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ABSTRACT

Motivation has been considered as one of the main factors affecting the acquisition of a second language (Gardner, 1985) as well as a key for many research studies in language learning. This study examined motivation in the performance of speaking activities of an EFL (English foreign language) group of 14-year-old students at a high school in a small village in Extremadura. Although this region accounts for the worst results in the area of speaking skills, it is positioning itself as one of the most active communities in terms of bilingual education in Spain. Hence, the interest of this study to see the relevance of particular factors and how these favour the students' personal development and promote their communicative competence in L2 (second language) through a variety of activities.

Therefore, to ensure successful performance in class, this study aimed to examine the learners' motivation and their perceptions on useful tasks to help create a learning environment which fosters the enjoyable learning of a foreign language.

There were 15 participants from the 2nd year of secondary education who attend a small high school in Extremadura. Data was collected by using a questionnaire and direct observation. Results have shown that different factors and tasks have a remarkable influence on the students' development of their speaking skills. In terms of enjoyment, there was an indirect inclination towards interactive and communicative approaches, which shows a higher degree of involvement on the part of the students and the teacher.

Key words: motivation, project work, research in action, speaking skills

SUMMARY

La motivación siempre se ha considerado no sólo uno de los principales factores que afectan a la adquisición de una segunda lengua, sino también una de las claves para los numerosos estudios de investigación que se han realizado en el campo del aprendizaje de una lengua.

Este estudio ha analizado cómo afecta la motivación a la realización de actividades orales, seleccionando como participantes a un grupo de alumnos de 14 años procedentes de un pequeño instituto en Extremadura. Aunque esta región cuenta con los peores resultados en cuanto a habilidades comunicativas, se está posicionando como una de las regiones más activas en términos de educación bilingüe en España. De ahí el interés de este estudio para comprobar la relevancia de determinados factores y cómo estos pueden favorecer el desarrollo personal de un alumno así como mejorar su competencia comunicativa en una segunda lengua y a través de una gran variedad de actividades.

Así pues, y, para asegurar una actuación correcta en clase, este estudio analizó la motivación de los alumnos y sus percepciones sobre una serie de actividades que ayuden a crear un buen ambiente de trabajo y, que, a su vez, fomenten el disfrute del aprendizaje de una segunda lengua.

En este estudio han participado 15 alumnos de 2º ESO procedentes de un pequeño instituto en Extremadura. Los datos se obtuvieron a través de un cuestionario y de la observación directa de la clase. Los resultados han demostrado cómo diferentes factores y actividades pueden influir de manera considerable en el desarrollo de las habilidades comunicativas de los alumnos. Si hablamos de entretenimiento, podemos hablar de un posicionamiento hacia métodos interactivos y comunicativos que muestran un grado mayor de implicación por parte de los alumnos y el profesor.

1. INTRODUCTION

Language learning is a very complicated process broadly defined as developing the ability to communicate in the second/foreign language. This process is influenced by many different factors such as motivation, age or character which affect the way our students learn English.

Therefore, motivation is one of the most crucial aspects in second language learning. Its role in teaching English in the classroom makes it necessary to discuss how motivation can help students develop their potential and make them learn English effectively.

The main objective of this research is to carry out an evaluation project on motivation in the performance of speaking skills in a secondary school in Extremadura through a variety of activities in which students will get involved throughout the school year. The choice of this context is linked to the fact that statistics place this community among the ones with the worst results in this area. Another reason is that given the importance of motivation in the context of Second Language learning, motivation is influenced by both internal and external factors which determine the degree of performance and success in the activities proposed on the part of students.

This research study will follow the steps of an action research or classroom research, since it is a practical first-hand approach in which the classroom is the primary source of information to obtain the data. Therefore, the specific goals pursued in this research are to identify how different factors and tasks affect students' performance in different speaking activities. We also aim to provide an answer to the following research questions:

- What factors involved in the activities show a high score?
- What activities within the different projects are considered more effective by English Foreign Language students (EFL)?

Although prior research on this topic has been done, the fact that our research will be carried out in a secondary school in Extremadura makes it relevant so as to know how different activities may affect students' motivation in the English class and later influence their results in this area of study.

In the subsequent sections, the literature review and the methodology will be outlined prior to the results and discussions of the research. A final section will report on the main conclusions, limitations of the study, suggestions for improvements and lines for further research.

2. MOTIVATION

Motivation is a major aspect in the study of language acquisition since it is considered to be one of the main determining factors in success in developing a second language. Research suggests that motivation can influence language learning outcomes (Gardner, Dörnyei) as motivation determines the extent of personal involvement in second language learning. Conversely, unmotivated students are not sufficiently involved in this process and therefore unable to develop their potential skills. Hence, the importance of analysing not only the contribution of motivation to learning outcomes, but also how to foster positive motivation among students so that we can get better results in the learning context.

Because there does not exist one general concept of motivation, this overview will start with a discussion of what motivation is by providing different definitions which reflect the extent of this concept.

2.1.What is motivation?

Despite the importance of motivation in second language learning, there seems to be no agreement on the exact definition of motivation. Dörnyei (1998:117) comments that “Although “motivation” is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept”. The reason is that motivation is a complex variable which can play a different role according to different factors. I would emphasize here the fact that the reason for Dörnyei’s words is that motivation is a complex variable which can play a different role according to different factors and which may affect the desirable outcomes depending on external and internal factors on the part of the learner.

At the beginning, the concept was examined as a reward system for motivating individuals to show the desired behaviour (Williams & Burden, 1997). However, this understanding of the concept was not relevant to the educational context, although it

continued until the sixties. My opinion here is that if we were to use a reward system to get the desired behaviour on the part of an individual, that behaviour would only be acceptable with a positive reinforcement and in a context where the suitable conditions are provided.

The cognitive revolution started in the sixties and led to concentration on the individual's role in his/her own behaviour (Weiner, 1994). In other words, the focus is on why students choose to engage in academic tasks instead of focusing on what they do. It is clear that the cognitive shift introduced changes relevant to understand motivation as a process in which individual differences will be highlighted based on concepts such as anxiety or achievement needs.

Hall suggests that motivation is a key factor in order to accomplish a particular activity, "it is difficult to imagine anyone learning a language without some degree of motivation" (Hall, 2011: 134).

Loewen and Reinders (2011:119) define motivation as "a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity". Dörnyei, on the other hand, defines motivation in terms of language learning and as a process which "provides the primary impetus to initiate second language learning and later the driving force to sustain the long and often tedious learning process" (Dörnyei, 1998: 117). I agree with Hall, Loewen and Reinders as well as Dörnyei's definitions of motivation, since without sufficient motivation, even an individual with potential skills will not be able to accomplish goals or to achieve personal success in a learning context.

Williams and Burden claim that motivation is "a state of cognitive and emotional arousal" which "leads to a conscious decision to act", and gives rise to "a period of sustained intellectual and/or physical effort" in order to "attain a previously set goal or goals" (Williams and Burden, 1997: 120). I must emphasize here the importance of linking motivation to cognitive as well as emotional aspects, since these will be relevant for the attainment of a particular goal.

Moreover, Gardner (2010) views motivation as a complex concept that is used to describe human behaviour. I think that this interpretation would only make sense within a behavioural framework which explains what factors, such as need or instinct, lead an individual to do a particular activity.

As we can see, the different definitions highlight how complex motivation can be as a variable for second language learners and as a process which is affected by different situations and conditions. I think that the contributions that motivation and attitudes make to achievement and success in the second language are determined by the degree of personal involvement in the learning process on the part of the learner as well as by different internal and external factors which may affect the desired outcomes.

2.2.Literature review

The study of motivation has been an important area for research in psychology and education over the last decades. This interest explains why second language teachers consider motivation as the most important factor in achieving success. In fact, one crucial factor in the process of second language acquisition is a learner's motivation and his/her desire to learn a language. The more motivated language learners are, the more they learn.

Over the last decades, several research studies have been carried out within the field of motivation and concerned with the role of attitudes in second language acquisition. We will report on the most influential so as to clearly delimit the scope of this study by providing the foundations of different models and what prior research has found out on this field.

Research shows that motivation directly influences how often students use second language learning strategies, how much students interact with native speakers, how much input they receive in the language being learned or how high their mastery of the language becomes. Therefore, motivation is extremely important for second language learning and it is crucial to understand this complex variable so as to obtain better results in the context of the classroom.

Gardner together with Lambert and Dörnyei are perhaps the ones who have devoted more attention to this topic and who have provided more information about how to link attitudes and motivation to success in second language as well as to other different factors.

Social psychologists were the first to initiate serious research on motivation in language learning because of their awareness of the social and cultural effects on second language learning. The initial psychological model was developed by Lambert (1967,

1974), who proposed that aptitude, attitudes, orientation and motivation boost the development of language proficiency and affect self-identity. The socio-educational model proposed by Gardner has maintained the elements of Lambert's social psychological model but has expanded it to take into account the language learning situation by distinguishing between formal and informal language learning contexts.

The starting point in Gardner's theory is that "students' attitudes towards the specific language group are bound to influence how successful they will be in incorporating aspects of that language" (Gardner, 1985:6). This means that learning a foreign language involves more than learning a grammar, it involves the adoption of social and cultural aspects which affect the social nature of the learner (Williams, 1994:77).

Gardner (1982), in his socio-educational model explored the significance of motivation as a contributing factor in second language acquisition, although in a structured classroom setting rather than a natural environment. His work focuses on the foreign language classroom and attempts to interrelate four features which affect second language acquisition. These include the social and cultural milieu, individual learner differences, the setting or context in which learning takes place and linguistic outcomes (Gardner, 1982). The social and cultural milieu refers to the environment in which an individual is situated, thus determining their beliefs about other cultures and language.

The setting or context in which learning takes place is obviously related to these variables. Two contexts are identified, namely the classroom and a natural setting, which may exert a stronger or weaker influence on the individual and which may also alter the linguistic outcomes of the learning process. The four individual differences which are supposed to be the most influential in second language acquisition include intelligence, language aptitude, motivation and situational anxiety.

Gardner defined motivation as a "combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language" (Gardner, 1985:10). Consequently, motivation in the socio-educational model, according to Gardner (2010), is assessed in terms of the following three components: the desire to learn the language, attitudes toward learning the language and motivational intensity (i.e. the effort extended to learn the language).

Therefore, according to Gardner (1985), for a student to be considered motivated four elements of a goal, desire to achieve the goal, positive attitudes and effort are necessary. Gardner (2010), on the other hand, believes that neither of those elements on its own would provide an adequate assessment of motivation.

The aforementioned elements are measured using different attitudinal and motivational scales in what Gardner called the AMBT (Attitude/Motivation Test Battery), developed by Gardner and Smythe (1981). According to Gardner (2001), this test battery was used to assess the major affective factors involved in second language learning. It consists of eleven subtests which are grouped into the five categories of integrativeness, attitudes towards the learning situation, motivation, instrumental orientation and language anxiety.

This test battery was first based on the model developed by Lambert, but Gardner (1985) later altered its basis to include the elements mentioned before.

He established a distinction between language learning motivation and classroom learning motivation, which is relevant to understand his major achievements. By language learning motivation Gardner meant the motivation which is relevant to learn a second language. “It is a general form of motivation relevant in any second- language learning context. It is a general characteristic that applies to any opportunity to learn the language and which may change under certain conditions” (Gardner, 1985: 9-20).

The second class of motivation is classroom learning motivation, specifically the language classroom. This is the type of motivation emphasized by Dörnyei and also represented in the socio-educational model of second language acquisition (Gardner, 1985: 11): “the focus is on the individual’s perception of the task and is state oriented. Obviously, it will be influenced by a host of factors associated with the language class such as the class atmosphere, the course content, materials and facilities as well as personal characteristics of the student”. So, according to Gardner, it is clear that motivation is one crucial aspect, which combined with other factors, influences the learner’s success.

Gardner also established a distinction between integrative and instrumental motivation which is crucial to second language learning motivation theory. Integrative motivation is characterised by the learner’s positive attitudes towards the target language group and

the desire to integrate into the target language community. Instrumental motivation, on the other hand, refers to a more functional reason for learning (Gardner, 1985). Gardner considers instrumental motivation to be a supplementary factor, explaining why a learner may or may not be successful, in spite of high integrative motivation.

However, it is the integrative motivation which is considered a key factor leading to language achievement. Integrative motivation consists of two variables: integrativeness, or a “genuine interest in learning the second language in order to come closer to the other language community” and attitudes towards the learning situation, which refers to how a learner feels about the language course or teacher (Gardner, 2001).

According to Gardner, and as shown in figure 1, integrativeness and attitudes towards the learning situation are two correlated variables which influence motivation to learn a second language. Based on this model, if someone shows high levels of integrativeness and/or very positive attitudes toward the learning situation, but these are not linked with motivation to learn the language, these variables will not be highly related to achievement. Similarly, a person who demonstrates high levels of motivation which are not supported by high levels of integrativeness and/or favourable attitudes toward the learning situation may not show these high levels of motivation.

Figure 1:

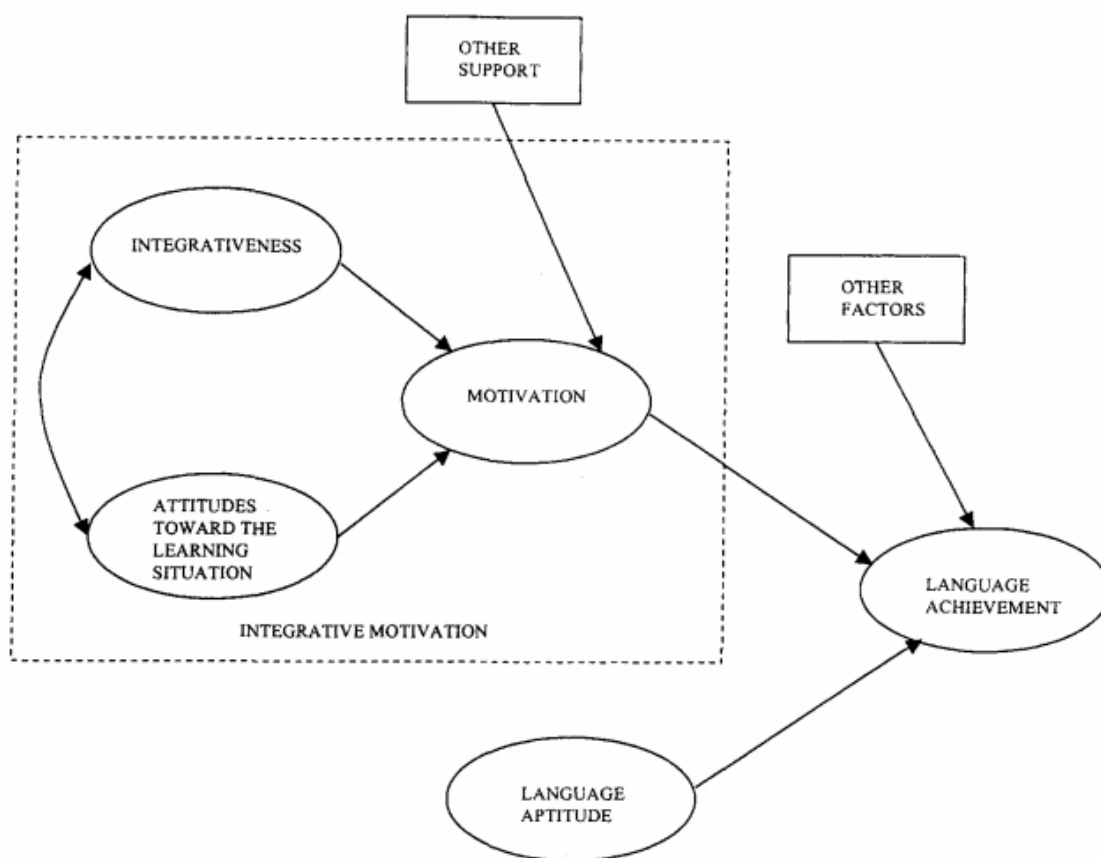


Figure 1: Gardner's (2000) socio-psychological model (adopted from Gardner 2000)

As it can be expected, his distinction raised certain criticism against his concept of integrative motivation. The basis for some of this criticism is based on the fact that integrative motivation may not be an important motivating factor for EFL learners who have no contact with the target-language community (Dörnyei, 2010; Ellis, 2008).

Also, the socio-educational approach seems to neglect the classroom situation, as discussed by Crookes and Schmidt's (1991, cited in MacIntyre 2002) "Motivation: Reopening the research agenda", in which they argue that students' affective influences are not as important to language teachers as whether or not the students participate in language learning activities.

Dörnyei (2005) has referred to Gardner's model as the dominant motivation model for more than three decades. He believes that Gardner's theory has remained unmodified over time. He believes that his lack of development does not reflect the changes that have taken place in motivation research.

It also seems that Gardner has over-emphasized the role of integrativeness in predicting achievement and has placed excessive emphasis on the positive attitude and beliefs of the learner. It seems that his model does not account for cases where learners do not have a positive attitude towards the target language, but succeed in learning it.

This theoretical framework was examined in his research so as to establish a correlation between motivation and successful language acquisition, identifying a number of variables which are interrelated when learning a second language (Gardner, 1985: 157-160):

- Attitudes towards the learning situation
- Integrativeness
- Language aptitude
- Attitudes towards second language learning

Until the 1990s, and, as mentioned before, this research has been largely dominated by this social psychological approach inspired by the work of Gardner and Lambert. The 1990s brought a shift in thought on second language motivation as a number of researchers attempted to reopen this research in order to shed new light on this subject. The reason for this continuous research is to find out the most effective way to motivate learners by using a methodology which can be productive in the classroom context.

It is important to emphasize that at this stage, researchers tried to expand the socioeducational model rather than eliminating it.

Zoltan Dörnyei has reviewed the different studies based on motivation in an attempt to synthesize the different theories on this subject. He talks about two distinct traditions explaining human behaviour:

...motivational psychologists tended to look for the motors of human behaviour in the individual rather than in the social being, focusing primarily on internal factors; in contrast, social psychologists tended to see action as the function of the social context and the interpersonal/intergroup relational patterns, as measured by means of the individual's social attitudes. (Dörnyei, 1998: 118)

The reconceptualization of the L2 motivation theories occurred due to a dissatisfaction with the traditional model of L2 motivation, which was centered on the concept of integrativeness. Researchers wanted to extend the theory so it could apply to different situations, especially the ones where integration was not possible or the identification with the L2 community was not expected (Dörnyei et al. , 2006). One of the differences in motivation now is that learners want to communicate not only with native speakers but also to a bigger community outside the English speaking countries.

So, this reconceptualization of the motivation study has underlined the significance of the theories based on the social context and the learner's identity and view of the self. One approach on motivation that focuses on these aspects is the one that comes from Dörnyei's (2009) theory of the L2 motivational self system, which is based on psychological theories of the self and intends to explain why foreign language learners can imagine themselves as integrated participants.

Therefore, this model is the result of two theoretical developments, one taking place in the L2 field and the other in psychology. As we have mentioned before, motivation research has been based on the concept of integrativeness/integrative motivation. However, during the last decades, the emergence of new theories in motivational psychology (such as goal theories or self-determination theory) and the fact that the concept "integrative" was rather limiting, have led to growing concern with the content of this concept. The second theoretical development that contributed to the L2 motivational self system took place in psychological research on the self.

Thus, the psychological concepts which influenced Dörnyei's theory were presented by Markus and Nurius (1986) in their theory of possible selves and by Higgins' (1987) theory of the ought selves. The L2 motivational self system proposed by Dörnyei (2009) contains three dimensions, namely the ideal L2 self, the ought-to self and L2 learning experience.

The ideal L2 self represents the ideal image a learner would like to have in the future. For example, if one wants to become a fluent L2 speaker who interacts with people from other countries, the image that this person would create of oneself as a fluent speaker might act as a powerful motivator. This dimension is correlated with the traditional integrative and instrumental motives, since the immediate antecedent of the ideal L2 self is the attitude towards the L2 speakers and community. This means that if

there is a positive attitude towards these speakers, they are likely to develop a strong L2 self. The ought-to L2 self “concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (Dörnyei, 2009: 29). For instance, if a person wants to please their teacher with their language fluency, the ought-to L2 self is the main motivator for their learning. This dimension is usually linked to extrinsic motivational factors, since there is a wish to be rewarded or praised by others.

The L2 language learning experience concerns “situated, executive motives related to the immediate learning environment and experience” (Dörnyei, 2009:29). Situation specific motives such as the L2 teacher, the peer group and the teaching materials can have a strong influence on motivated behaviour (Papi, 2010). This dimension is not related to self-image, but with the situation in the learning process. For some language learners the motivation to learn an L2 is not from self-images but from the enjoyment of the learning environment. This dimension is related to intrinsic motivation, since the adequate situation might make learner’s attitude improve. Thus, the combination of these three dimensions, which could be summarised as the learners’ vision of themselves as L2 speakers, the social pressures from the outside and a positive environment, are supposed to motivate to learn an L2.

Later research on this theory has proved that all the elements in the L2 motivational self system motivate language learners, despite having distinct levels of influence. This model can also define diverse motivational learners types, contributing to L2 motivation research. Dörnyei’s theory (2009) can function as a predictor of second language proficiency as well: students with different aims to learn English will have different language proficiency.

As we have seen, the L2 motivational self system can provide some clues for teaching strategies, together with some information regarding language learner motivational types. It is possible to promote the ideal L2 self through motivational techniques in class. If learners are presented different possible selves, and they consider one of those selves realistic and possible, they will be likely to increase positive motivation (Dörnyei, 2009).

Another influential model of second language learning motivation developed by Dörnyei is the process oriented model. Dörnyei’s model builds on psychologist Heinz Henckausen’s (1991, cited in Dörnyei 2000) argument that motivation can be

understood best when organized into natural phases. This model explains how learners are motivated at three stages of their development: the preactional stage, the actional stage and the postactional stage.

The preactional stage may be divided into three parts: goal setting, intention formation and the initiation of intention enactment (Dörnyei 2000). The goal setting stage involves an individual's reasons for language learning, such as integrative feelings or an instrumental goal. In order for these antecedents to become part of the language learning process, they must be formed into goals and then an intention. Therefore, opportunities as well as hopes and desires are key to the preactional stage.

During the actional stage, external factors such as interesting classes or instrumental rewards are important motivational factors (Ellis, 2008). Learners who have strong self-strategies will be more likely to face the distractions which challenge one's initial motivation (Dörnyei 2007). This stage includes subtask generation and implementation, an appraisal process of one's progress and the application of action control mechanisms (Dörnyei 2000). By doing so, Dörnyei explains that the learner can determine whether or not the action is leading to a positive actional outcome.

Finally, the postactional stage begins with one forming causal contribution about the actional phase, which may have ended successfully, with the attainment of a goal, or have been terminated. Next, one can evaluate their internal standards and strategies and use their experience to judge how to continue, or improve, their language learning success. The final step in any language learning process is to dismiss intentions associated with the completed process and to possibly move into a new preactional stage (Dörnyei 2000).

As we have seen, the study of motivation has been a permanent area for research in psychology and education for many years. Much of this research was initiated by Robert Gardner and Wallace Lambert, who explained motivation within a psychological framework.

Gardner, in his socioeducational model, shows us that acquisition is dependent on three main aspects, motivational intensity, desire to learn the language, and an attitude towards the act of learning the language. This means that there should be a wish to perform an action on the part of the learner as well as a positive attitude towards the

learning process and at the same time, this should be based on effort to learn the language. However, I must emphasize the fact that it will be difficult to measure certain factors such as the learner's ability or the learner's opportunities, and in turn, this may affect his/her degree of achievement in the acquisition of a second language.

His distinction between integrative and instrumental motivation is the cornerstone in his socioeducational model and the one which has raised more criticism, particularly, his concept of integrative motivation. I think that Gardner places excessive emphasis on the positive attitude of the learner, without paying much attention to those cases where learners do not have a positive attitude towards the target language, but succeed in learning it.

Form the 1990s onwards, research on motivation has been continuous so as to find out a productive methodology to motivate learners in the classroom context. However, there was no attempt to eliminate Gardner's model, but rather expand it.

Zoltan Dörnyei, on the other hand, has underlined the significance of the social context and the learner's identity and view of the self as relevant aspects to understand motivation in the context of second language learning. His theory of L2 motivational self system explained how the analysis of the thoughts and feelings that individuals experience while they have a motivated behaviour became easier by analysing the possible selves: the ideal self, which refers to the ideal image a learner would like to have; the ought-to self, which refers to the attributes one believes one ought to have; and finally, the learning experience, which concerns to the learning environment and experience.

Dörnyei's theory also explains how motivation works in different learning contexts even if there is little or no contact with the L2 speakers. I think that Dörnyei's model can be applied to different contexts, it can define diverse learner types and it shows how students with different aims to learn English will have different language proficiency.

Consequently, this can also apply to Dörnyei's process oriented model of L2 learning motivation, which shows how motivation can be understood best when organized into natural phases which account for an individual's reasons for language learning as well as the learner's determination whether or not a particular action is leading to positive outcomes.

3. METHODOLOGY

As mentioned before, this research study follows the steps of an action research or classroom research, since the classroom is the primary source of information to obtain the data.

The overall aim of this study is to collect valid and reliable information on how motivation works in the performance of speaking activities and in turn, how this affects the final outcomes. We will also reflect the teacher's perceptions through his/her observation of the development of the lessons, since he/she can help foster motivation by demonstrating the importance of second language (L2) learning strategies. It will also be important to take into account the relevance of tasks which engage students within a dynamic learning environment.

On this purpose, this study also aims to provide an answer to the following research questions:

- What factors involved in the activities show a high score?
- What activities within the different projects are considered more effective by English Foreign Language students (EFL)?

This project presents a research design qualitative in nature, through which we seek the degree of satisfaction of the students with the development of the different activities carried out in class as well as the strengths, weaknesses and improvements which the lessons may offer. The study will involve a total of 15 students in 2nd-grade compulsory secondary education from a public school in Extremadura.

3.1.Variables

In the qualitative part of the study, three types of variables will be taken into account: dependent, independent and moderating ones (Pérez Cañado, 2011).

The dependent variables are:

- The students' English language competence (four skills)
- The students' mastery of the English language

The independent variables correspond to the English programs implemented in the school and how motivation is directly related to it.

Finally, as moderating variables, (also proposed by Pérez Cañado, 2011), we will consider the following ones (table 1):

Table 1:

Motivation	Performance in the English language
Environment	Level of interest
Gender	Level of proficiency
Type of school (public-private)	Linguistic competence of the teacher
Setting (urban-rural)	

Table 1: moderating variables (Pérez Cañado, 2011)

3.2.Participants

The participants in this study have been assigned carefully from and EFL group in the 2nd year of secondary education and which agreed to take part in this research. The number of students who participated in this study is summarised in the table below (table 2):

Table 2:

	Secondary students (Grade 2, age 14)		
	Students	Total hours of English per week	Teachers
EFL group	15	4	1

Table 2: Participants

The students in the EFL group in secondary education is made up of 15 students who have not received bilingual education, although they have studied English as a foreign language throughout primary and secondary education. They are exposed to just 4 hours of English in class per week with the assistance of only 1 teacher.

Students' ages range from 13-14 years. The group is a mix-ability class with a medium level of English and where motivation plays an important role, since the group is not homogeneous and some students present difficulties for the acquisition of a second language.

There are also other external factors which must be highlighted here, since they are expected to affect motivation and which were described by Harmer (1991, pp 4-5):

- The atmosphere in class. We are going to work with a small group, so students' motivation in learning should be higher
- Method of teaching. The way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would be probably lost or decreased
- The teacher's role in class is crucial so as not to demotivate students
- The level of the activity. We should design activities which show an appropriate level for students. If the difficulty of work is too high or too low, it can lead students to a demotivated situation in learning. In other words, too high or too low challenge activities may have a negative effect on motivation.

It will also be relevant for our study to take into account internal factors which may influence the development of the activities. Emotional states such as anxiety, tiredness, boredom or shyness can obstruct the students learning process, resulting in variables which can affect motivation.

As we can see, the differences within the group as well as external and internal factors must be taken into account since they may affect the results obtained in our study and determine the degree of performance and success in the activities proposed on the part of the students.

3.3.School context

This study has been carried out in a high school in Extremadura, a region which statistics place among the ones with the worst results in the area of speaking skills. However, we must say that this region is positioning itself as one of the most active communities in terms of bilingual education in Spain.

To improve students' foreign language skills, this school started the implementation of the bilingual programme in 2012/2013, thus bringing learners into contact with the target language as well as with its cultural aspects.

This program has been reinforced by the assistance of a native English teacher from October until May and who works with students 2 hours a week every two weeks. This fact increases the students' exposure to the English language and is considered to be a positive reinforcement so as to foster students' motivation.

The EFL group follows a monolingual programme for all school subjects except for English, which is taught in the L2 for four hours a week with the help of textbooks, videos as well as the new technologies and authentic material. Most of the explanations, classroom instructions and clarifications are also given in English, although students use the L2 around 25% of the time.

Apart from the formal instruction, this group also participates in extracurricular activities such as activities which take place in the school library as part of a reading project which is carried out by the school.

The English teachers are not native speakers of English. Nevertheless, they have the required qualifications so as to teach the second language and work with students to improve their level of English.

3.4. Instruments

There are two main types of instruments we have used to gather information: a questionnaire and direct observation. The questionnaire is a qualitative instrument we will employ to get information from the participants in this study. In order to design this questionnaire, we have followed Dörnyei's guidelines about the value and efficiency of questionnaires so as to collect the data (Dörnyei, 2000). We have designed a questionnaire with 16 items based on how different factors and tasks influence the students' degree of motivation. Students will answer the questionnaire individually after finishing the project. Learners should grade the different items by using the following scale:

5= very much 4= considerably 3= indifferent 2= little 1= not at all

The questionnaire will be administered to the 2nd year of secondary education to collect information about how relevant and motivating they consider particular factors and tasks so as to improve their communicative competence in the performance of speaking activities and also to provide an answer to the research questions.

Direct observation will also be used as part of the qualitative analysis to observe the students' behaviour in the classroom as well as their performance in the speaking activity. For this purpose, we will observe the students during the different sessions in order to gather information already included in the questionnaire about the language

learning situation, the teacher and students' role, interaction in the class and the use of the English language in the different tasks. The teacher will also become an observer and not a participant during this process.

3.5.Activities

3.5.1. *Introduction*

Speaking is one crucial aspect in second language learning and teaching and one of the most important skills to be developed in class. The best guarantee for students to develop their speaking skills is that the English language is used frequently in class. The more students get used to the English language, the more natural it seems for them to think in English and transform those thoughts into spoken English.

However, we as teachers often find it difficult to motivate students to speak in class, to get them involved in the different activities proposed and how to improve their speaking skills. One of the reasons for this is that students often feel a great deal of anxiety about speaking because they do not feel confident when using English in class.

Another reason is that students sometimes find speaking activities boring or at the wrong level. Therefore, it is important to provide them with not too high or too low challenge activities so that they do not feel de-motivated and lose interest in learning. On the other hand, if the right activities are carried out in the right way, speaking in class can be a lot of fun, raising learner motivation and making the English class more dynamic.

If we want to increase our students' motivation we should also create attractive activities and different contexts which provide students with opportunities to speak in the classroom so as to broaden their vocabulary and their knowledge of the target language.

Following these guidelines, we are going to work on three different speaking projects throughout the year – Build your city!, Once upon a time! and Make your band!- with an EFL group in the second year of secondary education. The main purpose of these activities is to provide learners with a context through which a foreign language can be used in a meaningful way as an integral part of the learning process. Therefore, by means of projects we will provide students with more opportunities to

speak in class but using different contexts, which is expected to increase their motivation and level of interest in the different tasks.

Students are going to work with fairytales and dramatise a short story. On this purpose, they are going to use modelling clay and cardboard boxes to create the characters and set the scenery. The reason for using a handicraft activity is to foster students' motivation and try to engage them in the development of the speaking activity. Students decide if they want to make up their own story or choose one they already know and adapt it for the purpose here. The idea is that they work in small groups and act out a scene. The story must include dialogues which they will act out later when they present it to the class.

3.5.2. Context

We are going to work with an EFL group in the second year of secondary education. This activity is useful for this group since students at this stage manage basic vocabulary so as to make up or rewrite a story as well as basic speaking skills in order to communicate efficiently in class. The number of participants is summarised in the table below (table 2):

Table 2:

	Secondary students (Grade 2, age 14)		
	Students	Total hours of English per week	Teachers
EFL group	15	4	1

Table 2: Students who participate in this activity

As mentioned before, it is not easy to motivate students to speak in class due to a number of internal and external factors. The fact that we are going to work with a mix-ability class does not make it easier, since their level of English is not homogeneous, some of the students present difficulties for learning, so they are supposed to demand more attractive activities.

The students in this group are mostly from a rural area, where the socio-economic level is from medium to low. Most of the students' parents show an interest in their children's education. However, not many are expected to go on to higher education and

English itself is not given much importance. Therefore, these activities, as well as helping students see the benefits of learning English as a second language, uses a variety of resources in order to motivate students to participate in class and try to engage those students who are reticent to speak English.

The overall aim of these projects is to provide the tools and the context necessary for students to develop their communicative competence in English as well as to improve their English language skills through their active participation.

3.5.3. *General objectives*

The main purpose of working with projects is that learners become personally involved and become more responsible for their own learning, they work with authentic tasks as well as authentic language, which will make them develop their communicative skills and improve their performance in speaking activities.

Another important objective will be the interaction between 2 or more learners in a particular context, which involves that they have to share ideas and decide together what to do to complete the different tasks.

The fact that they are going to work with authentic material such as modelling clay or cardboard boxes will be a relevant factor through which learning can be different and will provide us with information about the students' performance and motivation when speaking in class.

Finally, working with projects will provide learners with more opportunities to speak in class, but using different contexts, which is expected to increase their motivation and level of interest when dealing with the different activities.

3.5.4. *Project – Build your city!*

The first project students are going to work on in class is Build your city! They are going to create a miniature town by using cardboard boxes of different sizes. Students create a building out of each: cinema, bank, school, hospital, theater... all of the essential places in a town. Next, they will need a large piece of cardboard to build their town as well as arrange and glue all of the buildings to form streets the students will travel around. They can make the town as detailed as they want by adding stop signs,

bus stops, trees... They can even use toy cars to drive around. The final task will encourage students to follow directions so as to find the correct places.

3.5.4.1.Objectives

There are some particular objectives we want to boost in our students:

- To understand basic and oral written messages, using strategies to get general and specific information
- To acquire oral and written skills in order to communicate efficiently
- To revise and produce expressions using the imperative form with correct intonation
- To revise and practice vocabulary related to places in town
- To revise conjunctions, punctuation and word order and use them to produce short coherent and cohesive text
- To act out a dialogue
- To use learning resources such as dictionaries and the internet
- To show respect towards other classmates' opinions

3.5.4.2.Timing

This activity is included in the first term of the school year. Students have revised the use of imperatives in class, so this activity is expected to motivate them to practise this tense form. The activity lasts on average 5 to 6 sessions, designed to be covered in 50-minute periods with possible flexibility, bearing in mind students' interests and assimilation of the contents as well as the problems that may arise in the development of the different activities. The preparation of the activity, that is, the building of the city will be carried out at home.

3.5.4.3.Plan

Session 1

I will start the lesson with the video of a city which shows the most important places in it. After watching the video, I will use a powerpoint presentation with photographs of different places which students will have to elicit (bank, shop...).

Once we have checked vocabulary, I will introduce the imperative form by providing a few examples (stand up, go straight...). Next, I will give them a worksheet with the grammar points about how to ask for directions, location expressions, some vocabulary and exercises to help them to practice individually before checking the answers aloud.

Session 2

Now that students understand how to use the imperative form, I will break the class into groups of 2 or 3 and I will give them a white map. Students have to write the names of the streets, the different places, ask each other how to get to a particular place and try to give correct directions. I will allow them some time to practice before acting out a dialogue in front of the class.

Session 3

I will explain students that they are going to build their own city as part of a speaking game in which they will have to follow clues as well as ask for and give directions by means of imperative forms. On this purpose, students work in groups of 2 or 3. I will give each of them a map to write the names of the streets and of those places they want to appear in their city. They also have to write five different directions/instructions they will have to read to their classmates (example: go straight and cross the cinema. Turn left and it is the building on the first corner). The most important thing is that they can only tell each other the directions they have to take, but they cannot read each other's directions. By doing so, they have to understand correctly the instructions.

Sessions 4 and 5

Once students have built their cities at home, they will show them to the rest of the class, explain the different buildings in them and perform in class with their classmates.

3.5.5. Project – Once upon a time!

The second project students are going to work with is Once upon a time! Students are going to dramatise a story. On this purpose, they are going to use modelling clay and cardboard boxes to create the characters and set the scenery. The fact that they are going to work with these materials will make surely a difference in the students' attitude and the development of the different tasks, since learning will be different and this will provide us with information about the students' performance and motivation when

speaking in class. Students decide if they want to make up their own story or choose one they already know and adapt it for the purpose here. The idea is that they work in small groups and act out a scene. The story must include dialogues which they will act out later when they dramatise the story in class.

3.5.5.1.Objectives

Apart from the general objectives mentioned before, there are also other specific objectives I would also like to highlight here and which are expected to increase the students' confidence when dealing with the different activities:

- To understand basic and oral written messages, using strategies to get general and specific information
- To acquire oral and written skills in order to communicate efficiently
- To revise and produce expressions using the past simple and use the structures with correct intonation
- To practise the pronunciation of the –ed sounds
- To revise conjunctions, punctuation and word order and use them to produce a short coherent and cohesive text
- To dramatise a story
- To use learning resources such as dictionaries and the Internet
- To show respect towards other classmates' opinions

3.5.5.2. Timing

This activity is included in the first term of this school year. Students have learnt the past simple tense in the first unit, so this activity is expected to motivate them to practise past tense forms. The activity lasts on average 3 to 4 sessions, designed to be covered in 50-minute periods, with possible flexibility, bearing in mind students' interests and assimilation of the contents as well as the problems that may arise in the development of the different activities. We will only work in class with the story. The preparation of the activity, that is, the characters and the scenery, will be carried out at home.

3.5.5.3. Plan

Session 1

I will start the lesson with a few fairytales from around the world such as *Cinderella* or *Hansel and Gretel*. I will give students an idea of the story's plot and characters, and then read it aloud to the class. I will check how high their listening comprehension was with group discussion questions. After they have answered the questions, I will read the story again and give them a chance to change their answers.

Once they have heard one or two examples of fairytales, I will discuss what the word fairytale means and the characteristics of a typical fairytale. Most will begin with "Once upon a time...". Other qualities are that they are made up stories and they often teach a lesson to the reader or listener. After students understand the basics of a fairytale, I will break the class into groups and give each group a well-known fairytale. I will allow them some time to read it before acting out the fairytale in front of the class. This will give them practice in their reading as well as their public speaking not to mention giving the rest of the class some free entertainment.

Session 2

Now that students understand what fairytales are and what elements they usually contain, I will encourage them to start thinking about their own fairytales. Students work in small groups (2 or 3) and create a story plan which outlines what their tale will be about. Students share ideas with their classmates and revise their plans.

Once they have finished, they can start using their plans to write their fairytales. They should follow the plan they have already laid out. For those students who are not proficient enough to write an original tale, I will give them the opportunity to retell a fairytale they already know, even one from their native language. The most important thing is that they feel motivated and confident to deal with the activity.

Session 3

Once the fairy tales are written, I will give students the chance to read their stories aloud to the class. After that, they will discuss what they like most about the stories.

Sessions 4 and 5

Once students have finished the preparation of the characters and the scenery at home, they will dramatise the story in front of the class, so I can see their performance in English.

3.5.6. Project – Make your band!

This will be the last of these projects we will carry out in class. Students are going to create their own rock/pop band. They will also give it a name, make an album/CD cover, write biographies about their band members and the names of 10 songs included in the album. The final task is to perform an interview with their band members for a TV programme.

3.5.6.1. Objectives

Apart from some general objectives, there are others which are more specific and which are supposed to improve the students' performance in English:

- To understand basic and oral written messages, using strategies to get general and specific information
- To acquire oral and written skills in order to communicate efficiently
- To revise and produce expressions using the correct tenses with correct intonation
- To revise the use of adjectives related to descriptions
- To revise conjunctions, punctuation and word order and use them to produce short coherent and cohesive texts
- To write a biography
- To perform an interview
- To use learning resources such as dictionaries and the Internet
- To show respect towards other classmates' opinions

3.5.6.2. Timing

This activity is included in the third term of the school year. Students have learnt different tense forms throughout the year as well as general and specific vocabulary related to descriptions, so this activity will be useful for them to practice all these

contents. The activity lasts on average 5 to 6 sessions. The preparation of the activity, that is, the album cover will be done at home.

3.5.6.3. Plan

Session 1

I will start the lesson with a powerpoint presentation which shows students different album covers from well-known pop/rock bands. I will encourage them to elicit the names of the groups and make questions. Next, I will show them short texts with the biography of some members from famous bands and three possible answers so that they can choose the correct one and guess the names of the members.

Next, students work in small groups (2 or 3). I will give them the full texts with the biographies but with some missing information they have to fill in from the vocabulary chart provided. I will allow them some time for doing the exercise before checking the answers with the rest of the class.

Sessions 2 and 3

This activity will last at least 2 sessions. Students work in groups (2 or 3) in the creation of their own band. First, they have to think of the name for the band as well as for the members. Then, they have to write a biography for each band member, including where they were born, their hometown, what they did before becoming famous, the instruments they play.... They also have to make up 10 song names which fit their bands. Once they have finished and checked vocabulary and spelling, I will allow them to read it aloud to the class so that they can practice their pronunciation and intonation.

Session 4

Students work in groups and work on the interviews they will have to make to each of the members of the band as part of a TV programme. I will give them a list of questions to help them elaborate the interview. Once they have finished, I will allow them to practice in groups to see their performance in English.

Sessions 5 and 6

Students will need at least 2 sessions to perform their interviews in class and we hope they enjoy the activity.

3.6. Data analysis

In this qualitative research, we have collected the data through a questionnaire so as to check if the objectives we predetermined have been achieved, to provide an answer to the research questions that have been formulated and finally, to draw conclusions about the motivation in the performance of the different speaking activities. We have calculated the students' mean to study the outcomes and we have also included the percentage in terms of results.

Although the results obtained in this qualitative research might be considered subjective, they are correct and enough for the purpose of our study. We used a close-ended questionnaire including 16 items and a scale from 1 to 5 to measure the answers. All the items are related to the research questions and the objectives predetermined in this study.

The answers obtained were evaluated by looking at the media and percent of chosen answers. Presenting the data in a table that displays the distribution of the numerical data makes it more comprehensible and easy to interpret, since we can see the differences between the scores obtained. Furthermore, the percentage numbers were calculated by means of Excel program by dividing the number of individuals who rated a specific item by the number of all research participants and then multiplied times 100.

Prominent percent numbers of certain items indicate the level of agreement or disagreement and how the participants feel about those activities. If, for instance, many students have rated a particular strategy to be ineffective for their language learning, then the level of agreement is evidently higher, thus suggesting the same reasoning among the EFL learners in regard to this point.

The purpose of the data collection was to answer the following research questions:

- What factors involved in the activities show a high score?
- What activities are considered more effective by English foreign language learners?

In order to answer the first question, regarding the factors involved in the activities, several ways of data collection were used. The statements 1-8 refer specifically to the factors that influence the learner's degree of motivation, attitude, interest and effort in

the English class. The answers also reveal indirectly their attitude towards performing in class.

Data collected and analyzed from questions 9-16 were used to answer the question on what activities learners consider more effective. The second research question was answered by analysing the percentage numbers which were obtained through the questionnaire questions, by looking at the characteristics of salient items and also comparing the activities that were perceived as useful and/or motivating.

Moreover, the teacher's observation of the students' performance during the development of the different activities served as further source of information to get more insights into their reasoning for their particular choices.

4. RESULTS AND DISCUSSION, LIMITATIONS OF THE STUDY AND LINES FOR FUTURE RESEARCH

4.1. Results and discussion

The purpose of this research was to carry out an evaluation project on motivation in the performance of speaking skills through a variety of activities in which students will get involved throughout the school year. Several research studies have shown that motivation determines the extent of personal involvement in second language learning, being an important factor in achieving success. Thus, by examining the learner's performance when speaking in class, inferences can be made for the implementation of different teaching strategies and activities in the English language class in order to facilitate the students' learning process.

In order to answer the proposed research questions, data was collected through a close-ended questionnaire and was complemented by direct observation on the part of the teacher.

Successful foreign language learning depends on several factors such as the learner's motivation to participate in class, his/her attitude towards the English language, his/her personal involvement in the different activities as well as a variety of internal and external factors which are relevant to understand the learner's performance.

The participants' perceptions of how different factors and tasks can influence their degree of motivation, attitude, interest and effort in the English class are clearly

reflected in the results. Students consider very important (53%) a positive atmosphere in class, since this will obviously affect the development of the activities, as well as working in groups (60%). Students usually feel more confident in collaborative tasks where they can give and receive feedback on performance and where they can reinforce skills.

Some of the students (47%) consider very important the level of the activity. It is crucial to provide learners with not too high or too low challenging activities so as not to de-motivate them and lose interest in learning. As it is expected, those activities which involve the use of real material and handicraft have also obtained a high score (47%-67%). It is clear that the use of authentic material have a positive effect on learner motivation as well as to provide exposure to real language.

Moreover, it is also reflected in the results the fact that students prefer more dynamic activities such as games and projects (60%/67%). These provide students' with more creative contexts through which learning can be different. The results are also relevant at this point since these show that students have enjoyed the different projects developed throughout the school year. Projects have helped them become more responsible for their own learning and boost their confidence when speaking in class. It is surprising, however, that activities such as dramatising and performing in class (20%/27%) have obtained not too low scores taking into account that most learners usually feel anxiety about speaking in public and this is supposed to be reflected in the final outcomes.

Finally, the lowest scores correspond to those types of activities which do not require any specific skills, such as the use of pre-activities in class, although they are supposed to be crucial in the development of the activities so as to comprehend the contents. The table (table 3) below displays the media and the percentages obtained for each of the items proposed. There seems to be a general agreement on the part of the students that certain factors are more likely to influence them when speaking in class. Therefore, this is directly related to our findings with prior investigation.

Gardner, in his socioeducational model, explored the significance of motivation as a contributing factor in second language acquisition, emphasizing the fact that the students' attitudes towards the specific language group were to influence their performance in the target language. In the same line of research, Dörnyei, in an attempt

to extend Gardner's model, highlighted how a positive attitude towards the target language would directly result in positive outcomes and also how different internal and external factors have a strong influence on motivated behaviour.

Following these research guidelines, we can conclude that there exists a link between the theoretical framework emphasized by researchers and our findings in this study, since the contribution of students' attitudes and their personal involvement in the different activities carried out in class are a relevant factor in second language achievement.

As for the pedagogical implications of our study, from the results obtained in this research, it appears that the activities which enable students to improve their proficiency level in the language as well as their communicative skills, and to actively participate in class are those including games, handicraft, the use of the Internet as well as projects. Therefore, it would be beneficial to increase the number of activities which provide practice on these skills.

Table 3:

Motivational factors and tasks	1	2	3	4	5	Media
Positive environment	0	0	2	5	8	4,40
%	0%	0%	13%	33%	53%	
Pair-work activity	0	2	3	4	6	3,93
%	0%	13%	20%	27%	40%	
Group-work activity	0	1	0	5	9	4,47
%	0%	7%	0%	33%	60%	
Individual activity	0	8	3	4	0	2,73
%	0%	53%	20%	27%	0%	
Level of the activity	1	1	0	6	7	4,13
%	7%	7%	0%	40%	47%	
Information (objectives and contents)	0	5	1	3	6	3,67
%	0%	33%	7%	20%	40%	
Use of pre-activities	1	4	3	4	3	3,27
%	7%	27%	20%	27%	20%	
Interaction (teacher/students)	2	3	1	5	4	3,40
%	13%	20%	7%	33%	27%	
Use of real material	0	1	0	7	7	4,33
%	0%	7%	0%	47%	47%	
Use of handicraft	0	0	0	5	10	4,67
%	0%	0%	0%	33%	67%	
Games	0	0	2	4	9	4,47
%	0%	0%	13%	27%	60%	
Use of resources (internet, videos...)	0	0	4	7	4	4,00
%	0%	0%	27%	47%	27%	
Discussions	1	2	5	4	3	3,40
%	7%	13%	33%	27%	20%	
Projects	0	0	1	4	10	4,60
%	0%	0%	7%	27%	67%	
Dramatising	0	2	2	7	4	3,87
%	0%	13%	13%	47%	27%	
Performing before the class	0	2	2	5	6	4,00
%	0%	13%	13%	33%	40%	

Table 3: results

4.2.Limitations of the study

In the context of the present research, there are various limitations to this study. The fact that this research was carried out in a small class with only 15 students shows that it can hardly be representative for a larger population. Furthermore, the chosen group is not homogeneous and some students present difficulties for learning, which is expected to affect their answers and the final outcomes. Moreover, although the questionnaire was limited to 16 items and students were given time to complete it, there is also a possibility of measurement errors happening while filling out the questionnaire. A measurement error emerges when either participants do not follow instructions correctly or complete the answers randomly. This would explain why we have found out a lower percentage in those items expected to have a higher score. Finally, the fact that we carried out only one type of data analysis, a qualitative one, means that the results and interpretations are more subjective since they are not supported by statistics measures.

4.3.Lines for future research

This research has focused on the relevance of motivation in the performance of speaking activities and how this complicated variable may affect the development of different activities, the students' learning process and even the degree of personal involvement in the tasks proposed on the part of the learners. Further studies could be recommended by changing the focal point of the research to a parallel one which investigates how speaking activities affect the students' learning process and foster motivation in class but with a focus on personal factors such as shyness, extroversion, anxiety...which obviously would affect the learning process and would surely provide us with different outcomes. It would also be interesting to combine qualitative and quantitative research so as to get a more comprehensive insight into the learner's outcomes, also conducting a longitudinal study, more prolonged in time with post- and delayed post-testing phases.

5. CONCLUSIONS

The contributions that motivation and attitudes make to achievement in the second language are relevant to understand how internal and external factors affect the results obtained in the learning context. Moreover, motivation is significant for language learners and their success, and its study can be helpful to understand what the motivation of the learners is. The more we understand the factors that create motivation, the more we as teachers will be able to help motivate language learners in class.

Research has shown how very positive attitudes toward the learning situation but with no link to motivation to learn the language will not be highly related to achievement. Similarly, high levels of motivation which are not supported by favourable attitudes toward the learning situation may not show high levels of motivation (Gardner, 2001). In fact, only the positive attitude of the learner cannot be a motivating factor to succeed in learning a language, since there is a number of variables such as attitudes toward the learning situation and second language learning or language aptitude which account for different situations when learning a second language (Gardner). Results from this study have revealed that learners' motivation is affected by the types of activities carried out in class, also affecting directly their performance in English. The majority of the participants felt that for successful performance in the second language, dynamic activities as well as collaborative tasks involving a great range of different tasks will engage students to participate actively in class.

In terms of performance, the results have shown indirectly how those activities involving speaking in front of the class have an influence on students' motivation. The reasons for this are clearly linked to other internal factors such as anxiety or shyness but which have not been measured here. Thus, our findings seem to be in line with those achieved not only by Gardner, but also by Dörnyei, who underlined the significance of the learner's identity and view of the self, which concerns the ideal image and attitudes a learner would like to possess to meet expectations and to avoid possible negative outcomes. In this sense, the learner's determination to succeed in second language acquisition is directly related to positive or negative outcomes.

In conclusion, this study confirms that language learners' motivation, attitude and interest play an important role in their performance of speaking activities, since motivation has an influence on the participants' learning process. This conclusion will

also lead to pedagogical implications in terms of displaying a positive tendency towards interactive lessons that emphasize communicative aspects but at the same time, paying attention to internal and external factors which will affect the development of the lessons.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE: MOTIVATIONAL FACTORS

2ND YEAR COMPULSORY SECONDARY EDUCATION

I think that the following factors and tasks influence my degree of motivation, attitude, interest and effort in the English language class. Grade these items by using the following scale:

5= very much 4= considerably 3= indifferent 2= little 1= not at all

(...) 1. Positive **environment** in class

(...) 2. **Pair-work** activity

(...) 3. **Group-work** activity

(...) 4. **Individual** activity

(...) 5. **Level** of the activity

(...) 6. Information about the **objectives and contents** of each task

(...) 7. Use of **pre-activities** to comprehend the contents

(...) 8. **Interaction** between teacher and students

(...) 9. Use of **real material**

(...) 10. **Handicraft** activities

(...) 11. **Games**

(...) 12. Use of **learning resources**: dictionaries, the Internet, recordings, videos...

(...) 13. Participate in **discussions**

(...) 14. **Pronunciation and intonation** practice

(...) 15. **Dramatising**

(...) 16. **Performing** before the class