitive to their parents' influence, but at the same time they do have a respectable number of other factors contributing to their points of view on different issues.

#### 6.1.8 Motivation and the student's personality traits

A number of specific conclusions can be drawn:

- There exists an important degree of parallelism between highly motivated learners and a higher level of achievement.
- This can also be applied to those learners who show a higher degree of extroversion.
- Shyness, on the other hand, does not seem to be a decisive feature in order to distinguish between the highly- and the less-motivated participants.
- Highly-motivated learners show a higher degree of authoritarianism.
- When learners were questioned about their feelings towards their country and culture we find that, paradoxically, less-motivated students are the ones with the unhappier feelings towards their own country.
- Highly-motivated learners show, as was to be expected, a higher degree of responsibility and of participation in the classroom.
- The highly-motivated learners are those with a higher degree of empathy in relation to the FL language and culture.

- Highly-motivated learners show a lower degree of anxiety.

### 7.- 3º BUP

#### 7.1 SAMPLE

This group comprised 28 students (15 female, 13 male) at a private secondary school in a northern district of the city of Granada.

##### 7.1.1 Sources of motivation

Simply by considering the context in which we had to carry out the project, it seemed easy to confirm that the participants' main source of motivation could not be any other than an instrumental one. After this came other sources concerned on the one hand, with the LL situation - the subject itself, the classroom methodology, the qualities of the teacher - and on the other, with a very distant integrative motive, and an apparently irrelevant parental encouragement.

Obviously, if the student does not have any real contact with the language, they will necessarily be interested in it or moved towards it because of practical reasons.

##### 7.1.2 The English Speaking countries

Attitude towards FL speakers, based mainly on a vague knowledge of their countries, was not in this case very meaningful - whatever the opinion given, it did not come from a real interactive source. If it is true to say that the more positive it is the more motivated they are, it is also true that on many occasions only the teacher can encourage that. One fundamental feature of participants' personalities, is their lack of ethnocentricity.

##### 7.1.3 English as a school subject

In contrast, the attitude expressed towards the language was highly relevant. Three quarters of the students stated that they liked it, giving reasons such as their economic future, the possibilities of communicating with other people, or the ease with which they learn it. The rest concentrated on the aspect of English only as a school subject, and explained their negative attitude as a result of its not being easy at all, of the boring methods used, and of the teacher.

##### 7.1.4 Classroom methodology

Students seemed to be in favour of an interactive methodology, it being more pleasant, diversified, and non-elitist. Learning real, useful English -that is oral English

- became the fundamental activity. Therefore pairwork, games, video, songs, and open-air exercises are their favourites.

#### 7.1.5 The textbook

Getting On was generally well-accepted, probably because it is a wise mixture of dialogues, readings, drills, and written exercises. They clearly preferred those which involved amusing situations, not only for this fact in itself, but also for giving them a chance to practise the language as a communicative tool.

#### 7.1.6 The English teacher

When, above, we dealt with the students' attitudes towards the language, we could see that the results were different depending on their motivation, and here again this was essential in order to state the dissimilar opinions learners had with regard to their teacher. The more motivated ones - not always the best academically-speaking - were interested in their teacher's academic abilities: to teach and plan well. The less motivated ones pointed out what they considered negative personality features.

##### 7.1.6.1 Closed questionnaire

Despite this, the ideal teacher for both more and less motivated students was very alike, and established the main characteristics as being a knowledge of English, and ability to teach it; and, personality and kindness. They preferred a teacher who could master both didactic and academic skills such as good pronunciation, clear explanations, fluency, and, at once, would appear personally engaging, encouraging their interests.

We should not forget that English as a subject, is really different from other subjects. If most of the students chose it rather than the other compulsory subjects, such as Science, or Maths, this was precisely because their teachers had to make English not just vague theory or imaginative practice, but communication in itself. They must behave as teacher, person, and clown all at the same time.

#### 7.1.7 The environment

Music	1.2	Parents	0.85
Pressure from school	1.06	Relative	0.85
TV	1.03	Friends	0.64
Films	0.9	The press	0.5
Native-speakers	0.9	Neighbours	0.14
		The parish	0.07

At the age of these students, these results seem quite coherent. First of all,

simply because they are able to get in touch with the FL community through music, more than through any other medium. And secondly, because that contact which is not wholly communicative is nourished within a very specific, artificial situation: the school and its concept of English, primarily as a subject.

#### 7.1.8 Student's orientation

In spite of having remarked that the type of orientation shown by this sample of students is clearly instrumental, since they regard a pragmatic value as their main reason for studying English (i.e. job necessities, prestige, university requirement), they also had in mind what could be termed a personal usefulness (i.e. travel, making friends, getting to know other cultures). This leads us to suggest that the categorization established by Gardner (1985) might be too categorical. Motivation cannot be simply either instrumental or integrative, but rather something in between, at least in our case: a kind of mixture of these two extremes.

#### 7.1.9 Motivation and the student's personality traits

Without a doubt the questions of personality and sex are the most decisive in this context, in relation to the process of language learning, motivation and achievement. The girls (56% of the class) were always motivated, but their marks (four D's, 1 C, 2 C+'s, 8 B's) were not as good as those of the boys (1 C, 5 B's, and 1 A, with 2 D's, 2 C's, and 2 C+?'s for the less motivated ones). As for their characters, anomie, perseverance, participation, empathy, cultural permeability, tolerance of ambiguity, and lack of shyness were essential features of the highly motivated students. These shared with the rest their extroversion, and their lack of authoritarianism, ethnocentrism, and machiavellism. However, we must not forget that this is intrinsically connected with methodology, as different methodological perspectives require different personalities (Smart et al, 1970; Kawczynski 1951). Accordingly it is easier for us to describe the profile of the motivated learner. And, we can conceive of the learning process as a circular continuum, in which motivation should appear at the beginning or at the end, encouraging the student to start or to go on (Krashen 1981).

## 8.- 1st YEAR UNIVERSITY

### 8.1 SAMPLE

The questionnaire was administered to 32 First Year students on the Diploma



course in Translation and Interpreting at the University of Granada School of Translators and Interpreters. They were following a course in Translation into English from Spanish, which primarily focusses on FL reading and writing skills.

The participants in this sample are learners who have chosen to follow FL studies at university level, so the question of attitude is less significant in their responses than that of motivation.

#### 8.1.1 Sources of motivation

The instrumental motive is ranked first, with an interest in the subject matter itself second, and the integrative motive third. 6 participants stated that the reason for their first choice was an interest in languages in general.

Responses do not show a clear inclination in favour of either an integrative or an instrumental motivation. Although, if we consider the fact that the subject itself, and/or a love of languages appeared as a significant factor in many learners motivation, we could suggest that the instrumental motivation is slightly stronger. Learners express a great interest in all aspects of the subject, and that apparently underpins their motivation to become translators.

#### 8.1.2 Classroom methodology

The activities which received the highest scores were: comments, questions and reflections about the life and customs of the FL-speaking community; conversation activities in the FL; oral exercises between teacher and learners; and watching video-recordings adapted to the learners' level. None of these are components of their course, and so we conclude that, either, when reflecting on their FLL experiences they perceive these as gaps in their current studies; or that these are current learning needs not being met; or that they simply recall these as their favourite activities from high school. In the context in which these learners are currently studying there seem to be no reasons why these activities could not be more widely used.

#### 8.1.3 The textbook

Participants use two texts: Academic Writing Course (Jordan:1990) and Advanced Reading Skills (Barr, Clegg & Wallace:1981), and both are well-thought-of. The activities they most liked, and the reasons for this are wide-ranging. The highest score was for exercises aimed at revising and consolidating knowledge, however reasons given in support of this reveal little.

#### 8.1.4 The English teacher - Closed questionnaire

A clear and consistent impression of the learners image of a "good FL teacher" comes from the questionnaires. They put great emphasis on the teacher's ability to ensure that participants enjoy themselves while learning. This, they see as being primarily a question of training and academic background. However, the need for examination-specific classes must not be ignored. And this clearly instrumental aspect of their approach obliterates any reference to the teacher's ability to prepare them to work as translators.

#### 8.1.5 The environment

Of the environmental factors which could influence participants' attitudes only two are of any significance: native speaker acquaintances, and pop music.

#### 8.1.6 Student's orientation

"Travelling to other countries and getting through to the people", and "Learning a foreign language and its culture" are ranked well ahead of the other suggested motives. This is surprising, as we could have expected a more instrumentally oriented response from this sample.

#### 8.1.7 Motivation and the student's personality traits

The sample is fairly homogeneous. Academic achievement is good, and significant characteristics are held in common. Learners consider themselves to be participative, to demonstrate empathy with FL-speakers; to show a certain degree of flexibility in their appreciation of culture; and to be reasonably tolerant of ambiguity in the learning situation.

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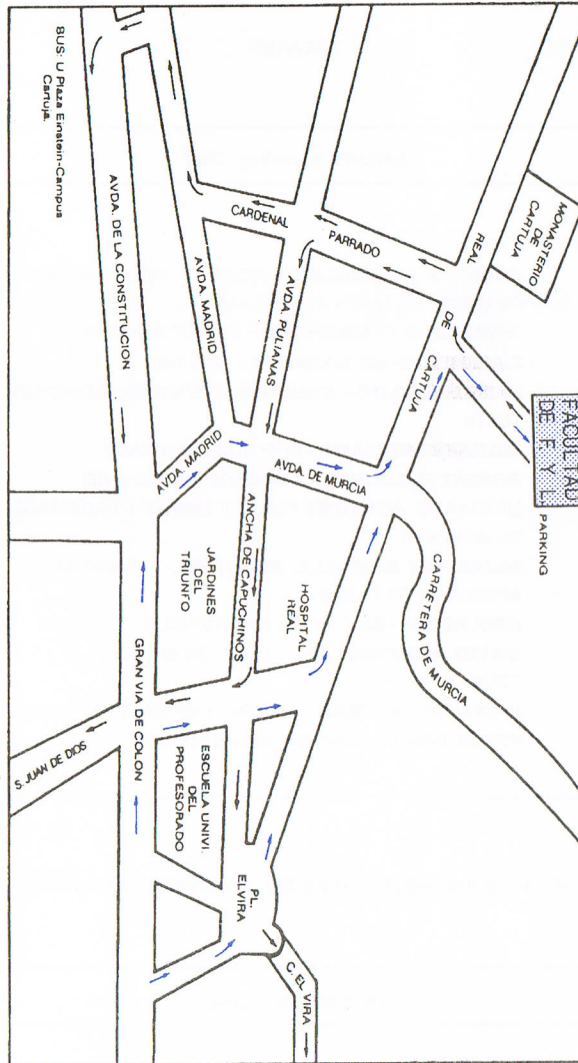
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- \* FACULTAD DE FILOSOFIA Y LETRAS
- \* CAJA GENERAL DE AHORROS DE GRANADA
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- \* S.G.E.L.



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# VIII JORNADAS PEDAGÓGICAS Para la ENSEÑANZA Del INGLÉS 1.992

GRANADA  
1, 2, 3 - OCTUBRE  
FACULTAD FILOSOFIA  
Y LETRAS

INFORMACION:  
958 / 21 03 18



ORGANIZA



**GRETA**  
ASOCIACION DE  
PROFESORES DE  
INGLES

INSCRIPCIONES: HASTA EL 15 DE JULIO  
INSTITUTO ANDALUZ PARA LA FORMACION Y  
PERFECCIONAMIENTO DEL PROFESORADO.  
JUNTA DE ANDALUCIA.

**THURSDAY morning, 1ST**

**RECEPTION**

**OPENING SESSION**

**PLENARY SESSION**

*PENNY UR*

*Discussions that work*

**BREAK/PUBLISHERS' MATERIAL**

09.30  
10.30  
11.00

12.00

12.30 - 14.00

**JOSE MANUEL CABEZAS.-** THE VALENTINE PROJECT  
**CRIS REEVE.-** SELF-ACCESS MATERIALS  
**GRANADA L.A. GROUP.-** SOURCES OF MOTIVATION IN EF CLASSROOM  
**ROBERTO MAYORAL.-** LA FORMACION DEL TRADUCTOR Y EL MUNDO PROFESIONAL  
**DAVID SUMPTER.-** ENGLISH HUMOUR  
**PAUL SELIGSON.-** PRIORITIES IN PRONUNCIATION  
**ROBERT CLARKE.-** THE LISTENING SKILL  
**SIMON ANDREWS.-** REVISION GAMES FOR YOUNG LEARNERS.

**THURSDAY afternoon**

17.00 - 19.00

**DENISE MARMELSTEIN.-** HOW TO MAKE LISTENING COMPREHENSION ACTIVITIES FUN, INTERESTING, AND MOST IMPORTANT PRACTICAL  
**PAMELA JOHNSTONE.-** FUN ACTIVITIES WITH A MONOLINGUAL DICTIONARY  
**SIMON GRINAN.-** COSTUMBRES IDIOMATICAS  
**S.FOWLER.-** (TALK TO BE CONFIRMED)  
**CAROL-ANNE FISHER.-** WORKING WITH VIDEO TAPES IN THE CLASSROOM  
**PENNY UR.-** OPEN-ENDING  
**PHILIP WOOD.-** MAKING READERS FUN  
**GUY HILL.-** EXPLOITING TEXTBOOK READING PASSAGES  
**JAMES TAYLOR.-** TEACHING GRAMMAR COMMUNICATIVELY  
**RICHARD WILLIAMS.-** (TALK TO BE CONFIRMED)  
**CRIS REEVE.-** SELF-ACCESS MATERIALS

21.00

**THEATRE**

**FRIDAY morning, 2ND**

09.30 - 11.00

**MARCOS RODRIGUEZ.-** WORKING WITH GRADED READERS  
**SEMINARIO PERMANENTE- COORDINADORA CARMEN PEREZ BASANTA.-** TESTING  
**JAMES TAYLOR.-** DESIGNER EXERCISES, DESIGNER TESTS  
**RICHARD WILLIAMS.-** WHY JUST READING?  
**ROBERT P. CLARKE.-** LANGUAGE GAMES AND LINGUISTIC ACTIVITIES FOR THE ENGLISH LANGUAGE CLASSROOM  
**M. JIMENEZ RAYA. J.J.A. MARTINEZ.-** COGNITIVE APPROACH TO TASKS  
**CRIS REEVE.-** SELF-ACCESS MATERIALS  
**DAVID SUMPTER.-** AN INSIGHT ON BRITISH EDUCATION  
**CRISTINA ESCOBAR.-** A DISPLAY OF EASY ACTIVITIES  
**PETER VINEY.-** TEACHER INDEPENDENCE

11.45 - 13.30 **ASAMBLEA GENERAL DE SOCIOS DE GRETA**

**FRIDAY afternoon**

17.00 - 19.00

**MINISTERIO DE EDUCACION.-** PROGRAMAS LINGUA, PETRA...  
**PAUL SELIGSON.-** WHO NEEDS PHOTOCOPIES? GIVE ME A BLACKBOARD  
**ROBERT P. CLARKE.-** THE WRITING SKILL  
**PENNY UR.-** FLUENCY IS NOT JUST TALKING  
**HUGH PIKE.-** (TALK TO BE CONFIRMED)  
**MICHAEL HARRIS.-** (TALK TO BE CONFIRMED)  
**PETER VINEY.-** VIEDO IN THE CLASSROOM

**JOSE MANUEL CABEZAS.-** FROM ROLE-PLAY TO DRAMA ACTIVITIES  
**CRIS REEVE.-** SELF-ACCESS MATERIALS  
**GRANADA L.A. GROUP.-** (TALK TO BE CONFIRMED)  
**J. MUROS/M. PARDO/A. LOPEZ/V. MUROS.-** LA UTILIZACION DE LOS TEXTOS LITERARIOS INGLES EN EL AULA

**20.00 BARBACUE PARTY**

**SATURDAY morning, 3RD**

09.30 - 11.00

**JOSE MANUEL CABEZAS.-** HAVING FUN UNDER THE SUN! IN THE CLASSROOM EVERYONE  
**CRIS REEVE.-** MATERIALS' WORKSHOP  
**M. JIMENEZ RAYA.-** DEVELOPING LISTENING SKILLS  
**ROBERT P. CLARKE.-** THE HISTORIC CITY OF YORK: VISUAL PRESENTATION OF THE CITY OF YORK AND THE LANGUAGE OF TOURISM  
**PAUL SELIGSON.-** THE ROLE OF THE MOTHER TONGUE IN TEACHING  
**GWYNETH FOX.-** (TALK TO BE CONFIRMED)  
**LESLEY THOMSON.-** DRAMA ACTIVITIES  
**MARCOS RODRIGUEZ.-** USING ROLE-PLAY AT SCHOOL  
**CHARLES CLASEN.-** INTRODUCTION TO PNL

11.30

**CLOSING SESSION  
PLENARY**