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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

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TO OBSERVE INSTRUMENTAL MOTIVATION AND ACADEMIC PERFORMANCE OF STUDENTS FROM UNACH AND SAN FRANCISCO UNIVERSITY LANGUAGE CENTERS, IN THE CORRESPONDING FIFTH LEVELS, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, ACADEMIC PERIOD MARCH-AUGUST 2016.

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CARRERA DE IDIOMAS

Riobamba, 15 de Noviembre de 2016

Máster

Carlos Loza.

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UNIVERSIDAD NACIONAL DE CHIMBORAZO**

Presente.

De mi consideración:

En mi calidad de tutora de la tesis titulada **“TO OBSERVE INSTRUMENTAL MOTIVATION AND ACADEMIC PERFORMANCE OF STUDENTS FROM UNACH AND SAN FRANCISCO UNIVERSITY LANGUAGE CENTERS, IN THE CORRESPONDING FIFTH LEVELS, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE. ACADEMIC PERIOD MARCH-AUGUST 2016”**, cuyo autor es el señor estudiante **Raúl García**, tengo a bien informar que el autor en mención ha cumplido a cabalidad con las fases establecidas en el anteproyecto de tesis y ha terminado con la investigación propuesta como trabajo de graduación en un 100 %. En tal virtud, el egresado puede presentar su trabajo en las instancias correspondientes para que reciba la autorización para la defensa pública según la normativa vigente.

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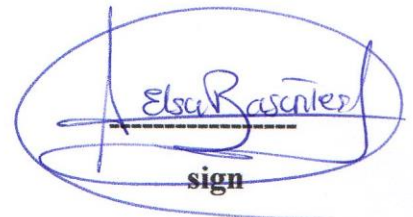
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Riobamba, 25 de enero de 2017

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**DECANO DE LA FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y
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Presente.

De mi consideración:

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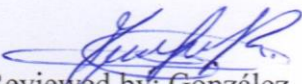
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ABSTRACT

At UNACH Language Center, in the fifth level students have troubles to learn English. They succeed in the English course, but when they come to taking an English proficiency they fail. This research is focused on studying the influence of instrumental motivation on English learning; this study takes place at Ciencias Políticas y Administrativas Faculty of UNACH and San Francisco Language Center, in the corresponding fifth levels, during the academic period march-august 2016. The general objective of this research is to describe the influence of instrumental motivation on English academic performance. The first specific objective is to identify the interests of students for learning the English language. Second, to identify the role which instrumental motivation plays on students' English learning. Finally, to identify the positive roles of instrumental motivation to learn English. This is a qualitative research inside the diagnostic level because it helps to identify what encourages students to study English, determine the role of instrumental motivation on students' English performance. The qualitative method applied was the ethnographic, alongside the scientific observing method due to it starts with a group of participants and identifying the variables. Finally, to find possible solutions observing the habits and behaviour of the participants. The conclusion is that most of students at UNACH Language Center do not have clear ideas about their motivation to study English. At San Francisco Language Center students are motivated before starting the English course. At San Francisco instrumental motivation provides what students need. But at UNACH, instrumental motivation makes students learn the language for a short time or they acquire quantity in the material aspect only. The instrumental motivation is useful to stablish goals in the language learning process. It also provides information about what students need and wish to learn.


Reviewed by: González, Marcela
Language Center Teacher



Introduction

Motivation in language learning is one of most important aspects of making solid progress in a language. Motivation is divided into two basic types: integrative and instrumental. Studies have shown that instrumental motivation; in fact is one of the most crucial variables to success in second language acquisition among university students. Intrinsic motivation is more effective and gives better results. Nowadays, learning of English is more than completing a book, getting good scores. English learning is to discover the purpose and the motivation to study the language.

The problem was observed in two different institutions at San Francisco University and Ciencias Políticas y Administrativas Faculty of UNACH in the corresponding language centers. The courses selected were fifth levels of each institution. The problem was why students who succeed in a whole English course are unable to succeed in an English proficiency test.

The issue studied is a problem because there is a considerable amount of students from UNACH who cannot pass the English proficiency test. What is more, students spend time, money, and they do not obtain profit. Students must pass the test to get graduated. Additionally, this problem was chosen because it is very serious trouble that affects UNACH community students.

For this study was necessary to study the role of motivation on second language acquisition, the types of motivations, how to discover students' motivations. These topics were studied to understand better the condition over students learn a second language.

This study supplies valuable information to discover what is occurring with students who fail in an English proficiency test at UNACH language center. This research could give solutions to solve the problem mentioned above.

The aim of this research is to identify the positive roles of instrumental motivation on English learning in order to enhance the process of English teaching at UNACH language center, and make students learn English meaningfully, so that, students can succeed in the English proficiency test.

This study is divided in five chapters. First, chapter 1 contains the reference framework such the problem research, the problem definition, objectives and justification. Second, chapter 2 is all about theoretical framework. Third, chapter 3 is the methodological aspect; this is related with the type of research, level of research, etc. Fourth, chapter 4 contains data process, analysis and interpretation. Finally, the last chapter is about conclusions and recommendations.

CHAPTER I

REFERENCE FRAMEWORK

1.1 The Problem Researched

At UNACH language center, in the fifth level, students have troubles to learn English. They succeed in the course, but when they come to taking an English proficiency test at the end of the course they fail. In this research, it is studied the fact to what extend instrumental motivation affects students to success in the English learning process.

1.2. Problem Definition

The problem is evidenced at two different institutions at San Francisco University and Ciencias Políticas y Administrativas Faculty of UNACH in the corresponding language centers. Both UNACH and San Francisco language centres are located in The City of Riobamba, in The Chimborazo Province. UNACH is a public institution which offers a variety of careers. This university counts with a language centre in which students must take a course of English. They have to buy a book for each level. They have to take six levels of English each level last one semester; it is a requirement to graduate. Additionally, teachers are Ecuadorian they have had their professional preparation in this country. On the other hand, San Francisco University is private; it has a language centre which offers a proficiency in English as Second Language. In this language centre nobody is forced to take the English course. This course is opened for young and adult people. The whole course is composed of 8 levels which last 2 months each. Students have to pay \$195 dollars for each level and they receive one book at the beginning of the each level. In addition, the teachers are from English speaking countries.

The courses selected to study the problem are the fifth levels in each language center. The fifth level at San Francisco language center counts with 23 students. The room in which students receive classes is quite big; it contains many resources such as CD player, computer, board and so forth. The teacher who is in charge of imparting

knowledge is an English native speaker; he is from United States of America. Additionally, students in this language center are children young and adult people. In the other side, at UNACH fifth level consists of 37 students. The room is big; it contains a CD player, a projector and a board. In respect for teacher, she is a Spanish native speaker. In respect for students, they come from different careers such right career, economy career, social communication, etc.

According to the UNACH language center report, most of students who take the English proficiency test fail it. Most of the students who take the course succeed in it, but at the time of applying everything which they have learned are unable to do it. This leads to the fact that students have problems to learn English during the language learning course. This problem is studied inside the scope of instrumental motivation in order to find out the influence of this motivation over the students English learning process. The aim of this research is to compare with San Francisco language center due to according a report by the same University and some testimonies people who learn English in that center learn properly, so that enhance the English teaching and learning process at UNACH language center, and make students learn English meaningfully.

1.3. Problem Formulation

To what extent instrumental motivation influence on students' language learning at Ciencias Políticas y Administrativas Faculty of UNACH and San Francisco university language centers, in the corresponding fifth levels, City of Riobamba, Chimborazo Province, academic period march-august 2016?

1.4. Guide Questions or Derivative Problems

- Why do students study English in both language centers?
- What is the role of instrumental motivation in students' English performance at UNACH and San Francisco university language centers?
- What are the differences of instrumental motivation roles between UNACH and San Francisco language centers?

1.5 OBJECTIVES

1.5.1. General Objective

To describe the influence of instrumental motivation on English academic performance of the students from Ciencias Políticas y Administrativas Faculty of UNACH and San Francisco university language centers, in the corresponding fifth levels, City of Riobamba, Chimborazo Province, academic period march-august 2016.

1.5.2. Specific Objectives

- To identify the interests of students for learning English language at Ciencias Políticas y Administrativas Faculty of Unach and San Francisco University language centers, in the fifth levels.
- To identify the role which instrumental motivation plays on students' English learning, in both languages center levels.
- To determine the weaknesses of students from UNACH language center in the process of English learning.

1.6. Justification

This study investigates the role of instrumental motivation on students' English learning performance. Additionally, through this research, it will be possible to broaden the horizons of English teachers to enhance the English education system at UNACH language center. Similarly, English private institutions could implement new methods and techniques to make English learning process successful.

The instruments used for this research was created exclusively to study this issue. They were modified in the process but they belong to the research author.

Personally, this research project helps me to understand how important motivation is in the English learning process. Also, this study provided a wider approach about the systems used to teach English at Ciencias Políticas y Administrativas Faculty of UNACH language center.

The beneficiaries of this research are students and teachers from UNACH and future students who expect to study at such university.

In this research, the availability of money was not a problem; this research is worth in \$80 American Dollars. But the access to human resource was quite hard at the beginning of this research due to the fact the principal of UNACH language center denied to work with students. In addition to this, the research development was easy because of my academic background.

CHARTER II

THEORETICAL FRAMEWORK

2.1. Previous Researches with Regard to the Issue

English evolution on the basis of Behaviourism paradigm

Richards J. (2015) states that a theory has a relevant impact on many field of teaching including language teaching that one is known as behaviourism. This theory was based on the view that learning is a process in which specific responses are acquired in response to specific stimuli. Correct responses are reinforced and increase the chance of the behaviour becoming learned.

Clarck (1987) cited in Richards J. (2015) argues that behaviourism has had a powerful influence in recent years on the design of foreign-language curriculums. It has given rise to the audio-lingual, audio-visual, topic based and functional-notional approach to foreign language learning. All of these approaches have sought to bring about an effective communicative ability in learners as their ultimate goal, but have conceptualized this ability and the way to bring it about in different ways, adopting different organizing principles in the design of the foreign- language curriculum.

At UNACH, students from Language career have undertaken some researches related with motivation. They propose:

- “THE USE OF MOTIVATIONAL STRATEGIES TO ENCOURAGE THE SPEAKING SKILL OF ENGLISH LANGUAGE IN THE LEARNERS OF 1, 2 AND 3 OF GENERAL BACHELOR UNIFIED IN THE “UNIDAD EDUCATIVA INTERCULTURAL BILINGUE “LOS TIPINES”, IN PALMIRA, GUAMOTE CANTON AND CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014-2015”
- “THE MOTIVATIONAL TECHNIQUES INCIDENCE IN THE GRAMMAR LEARNING PROCESS WITH STUDENTS OF 5TH SEMESTER IN THE FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y

TECNOLOGÍAS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO,
DURING 2015 TERM”

- “INFLUENCE OF MOTIVATIONAL DYNAMICS IN THE ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF 10th OF EDUCACIÓN GENERAL BÁSICA, PARALLEL “A” AT “CAMILO GALLEGOS TOLEDO” HIGH SCHOOL, OF LIZARZABURU PARISH IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC YEAR 2014-2015”

They state that motivation is a significant tool to make learners acquire English language. They argue some techniques for speaking and strategies for grammar, as well as, how motivation influences on English learning.

Motivation in the Japanese Context

Norris (2001) argues the issue of motivation and the successful acquisition of English in Japan is complex. One cannot simply observe input, in terms of the amount of time spent studying the language and then output, expressed as linguistic performance when investigating language learning. In order to examine language learning in the Japanese context it is necessary to explore a number of factors which contribute to the way in which English education is conducted in Japan. One of the most influential factors is that of the structure of university entrance exams which ultimately determine the institution to which a student gains acceptance. Due to the way these exams are structured, schools and instructors are forced to educate students in a manner which will prove most useful to them. Therefore, the focus of what is taught in secondary school is geared toward sitting such entrance examinations. These exams are a rigorous test of grammatical understanding of the English language, with students being required to translate complex passages and have knowledge of extensive vocabulary and grammatical structures (Norris 2001). The focus of the exams is not directed toward the speaking and listening skills of students. For this reason schools see no need to prepare students for something which will not be examined. It has been suggested that having to undertake such university exams is the main reason or source of motivation for students studying English (Norris 2001). Certainly, a high percentage

of both junior and senior high school students identify the major reason for English study as a necessity for achievement in examinations.

2.2. Theoretical Foundation

Motivation

Gardner (1979, cited in Norris 2001) suggests motivation is defined as the learner's orientation with regard to the goal of learning a foreign language. Motivation is divided into two basic types: integrative and instrumental. Integrative motivation is characterized by the learner's positive attitudes towards the target language group and the desire to integrate into the target language community. Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional reason for language learning. Both forms of motivation are examined in light of research which has been undertaken to establish the correlation between the form of motivation and successful second language acquisition.

Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion. And instructors should find ways to connect students to their passion (Sevtap Karaoglu, 2008).

The same author argues learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning. A good teacher, then, must tap into the sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to a classroom setting. This is especially significant when English is not seen as important to the students' immediate needs, other than to pass exams. Because learners have different purposes for studying a language, it is important for instructors to identify students' purposes and needs and to develop proper motivational

strategies. Students should understand why they need to make an effort, how long they must sustain an activity, how hard they should pursue it, and how motivated they feel toward their pursuits. Motivation fluctuates, and it is challenging to keep language learners' motivation at a high level all the time. When designing a language course, teachers must take into consideration that each learner has different interests and expectations.

Motivation involves goals and requires activity. Goals provide the impetus for and the direction of action, while action entails effort: persistence in order to sustain an activity for a long period of time (Richards J., 2015).

Create a Friendly Atmosphere in the Classroom

Develop a friendly climate in which all students feel recognized and valued. Many students feel more comfortable participating in classroom activities after they know their teacher and their peers. Creating a safe and comfortable environment where everyone feels like a part of the whole is one of the most significant factors in encouraging motivation. Doing so may take time as students adjust themselves to a new setting (Sevtap Karaoglu, 2008).

At the beginning of the school year, you can provide students with a bright and colorful classroom with pictures and projects completed by the previous year's students. This gives students the impression that learning the target language will be easy and enjoyable. It also gives students a chance to learn from what is present in the environment. Pair and group activities can be used from the very outset, reducing the pressure of teacher–student interaction and allowing students to feel recognized by their peers. The feeling of becoming a part of the whole is one of the strongest motivational factors at the beginning of a school year (Sevtap Karaoglu, 2008).

Create Situations in Which Students Will Feel a Sense of Accomplishment

Sevtap K. (2008) states sense of accomplishment is a great factor in motivating students. Be sure to give positive feedback and reinforcement. Doing so can increase students' satisfaction and encourage positive self-evaluation. A student who feels a sense of accomplishment will be better able to direct his or her own studies and learning outcomes. Positive as well as negative comments influence motivation, but research

consistently indicates that students are more affected by positive feedback and success. Praise builds students' self-confidence, competence, and self-esteem.

However, giving positive feedback should not be mistaken for correcting mistakes without giving explanations. Some teachers correct students' mistakes without really explaining the reason for doing so. It is very important for teachers to point out the good aspects of a student's work and to provide a clear explanation of his or her mistakes. Students value the teacher's ideas when they feel that their good work is appreciated, and this encourages them to start evaluating themselves for further studies.

Identifying Types of Motivations

Motivation is vital in language learning. One of the most difficult aspects of teaching is to know how to motivate a language student. The secret is identifying the students' motivation then making the lesson relevant and enjoyable. There are many ways in which you can make the experience of learning English more enjoyable and more effective (My English Language, 2015).

Motivation in language learning is one of most important aspects of making solid progress in a language. Because of this, motivating students is the first step on the way to an effective English language teaching. All students have their own motivation for learning English. If teachers can find this motivation, they are on their way to produce stimulating lessons for the students.

As students, once they identify their motivation, they should make sure they keep this in mind as they learn. While they are always aware of their motivation, their determination to succeed increases and learning will come more easily and will be more enjoyable.

INTEGRATIVE AND INSTRUMENTAL MOTIVATION

Integrative Motivation

Motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt 1991). It is thought that students who are most successful when learning a target language are those who like the people that

speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978). This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorised that "integrative motivation typically underlies successful acquisition of a wide range of registers and a nativelike pronunciation".

In an EFL setting such as Japan it is important to consider the actual meaning of the term "integrative." As Benson (1991) suggests, a more appropriate approach to the concept of integrative motivation in the EFL context would be the idea that it represents the desire of the individual to become bilingual, while at the same time becoming bicultural. This occurs through the addition of another language and culture to the learner's own cultural identity. As Japan is predominantly a monocultural society, opportunities to use the target (L2) language in daily verbal exchanges are relatively restricted. There is also limited potential for integrating into the target language community.

Instrumental Motivation

Norris (2001) states instrumental motivation is the form of motivation referred to as extrinsic motivation. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language. With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often a characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college. Many college language learners have a clear instrumental motivation for language learning: They want to fulfill a college language requirement. Integratively motivated, learners want to learn the language so that they can better understand and get to know the people who speak that language. In the North American context, integrative motivation has proven to be a strong impetus to successful language learning due to from it depends if learners acquire or not the language. (<https://coerll.utexas.edu/methods/modules/learners/02/instrumental.php>)

While both integrative and instrumental motivations are essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language (Taylor, Meynard and Rheault 1977; Ellis 1997; Crookes et al 1991)

Encourage Students to Set Their Own Short-Term Goals

Sevtap K. (2008) states language learners can achieve success by setting their own goals and by directing their studies toward their own expectations. Students can help themselves achieve their goals by determining their own language needs and by defining why they want to learn the language. Having goals and expectations leads to increased motivation, in which turn leads to a higher level of language competence. We as teachers should encourage students to have specific short-term goals such as communicating with English speakers or reading books in English. No matter what these goals are, we should help students set and pursue them.

Integrative vs Instrumental Motivation

Taylor, Meynard and Rheault (1977, cited in Norris 2001) state while both integrative and instrumental motivation are essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language. In some of the early research conducted by Gardner and Lambert integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation (Ellis 1997). In later studies, integrative

motivation has continued to be emphasised, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition. It has been found that generally students select instrumental reasons more frequently than integrative reasons for the study of language. Those who do support an integrative approach to language study are usually more highly motivated and overall more successful in language learning.

One area where instrumental motivation can prove to be successful is in the situation where the learner is provided with no opportunity to use the target language and therefore, no chance to interact with members of the target group. Lukmani (1972) found that an instrumental orientation was more important than an integrative orientation in non-westernized female learners of L2 English in Bombay. The social situation helps to determine both what kind of orientation learners have and what kind is most important for language learning. Braj Kachru (1977, cited in Brown 2000) also points out that in India, where English has become an international language, it is not uncommon for second language learners to be successful with instrumental purposes being the underlying reason for study.

Brown (2000) makes the point that both integrative and instrumental motivations are not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations. He cites the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country.

Motivation is an important factor in L2 achievement. For this reason it is important to identify both the type and combination of motivation that assists in the successful acquisition of a second language. At the same time it is necessary to view motivation as one of a number of variables in an intricate model of interrelated individual and situational factors which are unique to each language learner.

Extrinsic and Intrinsic Motivation

Are learners intrinsically or extrinsically motivated when it comes to language learning? Everyone studying English has their own reason for learning the language. Maybe it is for work, to pass an exam, to communicate more easily when travelling: there are many possible motivations for language learning. Some motivations will help to reach learners' goals more quickly than others and some could keep you at a level of fluency forever. Other reasons for motivation will have forgotten what students learnt a few months previously. Therefore, it is necessary to identify apprentices' motivation for learning a language and use that to improve their language skills and retention.

Extrinsic Motivation

Extrinsic motivation is strongly linked with instrumental one. We all learn languages for different reasons. One of the most popular reasons when we are children is to pass exams, and we often do not think further than this. This is an extrinsic motivation, since in this case the motivation for learning a language is from an outside influence. We are learning English simply to pass an exam and, after this short term goal is achieved, we will not have further use for the language (My English Language, 2015).

Other types of extrinsic motivation for learning a language include learning to please someone else or to get a pay rise. In these instances, we are only learning to get a reaction from someone else or for more money, not for any reason related to ourselves.

It is important to keep motivated when learning a language and extrinsic motivation is not a lasting form of motivation. EFL students who are only extrinsically motivated will find it very hard to reach a stage of fluency because the drive is simply not there. Similarly, it is very difficult to teach students who are only extrinsically motivated as they will not be as likely to put much effort into the class.

Characteristics of extrinsic motivation

- Badge
- Competition
- Fear or failure
- Money

- Points
- Rewards
- Etc.

Intrinsic Motivation

Intrinsic motivation is strongly linked with integrative one. There is another type of motivation for learning a language. Intrinsically motivated students are highly motivated for reasons beyond immediate rewards. Intrinsic motivation means a student wants to learn for reasons of enjoyment and personal fulfilment. An intrinsically motivated EFL student is likely to put more effort into learning the language as they want to learn for themselves for deeper, more personal reasons, not simply to pass an exam or please someone else (My English Language, 2015).

Ryan and Deci (2000) argue intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward.

In addition to intrinsic motivation, the authors claim that intrinsic motivation is clearly visible in young infants, it consistently try to grasp, throw, bite, squash or shout at new objects students encounter. Even if less important as they grow. Human adults are still often intrinsically motivated while they play crosswords, make paintings, do gardening or just read novels or watch movies. Yet, to get a clearer picture of intrinsic motivation, one needs to understand that it has been defined by contrast to extrinsic motivation.

Characteristics of Intrinsic motivation:

- Autonomy
- Belonging
- Love
- Curiosity
- Mastery
- Learning

- Etc.

Why do learners want to learn English?

Once, it is analysed both extrinsic and intrinsic motivation, it is time to look at how teacher can understand the reasons which students have to learn English. It is a useful path of finding the best way to teach them.

If a student wants to learn English for the purposes of his or her job, it is important to find out more about the job itself in order to teach the student the most appropriate and useful English vocabulary. Or if his/her wish is to be part of an English community, it necessary to boost his/her speaking and listening skills.

Motivation in language learning can be complex. The reasons people learn English are wide and varied and could include many different drives and goals. In order to identify students' motivation, you need to perform techniques such as: needs analysis and tutorials.

APPLYING NEEDS ANALYSIS

Needs analysis includes all the activities used to collect information about students' learning needs, wants, wishes, desires, etc. Needs analysis can be very formal, extensive and time consuming, or it can be informal, narrowly focused and quick. Some of resources for conducting a needs analysis may include surveys and questionnaires, test scores, and interviews.

The information gather about needs analysis can be used to help teachers define program goals. These goals can then be stated as specific teaching objectives, which in turn will function as the foundation on which to develop lesson plans, materials, tests, assignments and activities. Basically, a needs analysis will tutors to clarify the purposes of their language program (Casper, 2003).

Importance of Needs Analysis

It is put together a survey and a questionnaire to give students on the first day as a sort of informal needs analysis. Then, use it to develop our lessons.

Another benefit of needs analysis is keeping students motivated when studying English is one of the most important questions faced by all EFL teachers. Without motivation tutors will never stick with it and there is nothing more frustrating than realising a month from now that they still have not made any progress on their students (My English Language, 2015).

What type of questions should be used?

A needs analysis questionnaire is often a good way of finding out about your students' English language experience, their current level of English and their English language requirements.

For instance, it is useful to know a little about their job, their company and their responsibilities at work. If the student is not at work, you need to know where they use English, whether that is at university, at college, at home and/or socially. You should include questions which allow you to get to know more about them and their interests, so you can make lessons more personally relevant and stimulating (My English Language, 2015).

The same website suggests when creating a needs analysis questionnaire, it is best to use open question forms such as what...? why...? how...? when...? rather than closed questions which are likely to result in only 'yes' and 'no' answers. It might also be a good idea to ask for a piece of English writing. The more students express themselves, so that teachers can deduce their capabilities and requirements.

Applying Tutorials Teaching

While a good deal of the teaching in Oxford is provided in just the same way as elsewhere through lectures, seminars, fieldwork and practicals, the tutorial system is what sets Oxford and Cambridge Universities. Students are expected to work independently in writing essays and preparing other pieces of work for their tutorials, which are taken in very small groups. As well as being a highly effective way of studying a subject, this system also helps to develop many extremely useful transferable skills, including independent thinking, confidence, and self-reliance.

What is a ‘tutorial’?

A tutorial is the weekly meeting all students have with a tutor and usually one or two other students, at which you are expected to talk in depth about your ideas and opinions relating to that week’s reading or problems. Although this might sound a bit daunting, we find that students soon grow in confidence and develop the skills required to make this academic discussion a successful one, it does not matter what students’ educational background.

Tutorial teaching allows students the freedom to push themselves academically and direct their own learning. Equally, tutors are able to monitor their progress closely and help them with any problems with their work at a very early stage.

Like students everywhere, they will probably learn most from their fellow students, and one of the best reasons for coming to Oxford is that you will learn from students with a similar enthusiasm for their subject (University of Oxford, 2014).

Who gives tutorials?

There is at least one tutor in College for all subjects on offer, who will arrange all the teaching and oversee the academic progress of their.

At New College, most of the teaching is given by teachers and tutorial fellows, but some is done by college lecturers, many of whom are fellows at other colleges. Junior Research Fellows who are here primarily doing research also contribute to teaching. Since an important aspect of tutorial teaching is the way that close and regular contact allows students and tutors to get to know each other, we aim to provide continuity of teaching and unofficial contact (University of Oxford, 2014).

Tutorials are generally intended to:

- Help students to gain a deep understanding of the subject matter in their discipline discussion, tutorials helps students to see the significance and implications of their knowledge so they can apply what they have learned in new contexts; students should also develop a healthy scepticism about the subject.

- Enable students to learn how to think, for instance to synthesize disparate sources, to formulate a thesis and justify it, to anticipate criticisms of their arguments, and to respond to questions and challenges, thinking 'on one's feet', in the tutorial setting.
- Develop students' basic academic skills (e.g. identification and evaluation of relevant resources, effective communication both orally and in writing, effective time-management, critical self-assessment).
- Enable students to pursue their individual academic interests within the context of their subject.
- Develop students' ability to think and act like a professional in their discipline, like a classicist, mathematician, historian, scientist, or social scientist, rather than like a student.
- Foster a close relationship between student and teacher over the course of the academic degree, thereby personalizing students' university experience and supporting students' overall personal development throughout their student career.

The University's Education Committee summarises and defines the purpose of a tutorial as being "to develop an individual student's capacity to think in depth about a subject area, and to operate with growing confidence within its techniques and methodologies, with the expectation that the process will promote increased understanding of the discipline for both tutor and student."

To achieve this purpose, tutorials are organised differently across the university, depending on disciplines, the stage of the student's course and tutors' own style.

Tutorials in United States

At the two campuses of St. John's College, U.S. and a few other American colleges with a similar version of the Great Books program, a "tutorial" is a class of 12–16

students who meet regularly with the guidance of a tutor. The tutorial focuses on a certain subject area (e.g., mathematics tutorial, language tutorial) and generally proceeds with careful reading of selected primary texts and working through associated exercises (e.g., demonstrating a Euclid proof or translating ancient Greek poetry). Since formal lectures do not play a large part in the St. John's College curriculum, the tutorial is the primary method by which certain subjects are studied. However, at St. John's the tutorial is considered ancillary to the seminar, in which a slightly larger group of students meets with two tutors for broader discussion of the particular texts on the seminar list.

Some US colleges, such as, Williams College in Williamstown, Massachusetts, offer tutorials almost identical in structure to that of an Oxbridge tutorial. At Williams, students in tutorials typically work in pairs alongside a professor and meet weekly, while alternately presenting position papers or critiques of their partner's paper.

COMMUNICATIVE COMPETENCE

Communicative competence refers to a learner's ability to use language to communicate successfully. Canale and Swain (1980) defined it as composing competence in four areas:

Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

- Linguistic competence is to know how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?
- Sociolinguistic competence is to know how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?

- Discourse competence is to know how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?
- Strategic competence is to know how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

In the early stages of language learning, instructors and students may want to keep in mind the goal of communicative efficiency: That learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message (due to faulty pronunciation, grammar, or vocabulary); to avoid offending communication partners (due to socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns.

Syllabus

The teacher is the principal creator of the climate that prevails in the classroom. Teachers create various opportunities for learning various kind of knowledge for learners. Teaching is not a simple thing but it is a complex which required intellectual and practical capability. The teacher has to create an environment where learner becomes an act of exploration rather than gathering of information. His\her class should be active that every student is willing to wait to attend their class.

Today's innovative teacher should wash the traditional way of teaching. In the traditional way teacher gives the readymade material for the learner's solutions but in real, the teacher gives only the guide line to the learner so the learner themselves find out their quarry or problem by themselves. Thus, they can understand that point in a better way. According to intelligence level of the group of the two students teachers divide the work or situation in that manner so teacher gives or helps each learner to develop his or her way of learning. In this way a teacher gives directly attention to the

student with the help of this manner. The objective of this is that learners interact with each other on the various by themselves. So every learner gets a chance to expose their views.

What are the features of a good syllabus?

Patel J. (2015) argues that a syllabus is what is to be taught in the classroom or teachers can say that syllabus means prescribed material, which can be taught in the class room. Good syllabus is that gives total guideline to the teacher as well as learner

Description of target group

This is the most important information for designing syllabus. The syllabus designer should have complete information about the target group. Here target group means the learner. He should know who are the learner, what their age of group, the information about social economic status of the learner, their previous knowledge, their interest and behavior of the learners. And syllabus should have particular target group in mind and it should be clear about the learner of the class (Patel J. 2015).

List of topic/content

Sometimes we find many course of study, which are not based on the needs of the learners. But there is no syllabus without a list of topics to be studied and without the pattern of the question paper content is a vehicle for objectives into learning outcomes. In other content reflects the objectives of the course (Patel J. 2015). For example: If the aims of the course is to be develop the reading comprehension skills of the learners, it goes without saying that the material should include enough reading matter for giving practice in the skill. The content should include the situation and the language necessary for negotiation in those situations.

Aims and Objective:

Aims are the goal of a course of instruction of syllabus. They are general Underlying reason for, or purpose of course of syllabus. And aims are written from the teachers' point of view. So, aims and objectives of the course should emerge from the analysis of the learners need. If the learners wanted to learner second level English, so a syllabus should find out the following information.

Suggested techniques

Patel J. (2015) states a good syllabus should give some guideline for the teacher on how to carry out the process of instruction and thereby help the student learn. That is firstly the good syllabus should clearly spell out the role of the teachers and learners. The roles of the teachers and learners have changed substantially the last fifty years. Secondly, the syllabus should suggest methods for teacher to pursue. It should clearly state what the teacher and the learners are supposed to do in the classroom.

Connect Language Learning to Students' Interests Outside of Class

In today's high-tech learning environment, it would be unfair to limit students to traditional methods. Encouraging students to relate their classroom experience to outside interests and activities makes developing language skills more relevant. For example, computer-assisted language learning could be linked to playing computer games, or to computer programs that the students are interested in using. Listening to English language songs, watching English language films or videos, and reading English language Web sites can lead students to broaden their perspective on their language acquisition process (Sevtap K. 2008).

Sevtap K. (2008). Motivational teaching strategies such as these can easily increase language learners' motivation levels. The idea that student motivation is a personality trait and that students are either motivated or unmotivated is incorrect. Without sufficient motivation, even individuals with the most remarkable abilities cannot achieve their long-term goals. As instructors, we may be the most important factor in influencing our students' motivation, which is a key element in the language acquisition process.

2.3. Term Definitions

- **Motivation:** (n) According to “Gardner (1985), defines L2 motivation as the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”.
- **Instrumental motivation:** (n) wanting to learn a language for the purpose of obtaining some concrete goals such as a job, graduation, or the ability to read academic materials.
- **Lingua Franca:** (n) a language used for communication between groups of people who speak different languages.
- **Behaviourism:** (n) the theory that the study of the human mind should be based on people's actions and behaviour, and not on what they say that they think or feel.
- **First language:** (n) refers to the native language or mother tongue that an individual learns; also, it is known as the primary language or L1.
- **Second language:** (n) Second language (L2) or target language refers to any language learned after the native language or first language (L1). **In this research, second language or target language refers to English Language.**
- **Tutorial:** (n) it is a period of study with a tutor involving one student or a small group.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Type of Research

The type of research undertaken is qualitative. This type of research is applied in order to identify what encourages students to study English at UNACH and San Francisco language centers. Also, this type of research help to determine the role of instrumental motivation on students' English performance in both language centers levels. Finally, quantitative research is accurate to compare and find the differences between instrumental motivation roles in both centers.

3.3. Research Level

The level of this research is diagnostic because this helps to find the students' concerns to study English, as well as, to determine the problems which students have to learn the language due to the fact they have as a main factor the role of instrumental motivation inside their English learning process. In this way, it is possible to find relations between the instrumental motivation roles in both language centers.

Qualitative Method

In this study, the qualitative method used is the ethnographic due to it starts with a community or participants which are students at fifth levels of two languages centers from San Francisco University and Ciencias Políticas y Administrativas Faculty of UNACH. Once the variables are identify (in this research are instrumental motivation and academic performance) it is possible to find possible solutions observing the habits and behaviour of the participants.

The research took place in fifth levels of two languages centers at San Francisco University and Ciencias Políticas y Administrativas Faculty of UNACH, in a length of time of six months.

3.2 Population and Sample

The UNACH and San Francisco language centers were selected because students from UNACH presents the problem and the other center it is assumed that has the possible solutions. Furthermore, both levels are supposed to be in the same level of English due to both have similar curriculums. Most of students at UNACH language center do not like the schedule because it is imposed. Learners would like to choose the time to attend to English classes. They take the course because they need the certificated to graduate. On the hand, students from San Francisco language center are free to choose the timetable. They take the course because it is their decision and there is not any obligation to study the language, they study English because they need the language for different integrative purposes.

3.3. Process

This research is aimed to study whether instrumental motivation influences on academic performance of students from Ciencias Políticas y Administrativas Faculty at UNACH and San Francisco university language centers respectively. Basically, through this research it is possible to determine the reasons that learners have to study English in each language center, but inside the instrumental motivation scope. In this research it is necessary to discover the reasons which students have to study English language in each language center. Then, it is required to visit both language center levels to observe and apply techniques to collect information from both language centers. Thus, the instrumental motivation roles from both language centers are compared.

This study belongs to the English language teaching area. This area was chosen in order to enforce the current methods and techniques for teaching English used at UNACH language center. It has been evidenced that students at UNACH language center study to pass the course only, but they do not acquire the language. Nowadays, more and more people are concerned about English language and they need of it for their personal, professional and social development. For this, is necessary that teachers should undertake meaningful English teaching processes in which the main aspect must be the students learning.

This research try to discover why students who take a whole course of English learning at UNACH language center are unable to succeed in an English proficiency test after they finish the course.

Fieldwork

The process to gather the necessary information for this research started with the respective permission at the school principals in each language center. At San Francisco language center, the request was verbal and the access was permitted. However, at UNACH language center, the principal denied the access via verbal way, therefore it was necessary to request via written way with legal documents. For this, was needed the help of UNACH Language Career Principal.

Once the access was permitted, the investigator visited the chosen levels to introduce to the students and making a conformable atmosphere. So that, participants were very willing to provide information and their participation was strongly active. This was crucial for the study since it help to find solutions for the research problem.

During the observation to the participants the aspects which were studied were the topics, the students' willingness for learning the language, students' participation, resources, and how students are motivated.

They knew that they were being observed and they have to act as a normal English class. Also, the observer said students that they have to answer some question based on their personal experience.

The information which helps to answer the question related with problem was why learners study English, how they feel studying English at such language center, if the thought topics are interesting for them, if teacher knows about their motivation to study English. All this data come from their personal information.

The observation technique was used in this process, alongside survey and interview as instruments for data collection.

Some of this data was recording in audio with the participants permissions. Also, students answer a variety of question on work sheets. This gathering was in charge the researcher of this study. Finally, the information was register on a computer and printed papers.

CHAPTER IV

DATA PROCESS, ANALYSIS AND INTERPRETATION

Specific Objectives	Gathered Information	Analysis	Interpretation
<p>To Identify the interests of students for learning the English language at Ciencias Políticas y Administrativas Faculty of Unach and San Francisco University language centers, in the fifth levels.</p>	<p>There is a high percentage of students who are not really motivated to learn English at UNACH language center. In contrast, at San Francisco Language Center (SFLC) students enjoy being in contact with English.</p>	<p>It is clear that students at UNACH have undefined motivation to take the English course. At SFLC they take the English learning process based on previous motivation.</p>	<p>Motivation plays a significant role in the process of learning a language. Teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition (Sevtap, 2008).</p> <p>Gardner (1979, cited in Norris 2001) suggests motivation is defined as the learner's orientation with regard to the goal of learning a foreign</p>

			language.
	Students at UNACH take the course because it is a requirement. At SFLC students take the course to learn English as a second language.	At UNACH students have instrumental motivation. Students at SFLC have integrative motivation.	Instrumental motivation is useful to pass exams or to obtain something material, and we often do not think further than this. This motivation is related with outside influence (My English Language, 2015). The same source argues that integrative motivation means that a student wants to learn for reasons of enjoyment and personal fulfilment.
	Students at UNACH language center wish to get the certificated only. Students at San Francisco language center, want to learn English and the	Instrumental motivation is the core of students' English learning at UNACH language center. At SFLC students learning is based on instrumental and integrative	While both integrative and instrumental motivations are essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a

	certificated, as well.	motivation.	second language (Crookes, G. & Schmidt, R. 1991).
To identify the role which instrumental motivation plays on students' English learning, in both languages center levels.	Students at UNACH language center learn topics which are not interesting for them. But at SFLC students enjoy the topics	The syllabus applied at UNACH language center is from a general English framework. Thus, the topics do not fit on students' specific interests. At SFLC, students learn English to communicate. The syllabus used is accurate for them because it has a general English framework.	Patel J. (2015) argues that a good syllabus is that gives total guideline to the teacher as well as learner. The syllabus is based on the learners, what are the age of group, the information about social and economic status, their previous knowledge, their interest and behavior. And A syllabus should have particular target group in mind and it should be clear about the learner of the class.
	At SFLC the students' academic performance depends on how much and well they	At SFLC, students care about learning English as much as possible to use it as a second	We are learning English simply to pass an exam and, after this short term goal is achieved, we

	learn the language. But at UNACH language center, students consider that their academic performance depends on homework, tests, assignments, etc.	language. At UNACH, students care scores only, so it means that their instrumental motivation manages their academic performance.	will not have further use of the language. Students who are only extrinsically motivated will find it very hard to reach a stage of fluency (My English Language, 2015).
To determine the weaknesses of students from UNACH language center in the process of English learning.	At UNACH language center, students and teachers do not have clear about English course objectives. At San Francisco language center, teacher knows students' goals.	At UNACH the students' goals are not defined. This makes the learning-teaching process confused. Teachers use activities, techniques, etc, to create lessons.	Needs Analysis is useful to gather information about students' interests and needs. In this way, teachers can define program goals. These goals can then be stated as specific teaching objectives, which in turn will function as the foundation on which to develop lesson plans, materials, tests, assignments and activities (Casper, 2003).

	<p>At UNACH, students do not have a control over their problems about their English learning. At SFLC, students talk with their teachers about their academic developing every certain time.</p>	<p>At UNACH, are unable to solve the problems during the English course. At SFLC, students find solutions to their troubles.</p>	<p>A tutorial is the weekly meeting, usually one or two other students, at which students are expected to talk in depth about your ideas and opinions relating to that week's subjects or problems. Students soon grow in confidence and develop the skills required to make this academic discussion a successful one.</p>
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CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

- In conclusion, most of students at UNACH language center do not have clear about their motivation to study English. Also, they have study English because it is a requirement. At San Francisco language center students are motivated before starting the English course; their motivations are to speak English as a second language and get the proficiency certificate, as well.
- At UNACH language center, instrumental motivation makes students learn the language for a short time or they acquire quantity in the material aspect only, such as the certificate and grades. But, at San Francisco language center, instrumental motivation provides what students need in the academic aspect and in the material aspect as well, such the certificate.
- At UNACH the students' goals are not defined. This makes the learning-teaching process confused. At SFLC, teachers use students' needs to create lessons with proper activities, techniques, etc.

5.2 Recommendations

- Students at UNACH should define as motivation to learn the language and succeed in the course. They have to combine instrumental and integrative motivation to have a beneficial English learning.
- Teachers should elaborate accurate syllabus according students' interests and needs, such syllabus should be focused on learning the language.

- Teachers should use needs analysis to establish goals with students at the beginning of the course based on students' needs and interests; and tutorial to maintain a permanent control over students' academic development.

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