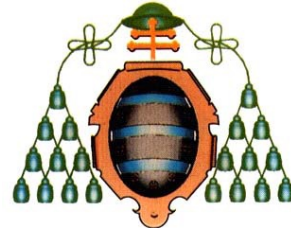




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Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

Trabajo Fin del Máster en Enseñanza Integrada de la Lengua Inglesa y
Contenidos: Educación Infantil y Primaria

THE ROLE OF MOTIVATION IN LEARNING ENGLISH AS A SECOND
LANGUAGE: A CASE STUDY IN THE INTERNATIONAL SCHOOL
EINDHOVEN (THE NETHERLANDS)

Autora: Alba Arce García

Tutora: María del Mar González Chacón

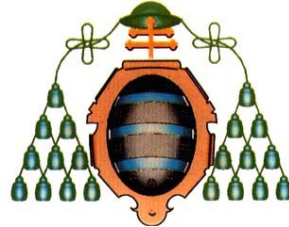
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1. INTRODUCTION AND JUSTIFICATION

Last year I enrolled in a Master's Degree in Content and Language Integrated Teaching for Infant and Primary Education. This Master's Degree focuses on CLIL (Content and Language Integrated Learning) methodology, with special interest on students' motivation. It is my assumption that nowadays, there is a lack of motivation from students, as they think the contents and topics are not relevant for them. This deficit of motivation is reflected in their behaviour, involvement and, of course, in their academic scores. As teachers, we should increase students' motivation by using attractive and active methodologies. It is crucial for pupils to perceive that they are a significant element in the classroom, where their opinion is taken into consideration. Students need to feel they have the leading role in the teaching-learning process, while the teacher is a facilitator in this process. Therefore, it is necessary to take into account students' interests to design the activities and tasks implemented in the classroom.

This dissertation seeks to show the relevance of motivation in the learning of a second language in a specific context (International School Eindhoven), exploring whether affective factors have an effect in the learning of English as a second language. Following the ideas of Gardner (2001), Krashen (1982), Lasagabaster (2011) and Dörnyei (1994), it is possible to state that motivation has a meaningful impact on learning, especially on the L2 learning. One of the most significant authors in motivation research is Gardner (2001), who in his socio-educational model, found that attitudes towards a new language reflect a direct impact on motivation, which in turn, has a positive influence on the target language achievement.

My internship has played an essential role in the development of this dissertation. I had the opportunity to do my traineeship at an international school in The Netherlands, where students come from many diverse cultures and nationalities such as German, Dutch, Indian, American or Japanese, to name a few. In this school we can distinguish two departments: the International Department, where the language of instruction is English; and the Dutch Department, where Dutch is the teaching-learning language. During my time in the school, I had two roles. One of them as a teacher in the International Department, being able to check how children in the lowest Primary years learn in a language different from their mother tongue. The second role was in the Dutch Department, conducting a study with children who learn English as a second

language. In this way, I could experience how is the learning and acquisition of a second language in a real setting.

As regards the structure of the dissertation, the first part of the study will constitute the state of the art and has been carried out through an explanation and discussion of the bibliography or literature which has been found about the topic. This is followed by the study itself, which consists in the presentation of the materials and, most important, the display of the results achieved through the different tests that have been performed. In order to achieve this, the data have been accurately presented and analysed in tables and graphs designed for this purpose. The conclusions offered intend to illuminate the question of the role of motivation in learning English as a second language in the International School Eindhoven. All the works listed in the bibliography section have been cited in the study.

2. STATE OF THE ART: SECOND LANGUAGE AND MOTIVATION

In the following sections the two major theoretical backgrounds relevant for this dissertation will be explained: second language learning, and motivation. In first place, the focus will be on Krashen's Monitor Model (1982), because of its relevance for our work. After that, we will concentrate on the broad term of motivation, giving some notions on different motivation theories. Lastly, by means of Gardner's theory, the way in which motivation and second language learning are related will be approached. It is necessary to clarify that we will not make a distinction between language learning and language acquisition, as Krashen does (1982), since both terms have been usually used to explain how people acquire and learn a second language. Therefore, these two terms will be used interchangeably within this dissertation.

2.1. SECOND LANGUAGE LEARNING: KRASHEN'S MONITOR MODEL

Research in second language learning corresponds to an extensive field to which numerous specialists from psychology, linguistics, education and sociolinguistics have contributed. For this reason, it is impossible to cover here all the approaches suggested to explain how an L2 is acquired. In this regard, we will only make a brief review of Krashen's theory, since we consider the most relevant for our work.

Undoubtedly, one of the most influential approaches in L2 acquisition is Krashen's Monitor Model (1982), which is based on five hypotheses. First of all, Krashen mentions The Acquisition-Learning Hypothesis, where the author makes a distinction between both concepts. Acquisition is an unconscious process, which is concentrated in the communicative act, while learning refers to the conscious process and knowledge about the language, for instance, knowing the grammar rules (Krashen, 1982: 10). Secondly, The Natural Order Hypothesis explains the existence of a natural order in the acquisition of grammatical structures. This order is not always completely the same, but there are important similarities. For instance, the progressive marker -ing and the plural marker -s are acquired earlier, while the third person singular marker -s is acquired later (Krashen, 1982: 12). Next, The Monitor Hypothesis establishes the relationship between acquisition and learning in second language performance. In this way, learning acts as a monitor that can edit and correct the acquisition system output (Krashen, 1982: 16). The Input Hypothesis exposes that we acquire a language when we are given input that is beyond our current stage of competence. Krashen calls that input

comprehensible input, referring to the input received we cannot produce yet but we are able to understand. The author states that this is possible because “we use more than our linguistic competence to help us understand. We also use context, our knowledge of the world, our extra-linguistic information to help us understand language directed at us” (Krashen, 1982: 21). Finally, The Affective Filter Hypothesis determines the link between the affective factors and the second language acquisition. These factors are divided into three main categories: motivation, self-confidence and anxiety. The author states that if students have high motivation, high self-confidence and low anxiety, the filter will be weaker and the input will penetrate, allowing the language acquisition (Krashen, 1982: 31).

As we can see, this theory highlights the influence of the affective factors involved in learning a second language, including motivation as one of the most relevant. Actually, motivation, together with other affective factors, plays an important role allowing or blocking the target language, depending on the individual’s motivation level. Therefore, we could establish a relationship between motivation and language achievement, whereby the higher the motivation is, the weaker the filter is, and as a consequence, the better language input will be, allowing a good achievement in the target language.

2.2. UNDERSTANDING MOTIVATION

Similar to second language acquisition, the concept of motivation has been influenced by different fields, and, although it is a very common term, it is not easy to define since it is also a really broad and complex term.

Different authors throughout the history have defined the idea of motivation. Julkunen (2001: 29), in a classroom context, explains that motivation is "a continuous interaction process between the learner and the environment" (Julkunen, 2001: 29). Broussard and Garrison (2004), quoting Gredler (2001), consider motivation "as the attribute that moves us to do or not to do something" (Gredler, in Broussard and Garrison, 2004: 106). Within the field of second language learning, motivation is “seen as the extent to which the individual works or strives to learn the language because of a desire to do so” (Kissau, 2006: 76). Also Ortega (2009: 168) focuses on “the desire to initiate L2 learning and the effort employed to sustain”.

Next section introduces some theories about motivation, to help to understand the concept of motivation from different perspectives, and also to highlight to what an extent one of these theories is focused on the context of second language learning.

2.2.1. SELF-DETERMINATION THEORY

Self-Determination Theory (SDT) is a general psychological theory proposed by Ryan and Deci (2000), which presents different types of motivation including amotivation, extrinsic motivation and intrinsic motivation, as it is showed in Figure 1 below.

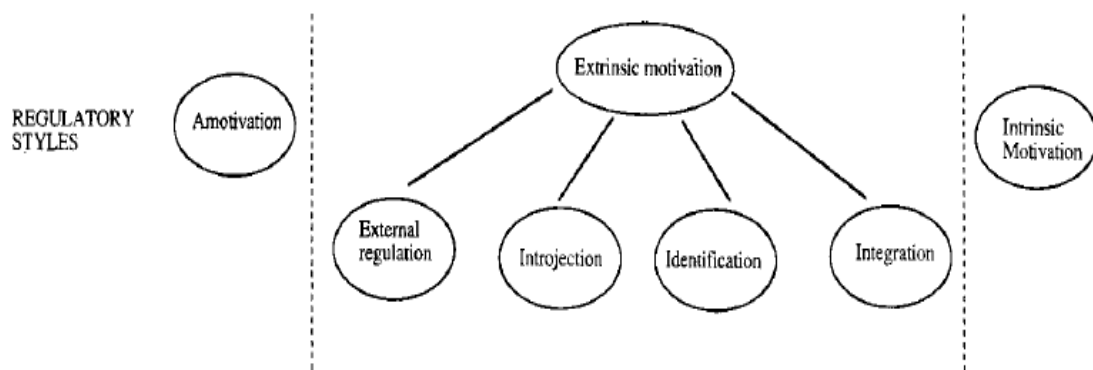


Figure 1: Types of motivation in Self-Determination Theory. (Source: Ryan, and Deci, 2000: 61)

Amotivation, according to Markland and Tobin, (2004: 191) is “a state of lacking any intention to engage in a behavior and is a completely non-self-determined form of regulation”. It means that the individual has a lack of motivation and has no intention to act. Furthermore, Ryan and Deci (2000: 61) add that “amotivation results from not valuing an activity, not feeling competent to do it, or not believing it will yield a desired outcome”.

Extrinsic motivation is defined as “behaviours performed to obtain some outcome separable from the activity itself” (Niemic and Ryan, 2009: 137). From this general view, Ryan and Deci (2000) note that extrinsically motivated actions are performed because of their instrumental value. La Guardia (2009) adds that these behaviours refer to the external reasons to do an activity, being moved by different external factors. Within extrinsic motivation, these authors, (2000), distinguished four types called external regulation, introjected regulation or introjection, identified regulation or identification, and integrated regulation or integration, as figure 1 above

illustrated. *External regulation* relates to performing actions in order to get a reward or avoid a punishment (Niemic and Ryan, 2009: 137). Hence, those actions are externally controlled. An example would be a student who studies English because his parents will buy him a new bike. The second type of external motivation is *introjected regulation*, which is related to self-esteem and the feeling of worth (Ryan and Deci, 2000). The authors (2000: 62) explain this type of extrinsic motivation as follows:

Introjection describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride.

As Gagné and Deci (2005) state, it is as if the individual was controlled by the regulation, since it is internal to the individual but actually it is not accepted as his/her own. For example, a student who learns English in order to feel pride. The next type of extrinsic motivation is *identified regulation*, which implies recognising the importance of the action in order to achieve a personally valued result (Ryan and Deci, 2000). In addition, as Deci et al. (1991: 329) state “with identification, the regulatory process has become more fully a part of the self, so the person does the activity more willingly”. An example would be a student who learns English because he thinks it will help him in the future. Finally, the last type of extrinsic motivation is *integrated regulation*, whereby engaging in an action is congruent with the individual’s values and needs (Deci et al., 1991). As Deci and Ryan (2000) confirm, this integrated regulation has some similarities to intrinsic motivation, however:

[...] behavior motivated by integrated regulation is done for its presumed instrumental value with respect to some outcome that is separate from the behavior, even though it is volitional and valued by the self. (Deci and Ryan, 2000: 62)

An example of integrated regulation would be a student who studies English because is part of his background and who he is.

Intrinsic motivation, according to La Guardia (2009) refers to activities that are approached for their inherent interest and motive and the enjoyment they produce. For instance, someone who learns English because of the joy and interest in learning English language is intrinsically motivated, thus the individual has a sincere interest in learning the new language. This type of motivation is maintained by autonomy and competence. Autonomy in this context means doing a task voluntarily, with no

coercion, while competence refers to the capability to perform an activity effectively (Niemiec and Ryan, 2009). Furthermore, Ryan and Deci (2000: 55) add that intrinsic motivation “results in high-quality learning and creativity”, thus, this type of motivation can be seen as the desired one in educational settings. For this reason, we think it is relevant to include here some tips on how to enhance intrinsic motivation among students proposed by Kusrkar, Croiset and Ten Cate (2011):

- Identify students’ needs and interests and structure the lessons around them.
- Encourage active participation.
- Provide challenges to students, such as topic presentations in small groups.
- Give positive and constructive feedback.
- Provide guidance.
- Create a positive atmosphere of emotional support.
- Empathize with the students.
- Allow students to be involved in planning the course.
- Use the words *can*, *could* and *may* to address the students.

2.2.2. ATTRIBUTION THEORY

The Attribution theory tries to explain the causes of our behaviours by using attributions. An attribution, according to Harvey and Martinko (2009: 147) refers to “a causal explanation for an event or behaviour”. Heider (1958) was the first to propose an attribution theory, whereby he distinguished two types of attributions: internal attribution and external attribution. Internal attribution refers to individual’s internal causes, such as character or personality. By contrast, an external attribution refers to external factors related to the situation where the individual is in, such as environment characteristics. Some years later, a more complex theoretical framework was developed, classifying attributions along three dimensions. The first one is locus of causality, which describes whether the cause of the event is internal or external (Harvey and Martinko, 2009). For instance, a student who thinks he failed an exam because his lack of ability

would be doing an internal attribution, but if he thinks he failed because of the exam difficulty, he would be doing an external attribution. Another dimension is stability, which according to these authors (2009) refers to if the cause is stable or unstable, depending on whether the cause can change or not. For instance, a student who thinks he failed an exam because of his low ability would be doing a stable attribution, however if he thinks he failed the exam because of his lack of effort, the student would be doing an unstable attribution. The last dimension is controllability, depending on whether the cause is controllable or uncontrollable by the individual (Weiner, 1995). For example, a student who thinks he failed an exam because of his lack of effort would be doing a controllable attribution, but if he thinks he failed because he was not feeling well, he would be doing an uncontrollable attribution. In addition, in agreement with Dörnyei (2003) and Weiner (1972), the way in which we connect our success or failure with these attributions will affect our motivations to engage in a similar activity in the future. These authors assert that if we attribute past failure on a task to our low skills, we will not try to perform the activity again. Alternatively, if we attribute the failure to the lack of effort, we are more likely to try again. Following this line, if a student fails in an exam and he attributes it to his low ability, he will have a lower level of motivation in future exams than a student who attributes his failure to his lack of effort.

To sum up, as we can see from the attribution theory explained above, which I tried to illustrate with examples, within this approach the motivation is associated with the success and/or failure we had previously experienced.

2.2.3. PROCESS-ORIENTED APPROACH

This approach holds that motivation to learn a second language has a dynamic character and a temporal variation, since, in learning settings:

Learners tend to demonstrate a fluctuating level of commitment even within a single lesson, and the variation in their motivation over a longer period (e.g., a whole academic term) can be dramatic. (Dörnyei, 2003: 17)

Within this scope, as Shoaib and Dörnyei (2005) claim, motivation is a dynamic and changeable element varying and going through different phases. In this way, students' motivation "can vary depending on the situation or context in the classroom or school" (Linnenbrink and Pintrich, 2002: 314).

Following this line, the process-oriented approach distinguishes three phases within the L2 motivation process: *preactional stage*, *actional stage* and *postactional stage*, as can be seen in Figure 2 below.

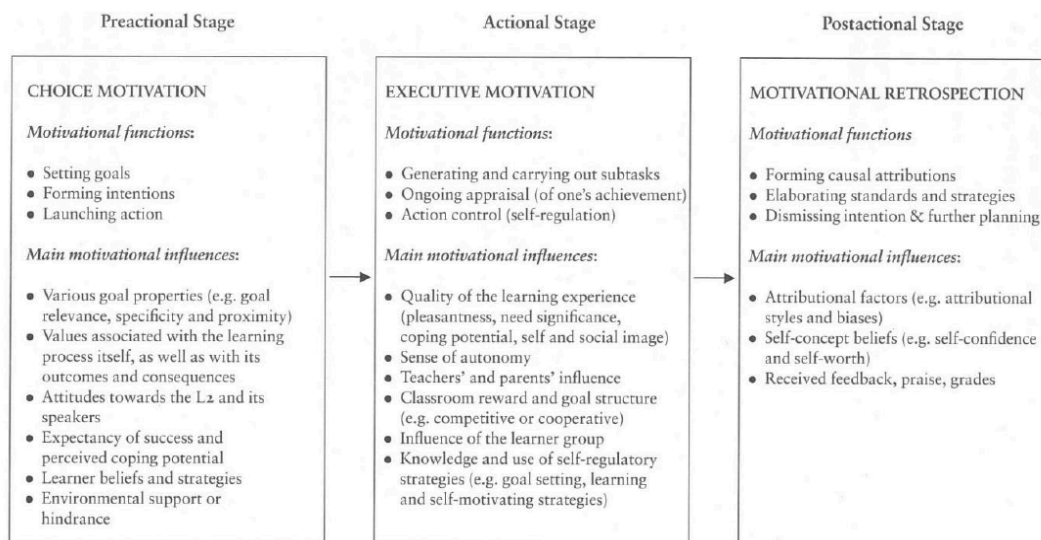


Figure 2: Process model of L2 motivation. (Source: Dörnyei, 2003: 19).

The *preactional stage*, according to Dörnyei (2003) corresponds with the *choice motivation*, since the motivation is generated in order to choose the goal that the individual wants to achieve. In this stage, the individual sets the goal, has an intention that involves commitment to achieve the goal, and develops an action plan, including the strategies and temporal specifications (Dörnyei, 2000).

The next phase is *actional stage*, which refers to the *executive motivation*, where “the individual has committed him/herself to action and now the emphasis shifts from deliberation and decision-making to the implementation of action” (Dörnyei, 2000: 527). In this stage, Dörnyei (20) adds: “the generated motivation needs to be actively maintained and protected while the particular action lasts”. To this end, the author mentions three sub-phases, which include generating and implementing subtasks, evaluating the progress of the individual’s achievement and applying mechanisms of action control in order to protect and enhance the goal.

The *postactional stage*, named *motivational retrospection*, “begins after either the goal has been attained or the action has been terminated; alternatively, it can also take place when action is interrupted for a longer period (e.g., a holiday)” (Dörnyei, 2000: 528). This phase refers to the individual’s evaluation of how they succeed in

reaching the goal once the action has been completed. For this evaluation, the individual establishes causal attributions on the proposed objective, elaborates strategies for future performances and dismisses the initial intention in order to plan new goals (Dörnyei, 2000).

In short, the goal of this section has been dual: first, it has introduced the concept of motivation from three different theories. And second, it has highlighted the relevance of the *Process-oriented* approach in the context of this dissertation, since it focuses on motivation to learn a second language.

2.3. MOTIVATION AND SECOND LANGUAGE LEARNING

Motivation is one of the most meaningful variables in second language acquisition literature. The learning of a foreign language is a gradual and difficult process where many factors, such as age, personality or motivation, take part. Many authors emphasize the motivation as an essential factor in the learning of a new language. Gardner (2001: 6), for instance, states that motivation is “responsible for achievement in the second language”, while Lasagabaster (2011) and Dörnyei (1994) establish motivation as a direct determinant in the achievement of a foreign language. Similarly, Krashen (1982), as has just been explained, through his affective filter, declares that motivation will affect the students' language learning, allowing a better comprehension in the L2. In this section, the focus will be on Gardner's approach, whereby the author proposes a different view for motivation, explaining how this element has an impact on language achievement.

2.3.1. GARDNER'S THEORY

During the social-psychological period research on second language motivation was increased, since learning a language was seen as a social phenomenon. One of the main representative authors in this context was Gardner, who in his Socio-Educational Model (1985) concentrates on second language motivation, introducing the term *integrative motivation*, thus representing an influential approach in this field.

This theoretical construct considers that L2 learning includes issues related to multiculturalism and language contact (Dörnyei, 2003). According to Dörnyei (1998: 118), a second language learning represents:

a) a communication coding system that can be taught at a school subject, b) an integral part of the individual's identity involved in almost all mental activities, and also c) the most important channel of social organisation embedded in the culture of the community where it is used.

For this reason, as Dörnyei (2003) states, the learning of a second language is more complex than the learning of any other school subject, since it involves a social and cultural dimension. Therefore, L2 motivation is deeply influenced by attitudes towards the L2 group (Bernard, 2010). In the same way, Gardner (2010: 10) highlights the complexity of the second language motivation when he says that “motivation is a very broad-based construct that has both cultural and educational components when applied to the language learning situation”. In this line, the author (2007) considers two contexts in the field of motivation to learn a L2: the cultural context and the educational context. The cultural context refers to the cultural elements that involve learning a second language such as pronunciation or vocabulary, as well as the idea that the individual is influenced by their own culture. In this regard, one's attitudes, implications, personality or expectations might influence the learning process. The educational context refers to the classroom situation surrounding the students, including the curriculum, the teacher's enthusiasm and the materials used.

Gardner's theory defines L2 motivation as follows:

Motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language. That is, motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. (Gardner, 1985: 10)

As we can see, Gardner's definition not only focuses on reaching a goal or expending effort to achieve that goal, but also emphasises the need to have a positive orientation to achieve our target. According to the author, “when the desire to achieve the goal and favourable attitudes toward the goal are linked with the effort or the drive, then we have a motivated organism” (Gardner, 1985: 11). Therefore, we can distinguish three elements required to be motivated to learn a second language: effort, since we make an effort to learn the language; desire, because we wish to learn the language; and positive affect, because we enjoy learning this language.

Within Gardner's Socio-Educational Model (2001), the author distinguishes two major factors that have impact on motivation to learn a second language: integrativeness and attitudes towards the learning situation. In agreement with the author (2001: 5):

[...] *Integrativeness* [sic.] reflects a genuine interest in learning the second language in order to come closer to the other language community. At one level, this implies an openness to, and respect for other cultural groups and ways of life. In the extreme, this might involve complete identification with the community (and possibly even withdrawal from one's original group), but more commonly it might well involve integration within both communities.

This factor is related to the cultural context, and, as we can appreciate, it involves identification and openness to the other language community, not merely a reason for studying the language. The second factor, attitudes towards the learning situation, comes from the educational context and it refers to attitudes towards any aspect of the learning environment, such as the teacher, the materials and the classmates (Gardner, 2007). Therefore:

If the language teacher is ineffective or non-responsive, and so forth, or if the course is particularly dull or confused, and so forth, these factors will undoubtedly be reflected in the individuals' attitudes toward the learning situation. (Gardner, 2001: 5-6)

Both variables together are correlated, having an impact on motivation to learn the new language. Additionally, according to this author (2001) the two contexts work together, so that the cultural context can affect the learner's attitudes and the educational context can influence one's integrativeness.

Following this line, Gardner's model draws a connection between integrativeness, attitudes, motivation and language achievement, explained in Figure 3 below (Gardner, 2001: 5). This figure shows the correlation among integrativeness and attitudes towards the learning situation, influencing motivation to learn a new language. In the same way, Figure 3 illustrates how motivation and language aptitude have an impact on language achievement.

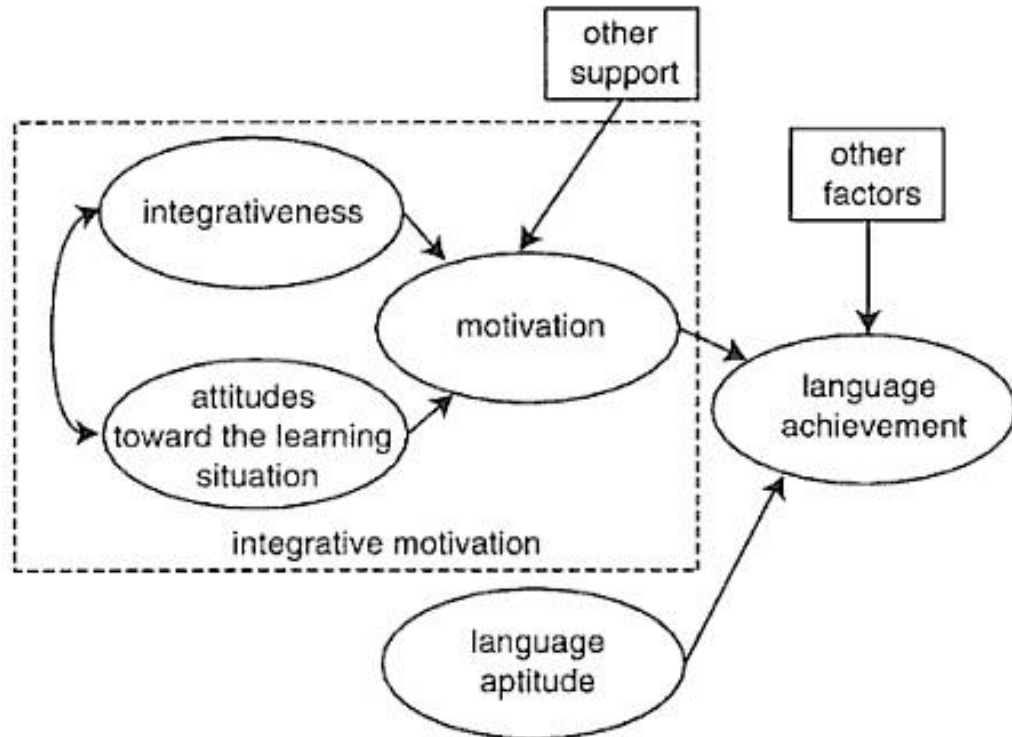


Figure 3: Model of the role of aptitude and motivation in second language learning. (Source: Gardner, 2001: 5).

In the figure appears the concept *integrative motivation*, also called integrative orientation, composed of integrativeness, attitudes toward the learning situation and motivation, the most important variables in Gardner's Theory. This concept is introduced by Gardner (2001) to refer to a general positive orientation to the target language group, by appreciating the other culture and feeling the desire to integrate into the L2 community and interact with it. On the other hand, Gardner's model also refers to a combination of instrumental factors that contribute to motivation called *instrumental motivation* or instrumental orientation. This idea, according to Dörnyei et al., (2006: 12):

[...] refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2.

According to Zanghar (2012: 4), following Gardner ideas (1985), "integratively motivated students should hold an internal motivation for learning the language", since they want to learn the language because of their own interest and enjoyment. Therefore, from our point of view, we could establish a connection between integrative motivation and intrinsic motivation. Similarly, in the instrumental motivation, the language is seen

as an instrument to achieve a goal, whereby the individual is moved by external factors. For this reason, another relationship between instrumental motivation and extrinsic motivation could be established, connecting Self-Determination Theory and Gardner's Theory.

This chapter has emphasised the importance of motivation in the learning of a second language. Several authors have contributed to motivation research, defining this term in many different ways. As we have seen from Gardner's Theory, understanding how motivation influences the learning of a language is really complex. Especially, since it is altered by both cultural and educational contexts, and it requires effort, desire and positive affect by the learner. Moreover, Gardner emphasizes the positive attitudes towards the learning situation and the L2 group as essential factors influencing, in the first place, motivation to learn a language and, secondly, having an impact on the second language achievement.

3. DEVELOPMENT OF THE STUDY

Our study was carried out at the International School Eindhoven (ISE) in The Netherlands, where I did my internship. This school is divided into two departments: the International Department, where English is the language of instruction, and the Dutch Department, where students learnt English as a second language. Since we needed students learning English as a second language, we focused on one of the classrooms in the Dutch Department. Firstly, to ensure the feasibility of the study, we contacted the English teacher in this department, who confirmed and supported our proposal showing her interest on it. Additionally, we attended one of the English lessons in order to get more information about how the classroom worked and which kind of methodology was used.

The observational study began in March. The students were given a written parental consent, in order to inform their parents and guardians about the study. Then, I conducted a pre-test in the middle of March, and a post-test one month later. Both tests consisted of two parts: a questionnaire, whereby different factors that influence on motivation and second language learning were assessed; and an English test, evaluating the listening, reading, writing and speaking skills. Both tests were adapted to the students' level of English, according to their teacher's opinion. Finally, the data collected were analysed in order to compare the results in both tests. Since the goal of this study is to understand the role of students' motivation in the learning of a second language, we tried to establish a correlation between the motivational factors measured and the academic results in English. In the following sections I will explain the development of the study more deeply, taking into account the objectives, the context, the materials and the study/method itself.

3.1. OBJECTIVES

Since birth, the language plays an essential role as it is a unique way of communication with other human beings. Language defines cultures, our personal identity and it is the key instrument of thought, which is used to interact socially and establish human relationships. Learning a second language incorporates new opportunities to expand this singular way of communication, opening us towards new cultures and relationships by means of these new language structures. However, whereas learning our mother tongue is a natural process that begins at birth, learning a

second language is developed under many other factors that contribute or play against this process. This study focuses on how motivational factors affect the second language achievement or learning process. From the literature related to the topic, several authors (Gardner 2007; Williams, 1994) emphasized that motivation is a multifaceted factor. Therefore, any potential measurement will very likely only represent a segment of the complete psychological construct (Dörnyei, 1998). For this reason, I will not measure motivation itself, but rather different factors which, as Gardner (2001) contends, have influence on motivation to learn a second language and, therefore, on second language achievement, such as attitudes towards language, attitudes towards language learning, classroom anxiety, integrative orientation and instrumental orientation. These factors were evaluated by Gardner (1985) in his Attitude Motivation Test Battery (AMTB), which was developed as a proxy to measure students' motivation while learning an L2, assessing the affective aspects influencing this process.

The main objective of this study is then to understand which is the role of the student's motivation in a second language learning setting. For this purpose, two tests were conducted: an adapted version from the AMTB, which measured the affective factors mentioned above, and an English test. Both tests were conducted two times, at the beginning of the study as a pre-test, and at the end of it as a post-test. The goal was to compare the data and check whether the motivational factors and the scores in English had changed one month later. No specific intervention was carried out for this study, since the objective was to understand how the different motivational factors were already affecting the second language learning students' performance.

3.2. CONTEXT

The selected school for this study was the International School Eindhoven (ISE) in The Netherlands. The students in this school, from 3 to 18 years old, come from a medium socio-economic level, as well as they come from a variety of countries such as USA, Italy, China, India, Japan or The Netherlands. Therefore, the ISE is more than an ordinary school, allowing the mix of diverse cultures and nationalities, and creating an environment based on respect. This cultural wealth is maximised to enable each student to expand their knowledge of the world around them. In addition, this allows developing the multicultural and multilingual awareness within the school. The multicultural aspect

was already tackled by Lo Bianco et al. (1995), who saw the second language teaching as the most complete tool to understand one's and others' cultures, and therefore, to develop intercultural competence among the students.

Regarding the educational programme, the school follows a theme-based approach, whereby all the subjects are connected around a topic or theme. This cross-curricular approach enables a learning based on the students' interests and experiences, which connects this learning with the world around them, leading to high motivation. Following this idea, Lúðvíksdóttir (2011) states that students' intrinsic motivation can be reinforced through theme-based approach, since students have an active role, engaging in the learning process and becoming meaningful for them, placing the students at the centre of the learning process. Furthermore, the digital resources play an important role within the school's educational programme. The classrooms at the ISE are provided with an interactive whiteboard that teachers and students use as an additional tool to support their teaching process. At the school the ICT facilities are seen as "a key-factor in enhancing the learner's motivation for both language learning and linguistic proficiency" (Young, 2003: 448). Based on teachers' comments, the use of the ICTs in the English classroom helps not only to increase the students' perceived motivation but also to help teachers convey their lessons in a more efficient way.

As mentioned before, the Dutch Department was selected for the study since it matched our interest in the learning of English as a second language. The English teacher in this department followed an active approach, enabling the students' engagement in the different activities. She used a textbook, which was combined with other activities, making the learning more exciting and motivating. In addition, these tasks were designed using appealing materials and resources, including songs and games to learn and practise vocabulary, making the learning experience meaningful as students perceived as fun activities. Thus, most of the students showed a favourable attitude to learn the new language, enjoying the activities and being active. By contrast, it was also observed that some students did not show interest and got distracted during the English lessons. For this study we had a total number of 21 Primary students from the Group 4. The age of the participants ranged from 7 to 8 years old. This group followed an English-as-a-Second-Language (ESL) track, which included 3 hours per week. Due to the multicultural classroom, students had different sociocultural

backgrounds. Some of the children were bilingual, using English at their homes, while the rest of them were Dutch and monolingual, speaking English only at the school.

An essential part of the context was the staff since all of the school's members were very pleasant and thoughtful, cooperating and facilitating the task. There were no impediments to conduct the study, but rather all the members in the school were really interested in it from the beginning.

All in all, the context was favourable for the development of the study since both teachers and students had a positive attitude towards it, which was crucial for the success of such a study. The atmosphere in the school was highly friendly, making the teaching-learning process rewarding and motivating for the children. Besides, the multicultural context represented a key factor for such a positive atmosphere, fostering respect and intercultural awareness inside the ISE.

3.3. MATERIALS

Concerning the materials that have been used for the dissertation, a questionnaire from Gardner's (1985) Attitude Motivation Test Battery (AMTB) and an English test to check the language achievement were adapted by the author of this work. Both were conducted as pre-test and post-test with a view to contrast the obtained results. The following sections describe and explain the adaptations made for these tests in order to justify their relevance.

3.3.1. MOTIVATIONAL QUESTIONNAIRE

A questionnaire based on The Attitude Motivation Test Battery (AMTB) was carried out in order to evaluate the motivational factors in the learning of a second language. The Attitude Motivation Test Battery (AMTB) was developed by Gardner (1985, 2004) in order to assess the non-linguistic goals involved in the L2 learning, and originally, it was developed to be used with English-speaking Canadian students learning French as a second language (Gardner, 2001). The AMTB analyses L2 learning focusing on three sections: attitudes, motivations and classroom anxiety in the first place; motivational intensity in the second place, and finally, teacher and curriculum. The first section is composed of 8 sub-tests where the items are presented using a Likert format with seven response options, where individuals select the answer that indicates

their personal opinion. In the second section, 3 sub-tests are included using a multiple choice format, and in the third section participants rate two concepts on differential scales (Gardner, 1985). The AMTB has been used in different studies aimed at investigating the affective elements influenced on second language learning in secondary education (Masgoret and Gardner, 2003; Hashwani, 2008). In Hashwani's study (2008), items are presented within five categories: 'attitudes towards English language', 'attitudes towards English language learning', 'classroom anxiety', 'intrinsic motivation' and 'extrinsic motivation'. Considering this structure and the first section of the AMTB, since both are relevant for the focus of this essay, a questionnaire was adapted as follows.

In the new questionnaire 'intrinsic motivation' and 'extrinsic motivation' categories were renowned as 'integrative orientation' and 'instrumental orientation', as it appeared in the original AMTB (1985, 2004), since the author does not refer to intrinsic and extrinsic motivation. Besides, due to the length of the original test, a reduction of the content was made. As a result, 35 items were presented in order to measure 'attitudes towards English language' (10 items), 'attitudes towards English language learning' (10 items), 'classroom anxiety' (5 items), 'integrative orientation' (5 items) and 'instrumental orientation' (5 items). The items were also adjusted according to the contextual aspects of the students, for the purpose of making them more significant to our group. Therefore, all the items were focusing on English as the target language, whereas in the original test the items were focused on the learning of French. Additionally, for instance, item number 35 stated "Learning English is important for me because I will need it in Group 5", since students was in Group 4 at that moment. Furthermore, as the research was centred on Primary Education students, several adaptations presented below were introduced.

First, the content of the original questionnaires (Gardner, 1985; Hashwani, 2008) was simplified in order to make items shorter and more comprehensible, according to our target group and its level of English. As an example, item 1 stating "I wish I could speak English language perfectly" was modified to "I want to speak English very well". Another example is item 26, which was simplified from "studying English is important because it will allow me to meet and converse with more and varied people" to "learning English is important for me because I can talk to many people". Second, the possible answers were reduced to three options, namely *I agree*, *I don't know* and *I*

don't agree, in order to make it simpler for the students. And third, in order to make it even more appealing for our target group, a *smiley* indicating the different feelings was attached to each possible answer, facilitating their comprehension and clarity (See Annex I).

3.3.2. ENGLISH TEST

An English test from Cambridge English Starters was also used in this study, in order to get English academic scores for each student, assessing the listening, reading, writing and speaking skills. This test was originally divided into three sections: 'Listening' (20 questions), 'Reading and Writing' (25 questions) and 'Speaking' (5 questions) (See Annexes II and III). The Listening part consisted of four activities: the first one was a drawing where students had to place different objects; in the second activity students had to answer five questions by writing a word or a number; the third activity consisted on selecting the correct box; and in the last activity students had to colour different elements in a drawing. The Reading and Writing part consisted of five different types of activities: the first activity consisted in recognizing several items; in the next activity students had to answer five yes/no questions by looking at a picture; in the third activity they had to organize letters to form words; the next activity consisted in completing a text using given words; and in the fifth activity students had to answer a range of questions by looking at a picture. The Speaking part was composed of five simple questions where students were asked to name, place or say where objects were on a picture.

Regarding the adaptations made, only the speaking part was adapted due to the lack of time and the English teacher's opinion, whose collaboration has been most important for the success of this study. In the original test, each question was composed of several ones, making the speaking part too long. By contrast, in the new speaking test, questions were reduced to five, being much simpler and faster. For instance, one of the original questions asked the child to put varying object cards in different locations on a picture. In the new speaking part, the students were asked to place only one object card on the picture. In addition to this, since the post-test took place only one month later than the pre-test, it was thought that students could remember the questions and answers, which would make them unreliable/untruthful. For this reason, two different

tests from the same English level (Starters) were selected, one of them as the pre-test and the other one as the post-test.

3.4. STUDY

In this research study, the goal was to conduct an investigation about the influence of motivation in a second language achievement. Hence, three different analyses will be done: first, the scales of the motivational questionnaire will be analysed to understand how motivational factors changed over a month. Second, the same will be done for the scales of the English tests. Last, the correlation between the different scales in both tests (motivational factors and academic results on English) will be explained.

To come up with such analyses, a pre-test and a post-test on motivational elements and English achievement were used. The purpose of both tests was to compare the results obtained in them with a view to analyse the relationship between the affective factors measured and the English achievement at the beginning and at the end of the study.

First of all, to ensure data anonymity, confidentiality and to comply with the ethical legislations of the school, students' parents and guardians filled a consent in which they were informed about the activity.

The pre-test assessment took place in two different days, taking 45 minutes to complete each test, in which the English test -the first day- and the motivation questionnaire -the second day- were completed. In the English test, the Listening part was played on the computer and repeated three times. After that, students completed the Reading and Writing section individually while the questions were displayed in a digital whiteboard in order to simplify the task and guide the students. Finally, the Speaking part was conducted individually with each student and with the help of the English teacher. Subsequently, the questions for motivation questionnaire were also displayed in the digital whiteboard, reading each statement one by one in order to solve possible doubts.

One month later the post-test assessment was administered also in two days, in the same way as the pre-test. The English test was started the first day, however, due to the lack of time, it was finished the second day. The Listening part was played on the computer and repeated three times the first day. The second day, the students completed

the Reading and Writing part individually, and the Speaking part in the same way as in the pre-test. Thereafter, the motivation questionnaire was distributed and finished, which took 30 minutes.

Additionally, it is relevant to note that both assessments were introduced in a friendly manner, where the English test was proposed as an extra activity in the classroom, and the motivation questionnaire as a way to understand what they thought about English, which was received with vivid enthusiasm.

3.4.1. STUDY AND RESULTS OF THE MOTIVATIONAL QUESTIONNAIRE

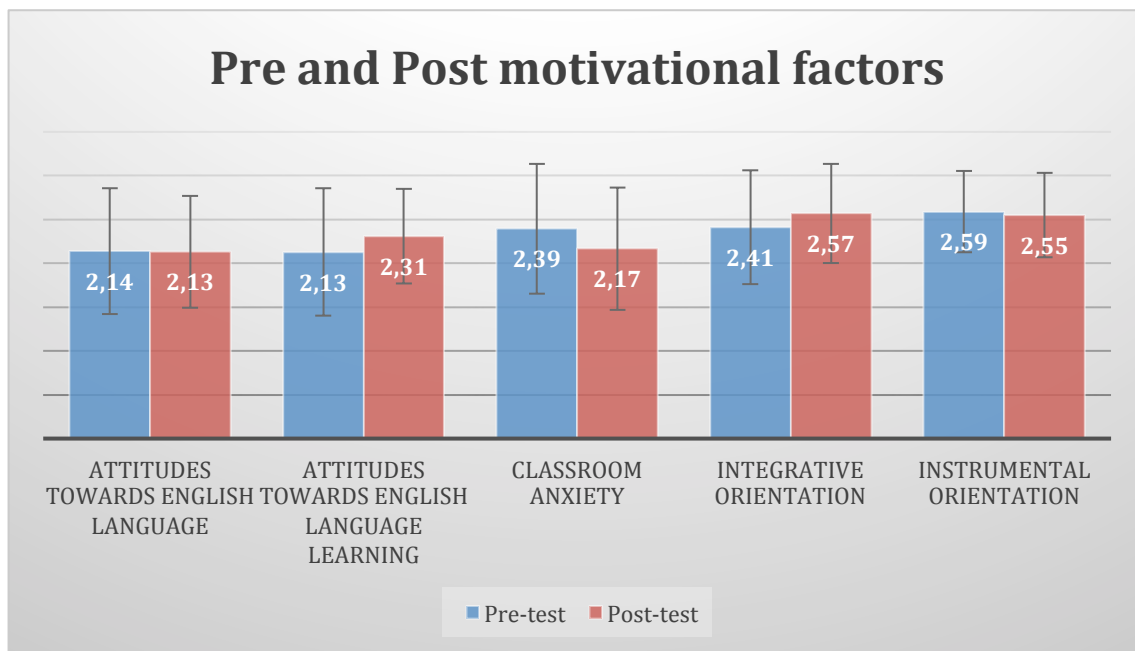
The motivational questionnaire was used to measure some of the motivational factors that influence on the learning of English as a second language. For this purpose, the factors measured were:

- 1) Attitudes towards English language
- 2) Attitudes towards English language learning
- 3) Classroom anxiety
- 4) Integrative orientation
- 5) Instrumental orientation

The students (n = 21) answered in total 35 items ranged from: 1 (I agree), 2 (I don't know) and 3 (I disagree) for the motivational questionnaire. However, in Gardner's (1985, 2004) original questionnaire, the answers were presented from the most negative (strongly disagree) to the most positive (strongly agree) on a Likert scale. Therefore, in order to simplify the final analysis, a transformation of the raw data was applied to assign a positive meaning to the highest values and negative meaning to lowest values. As a result of the transformation, the answers ranged from 1 (I disagree), 2 (I don't know) and 3 (I agree). Additionally, an extra transformation has been applied to the items that were negatively worded, which means they were reversed again. For the analysis the transformed answers of the students were used. A comprehensive list of all the raw data collected for this study has been included as an Excel file annexed to the present dissertation for better understanding of the reader.

Regarding the analysis of the motivational factors, 21 students were initially included in the analysis, where 19 participated in the pre-test and 20 in the post-test, resulting in 18 valid results that represented the motivational factors before and after the observational period. The difference in number of participants is due to the students' absence when the tests were conducted. This is relevant because it will imply that if we subtract the mean scores of pre-test and post-test, it will not be equal to the mean of the differences, e.g. 'attitudes towards English language' ($2,13 - 2,14 \neq 0,07$).

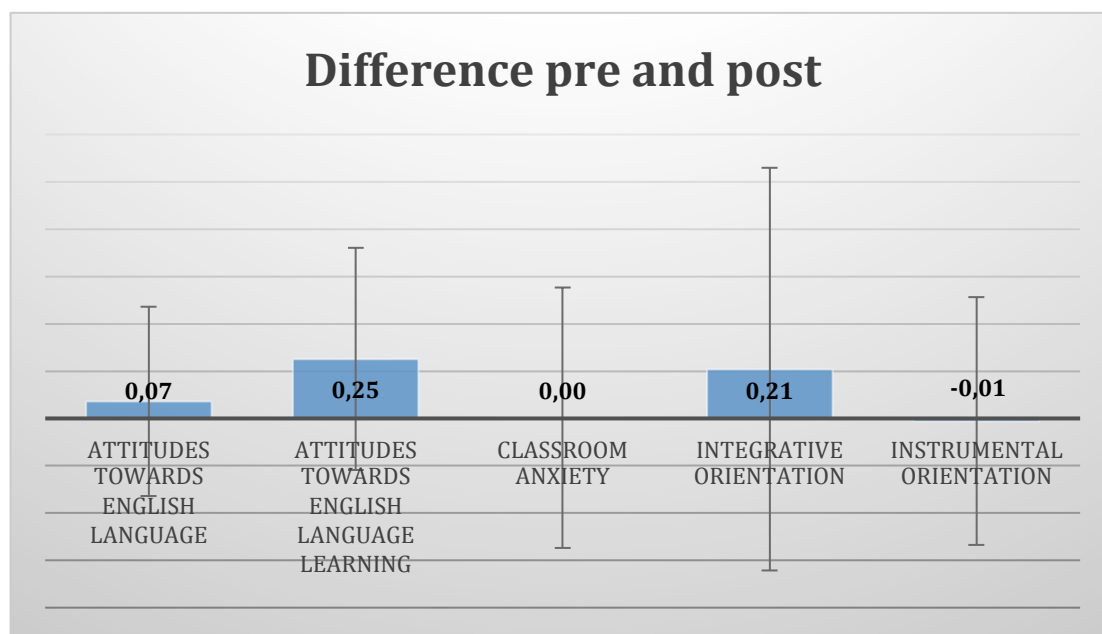
Graph 1 illustrates the mean scores for each of the scales in the pre and post-tests of the motivational factors.



Graph 1: Results of motivational factors in the pre and post-test.

As can be appreciated, only three of the scales ('attitudes towards English language learning', 'classroom anxiety' and 'integrative orientation') report differences between the pre and post-test. However, it does not represent the real differences between the pre and post-test due to the different number of participants during the pre and the post-test sessions.

Graph 2 below better illustrates the difference of the mean scores for the five scales between the pre and post-tests.



Graph 2: Difference between the motivational factors in the pre and post-test.

In this case, it shows more accurate results about the change of the different scales over time. As pointed before, due to the different number of participants in the pre and post-test, the results indicate that ‘attitudes towards English language learning’, ‘attitudes towards English language’ and ‘integrative orientation’ experienced a change over time.

These differences between the means of pre-test and the post-test can be summarised in the following three main findings:

1) The difference mean score of ‘attitudes towards English language learning’ scale ($M=0,25$, $SD=0,47$) suggests that there is a significant increment on the students’ attitudes towards learning English before and after the observation. This result shows that the students’ attitude towards learning English incremented during the observed period. No explanations about this increment can be derived from this analysis because no specific intervention has been carried out. However, our presence in the classroom and the students’ willingness to help us might explain such increase.

2) The scale ‘integrative orientation’ indicates that the learners are pursuing a second language learning for a social or cultural factor. The difference on the mean score for this scale ($M=0,21$, $SD=0,85$) suggests that there is a slight difference before

and after the observation, showed in the table 1 above. This means that the students' interest towards English people, their culture and their language increased over the observed time. The multicultural aspect of the school might have contributed to such a change. Since students live together with a variety of cultures, they are more open minded to new groups and languages.

3) For the rest of the scales, 'attitudes towards English language' (M=0,07, SD=0,34), 'classroom anxiety' (M=0,00, SD=0,54) and 'instrumental orientation' (M=-0,01, SD=0,52) barely significant changes have been detected, as it is showed in the graph 2 above. This means that for the context of this classroom these aspects have not changed over time, therefore they seem to be not relevant to understand the role of motivation while learning a language.

Below, table 1 provides an overall picture of the mean scores and standard deviation of the five motivational scales before, after and the difference among them.

Scales	Pre-test		Post-test		Difference	
	M	SD	M	SD	M	SD
Attitudes towards English language	2,14	0,72	2,13	0,69	0,07	0,34
Attitudes towards English language learning	2,13	0,73	2,31	0,54	0,25	0,47
Classroom anxiety	2,39	0,74	2,17	0,70	0,00	0,54
Integrative orientation	2,41	0,65	2,57	0,57	0,21	0,85
Instrumental orientation	2,59	0,46	2,55	0,48	-0,01	0,52

Table 1: Mean scores and standard deviation of the motivational scales

In this table, next to the means, the standard deviation is provided to measure how concentrated the data are around the mean. The higher the standard deviation is, the more distributed the values will be, whereas the smaller standard deviation is, the more concentrated the values will be. As the interest of our analysis relies on the difference between the pre-test and the post-test we will explain the standard deviation of the column 'Difference'.

Based on the result of the 'integrative orientation' scale, a positive increment is shown (M=0.21, SD=0.85); with relatively high standard deviation demonstrating it to be the most inconsistent category regarding students' responses. This means that the

students tend to show collective opinions of having interest in their integration with English people and their culture. Moreover, in general, the standard deviation values are higher than the mean values. Taken into account that our sample size is rather small, we can say that the mean values are not a good representative of the measured values.

Having considered all these aspects, some differences between the pre-motivational questionnaire and the post-motivational questionnaire have been proved. Over the observed period, only the ‘attitudes towards English language learning’ and ‘integrative orientation’ scales seemed to be relevant to understand the role of motivation in learning a second language. The observed increase in these two scales could be attributed to the multicultural awareness developed among the students in the International School Eindhoven, and, therefore, the positive orientation and attitudes towards L2 group that the participants have shown. However, with a small sample size, caution must be applied interpreting these findings, as the mean scores might not be representative of change in scales over time.

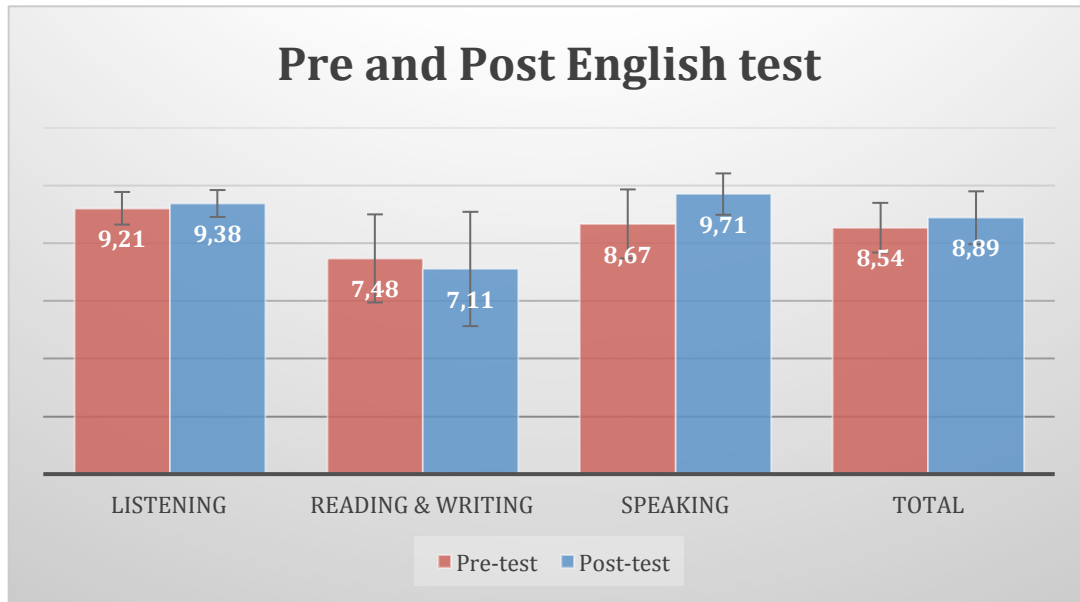
3.4.2. STUDY AND RESULTS OF THE ENGLISH TESTS

The English test was conducted in order to get the academic scores in English and to try to establish a correlation with the results in the motivational questionnaire. To this end, two English tests from the same level (Starters) were used, one of them as a pre-test and the other one as a post-test. Both were divided into three sections evaluating the listening, reading and writing, and finally speaking skills respectively. The ‘Listening’ part consisted of 20 questions, the ‘reading and writing’ section consisted of 25 questions and the ‘speaking’ part consisted of 5 questions, giving 1 point for each correct answer. In order to have a consistent score across all the different English sub-tests, the scores were calculated based on a scale where 10 was the maximum and 0 the minimum.

Similar to the motivational questionnaire, 21 students were initially included, where 17 participated in the pre-test and 17 in the post-test. The resulting 14 valid results represented the English scores at the beginning and at the end of the study. Again, the difference in participants is due to the students’ absence when the tests were conducted. This is relevant because it will imply that if we subtract mean scores of

English pre-test and English post-test it will not be equal to the mean of the differences, e.g. 'listening' (9,38 - 9,21 \neq 0,12).

Thus, Graph 3 below represents the pre and the post-test mean scores of the three sections evaluated in the English tests, as well as the total score for such tests.

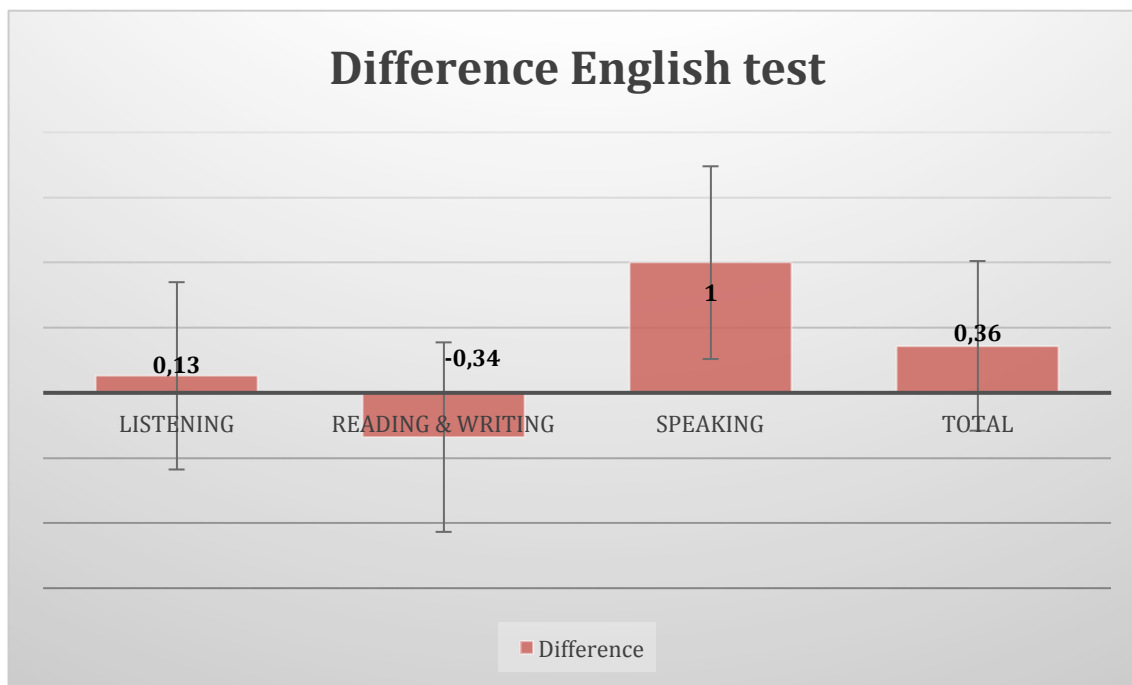


Graph 3: Results of the English test in the pre and post-test

As can be appreciated, the 'speaking' and 'listening' columns have increased over the observed period, which means that students improved their performance in these skills. The highest mean score in the English pre-test corresponds to the 'listening' part, which means that most of the students were able to understand English easily. In the post-test, the highest mean score coincides with the 'speaking' part. Regarding the 'reading and writing' section, the results in both tests correspond with the lowest scores. Finally, there was an increase in the total scores between the results in the pre and post-test, which means that the achievement in English was improved at the end of the study, with a total score of 8,89 over 10.

A more accurate view is given in the graph 4 about the difference between the pre and post English test. Similar to the analysis about the motivational factors, graph 4 takes into account the different number of participants in the pre and post-test and, from this, it is noticeable the increment on the 'speaking' part, as well as an increase in the 'listening' part, suggesting an improvement in both skills. Concerning the 'reading and writing' column, a decrease can be appreciated. This proves that students' performance

in such skills is not as successful as in ‘speaking’ and ‘listening’. However, as the graph 4 shows, there was a rise in the total results, which indicates an improvement in English.



Graph 4: Difference between English scores in the pre and post-test

These differences between the means of the pre-test and the post-test can be summarised in the following three main findings:

1) The difference mean score of the ‘speaking’ part ($M=1,00$, $SD=1,24$) suggests a significant increment in this scale. This result might be related to the active methodology implemented in the English classroom, which is based on developing the speaking skills. Students use the new language to communicate while they learn, thus, their speaking skills are trained and improved daily.

2) The ‘reading and writing’ column shows a decrease ($M=-0,34$, $SD=1,16$) in this skill. This result might be attributed to the English grammar complexity, due to the fact that English is not a transparent language, thus students find challenging to establish a correspondence between phoneme and grapheme.

3) A slight increment can be appreciated in the total results in the English test ($M=0,36$, $SD=1,01$). This means that, in general, the test’s scores improved slightly.

Such increase might be associated to the effectiveness of the methodology used by the English teacher. In the following section, the correlations among the different scales in the English test will help us to understand which of the scales has more impact in the total score of the English test.

Next, the table 2 provides an overall picture of the mean scores and standard deviation of the three sections evaluated and the total scores before, after and the difference among them.

Scales	Pre-test		Post-test		Difference	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Listening	9,21	0,56	9,38	0,47	0,13	0,56
Reading and writing	7,48	1,53	7,11	1,98	-0,34	1,16
Speaking	8,67	1,19	9,71	0,72	1,00	1,24
Total	8,54	0,86	8,89	0,92	0,36	1,01

Table 2: Mean scores and standard deviation of the English tests

Similar to the motivational questionnaire, the standard deviation values are generally higher than the mean values. Taken into account that our sample size is rather small, it can be argued that the mean values are not a good representative of the measured values.

To sum up, the total scores in the English test have improved over the observed period. Furthermore, the difference mean scores between the English pre-test and the English post-test have shown a better performance in ‘speaking’ and ‘listening’ skills. In contrast, ‘reading and writing’ section has shown a decrease, which could mean that the students found this part more challenging than the others.

3.4.3. CORRELATION BETWEEN MOTIVATIONAL TEST AND ENGLISH TESTS

As one of the main purposes of this study was to understand the role of the students’ motivation while learning a second language, I considered that a focus on the relationship between the scales of the motivational questionnaire and the scales of the English tests is essential. To this end, two methods have been explored in order to carry out the analysis: a correlation analysis and a regression analysis.

On the one hand, the correlation analysis reveals the degree to which two variables are connected on time, varying together and generating a correlation coefficient. This correlation coefficient, denoted as r , ranges from -1 to +1, indicating whether the relationship is positive or negative (Nickolas, 2015). Then, as Nickolas explains, three types of correlations can be established: positive, negative or no correlation. A positive correlation appears when r is greater than 0, and it means that when one of the variables increases or decreases, the other variable increases or decreases in the same way. A negative correlation exists when r is less than 0. It means that when one of the variables increases, the other variable decreases, and vice versa. Finally, when r is near or equal to 0, there is no correlation between the two variables. Additionally, the correlations are always provided with a p -value, which is used to define how significant the results are. Statistically, a significant result is a result that does not occur by chance. In practise, p -values between 0,01 and 0,05 mean that the correlation between variables is significant. Moreover, if the p -value is lower than 0,01, it means that the correlation between the variables is very significant. On the other hand, regression¹ analysis is used to make predictions on the relationship between two variables, establishing a line that predicts one variable from the other one.

In our observational study, a correlation analysis will be used, since the objective was to observe and to understand the relation of students' motivation with the English scores, rather than inferring or predicting how these variables evolve together.

Table 3 illustrates the outcome of the correlation analysis, having the significant correlations been highlighted in green:

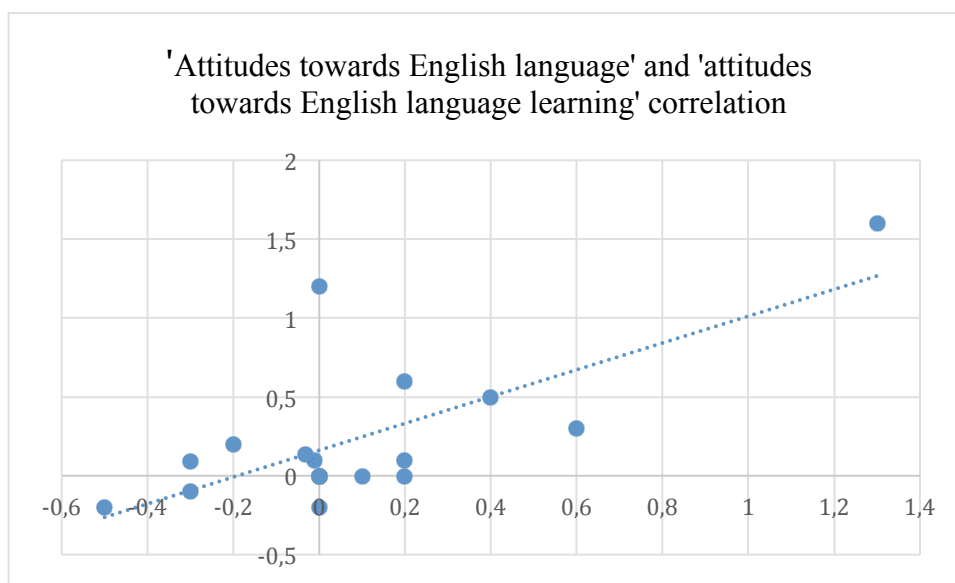
¹ See: <http://www.graphpad.com/support/faqid/1141>. Consulted 15/04/2016.

Scales	Attitudes towards English Language	Attitudes towards English Language Learning	Classroom anxiety	Integrative orientation	Instrumental orientation	Listening	Reading and writing	Speaking	Total English
Attitudes towards English Language	1	-	-	-	-	-	-	-	-
Attitudes towards English Language Learning	<i>r</i> 0,7139 <i>p-value</i> 0,00028	1	-	-	-	-	-	-	-
Classroom anxiety	<i>r</i> -0,09389 <i>p-value</i> 0,6856	<i>r</i> 0,1246 <i>p-value</i> 0,59049	1	-	-	-	-	-	-
Integrative orientation	<i>r</i> 0,52322 <i>p-value</i> 0,01494	<i>r</i> 0,498 <i>p-value</i> 0,02159	<i>r</i> 0,15784 <i>p-value</i> 0,4944	1	-	-	-	-	-
Instrumental orientation	<i>r</i> 0,36457 <i>p-value</i> 0,1042	<i>r</i> 0,32892 <i>p-value</i> 0,14542	<i>r</i> 0,48942 <i>p-value</i> 0,02433	<i>r</i> 0,56241 <i>p-value</i> 0,00796	1	-	-	-	-
Listening	<i>r</i> -0,06592 <i>p-value</i> 0,77648	<i>r</i> -0,1267 <i>p-value</i> 0,5842	<i>r</i> 0,04863 <i>p-value</i> 0,83419	<i>r</i> 0,01496 <i>p-value</i> 0,94869	<i>r</i> 0,00451 <i>p-value</i> 0,98451	1	-	-	-
Reading and writing	<i>r</i> 0,01887 <i>p-value</i> 0,93531	<i>r</i> 0,00929 <i>p-value</i> 0,96811	<i>r</i> 0,30797 <i>p-value</i> 0,17441	<i>r</i> 0,13857 <i>p-value</i> 0,54917	<i>r</i> 0,02111 <i>p-value</i> 0,92762	<i>r</i> 0,13212 <i>p-value</i> 0,56809	1	-	-
Speaking	<i>r</i> -0,31724 <i>p-value</i> 0,16114	<i>r</i> 0,2243 <i>p-value</i> 0,32834	<i>r</i> 0,44196 <i>p-value</i> 0,04486	<i>r</i> 0,18509 <i>p-value</i> 0,42184	<i>r</i> 0,01483 <i>p-value</i> 0,94914	<i>r</i> -0,01095 <i>p-value</i> 0,96241	<i>r</i> 0,25126 <i>p-value</i> 0,27192	1	-
Total English	<i>r</i> -0,20064 <i>p-value</i> 0,38318	<i>r</i> 0,04032 <i>p-value</i> 0,86223	<i>r</i> 0,24645 <i>p-value</i> 0,28151	<i>r</i> 0,18537 <i>p-value</i> 0,42112	<i>r</i> 0,05475 <i>p-value</i> 0,81365	<i>r</i> 0,42498 <i>p-value</i> 0,0548	<i>r</i> 0,47187 <i>p-value</i> 0,0308	<i>r</i> 0,63213 <i>p-value</i> 0,00211	1

Table 3: Correlations between scales

From this table, the following interpretations have been drawn:

1) There is a correlation between ‘attitudes towards English language’ and ‘attitudes towards English language learning’ scales. In this case, it is a positive correlation ($r=0,7139$), meaning that as the ‘attitudes towards English language’ values increase or decrease, the ‘attitude towards English language learning’ values do it in the same way. Such correlation might be associated to the fact that having a positive attitude towards a language involves having an interest in learning it as well. Graph 5 below illustrates the correlation between these two scales:

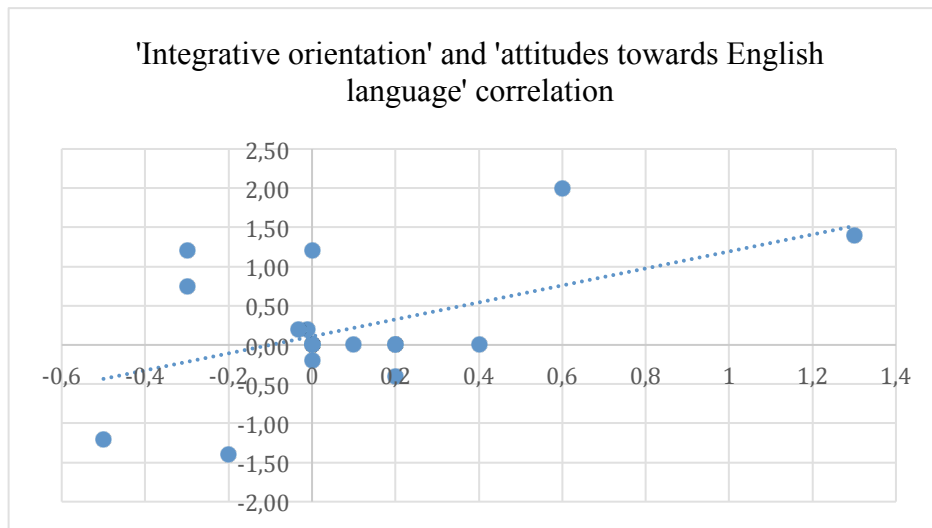


Graph 5: Correlation graph for ‘attitudes towards English language’ and ‘attitudes towards English language learning’ scales

In the graph 5, the ‘attitudes towards English language’ scale is represented on the x-axis while the ‘attitudes towards English language learning’ is represented on y-axis. The positive correlation obtained in the analysis ($r=0,7139$) is represented by the trend line, that shows, by means of the slope, the degree of correlation between both scales. Regarding the distribution of the data, the points lie close to the trend line due to the low p -value (p -value=0,00028).

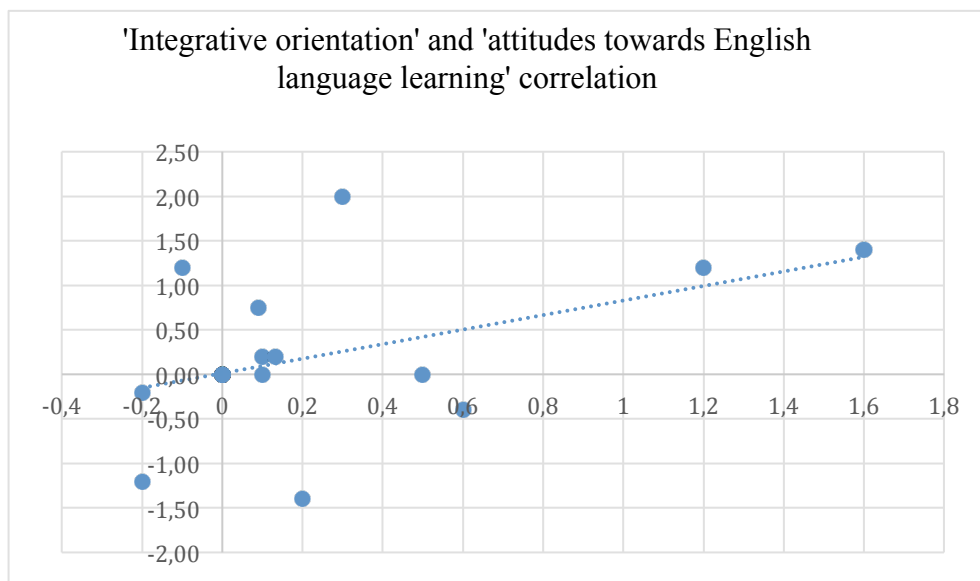
2) Another correlation is established between the ‘integrative orientation’ and the ‘attitudes towards English language’ scales. Again, it is a positive correlation ($r=0,52322$), meaning that the higher the ‘integrative orientation’ values are, the higher

the 'attitudes towards English language' values will be. Additionally, the lower the 'integrative orientation' values are, the lower the 'attitudes towards English language' values will be. Such relationship might be traced to the fact that integrative orientation is related to an interest in the target group and their language, and therefore, a positive attitude towards such a language. Similarly, there is a positive correlation ($r=0,498$) between 'integrative orientation' and 'attitudes towards English language learning'. As it has been explained above, integrative orientation is associated with a positive attitude towards the second language. Therefore, it is also connected with the willingness in acquiring the new language, since the individual shows an interest in integrating himself within the target group. Following, graphs 6 and 7 represent the correlations between such scales.



Graph 6: Correlation graph for 'integrative orientation' and 'attitudes towards English language' scales

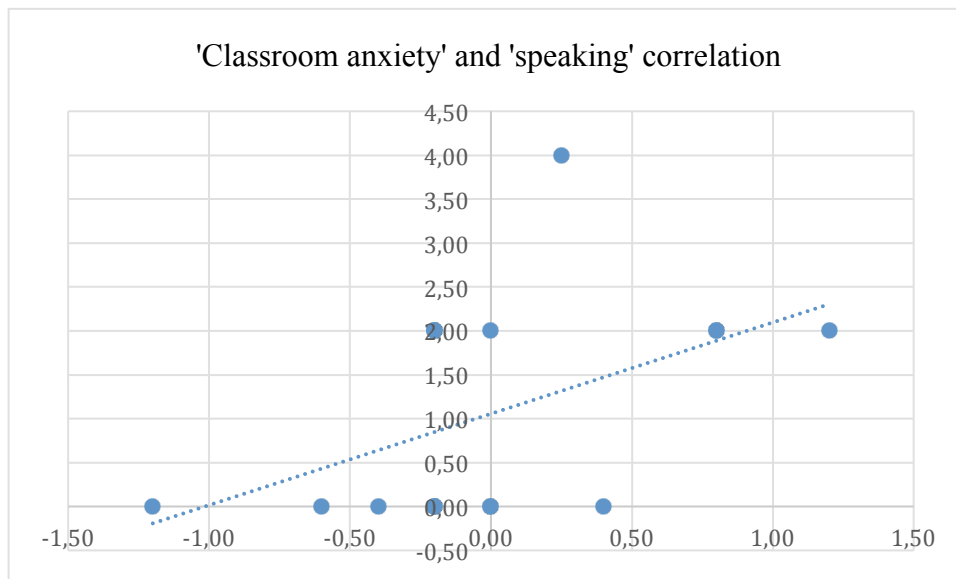
Graph 6 displays the 'attitudes towards English language' values on the x-axis and the 'integrative orientation' values on the y-axis. The positive correlation ($r=0,52322$) obtained in the analysis is represented in the graph by the trend line. Its slope shows the degree of correlation among the variables, and the distribution of the data is slightly more scattered than in the previous graph due to the fact that the p -value (p -value=0,01494) is higher.



Graph 7: Correlation graph for ‘integrative orientation’ and ‘attitudes towards English language learning’ scales

In graph 7, the ‘attitudes towards English language learning’ values are represented on x-axis and the ‘integrative orientation’ values on the y-axis. The positive correlation ($r=0,498$) derived from the analysis is represented by the trend line. Its slope shows the degree of correlation between the two scales, and the distribution of the data is slightly scattered, due to $p\text{-value}=0,02159$, being similar to the distribution in the graph 6.

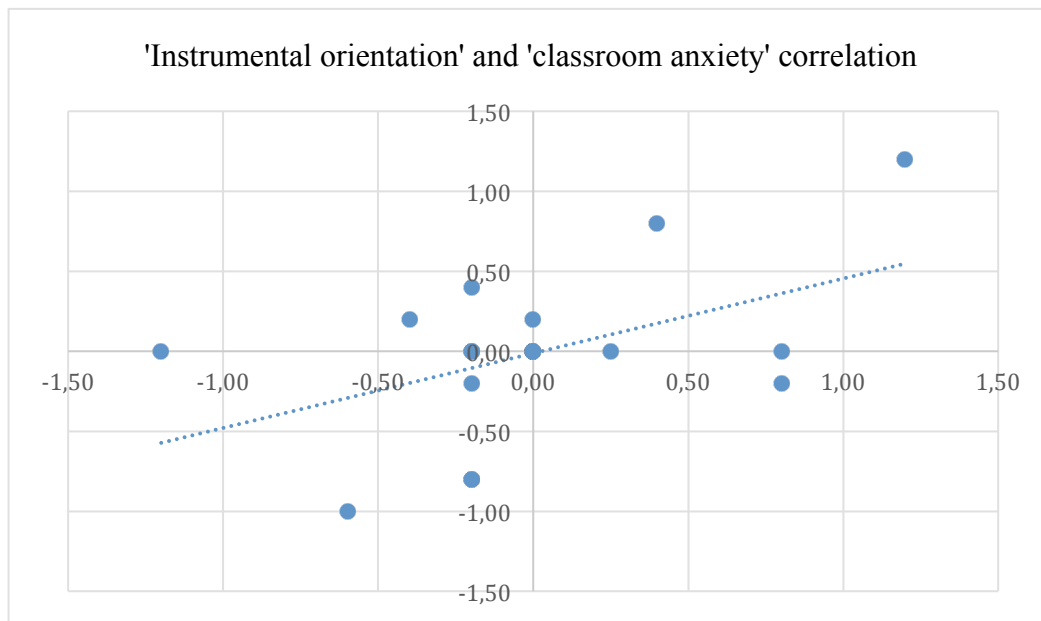
3) There is also a correlation between ‘classroom anxiety’ scale and the ‘speaking’ scale. In this case, a positive correlation ($r=0,44196$) is established, which means that as the ‘classroom anxiety’ values increase or decrease, the ‘speaking’ values do it as well in the same way. In fact, the items included in the ‘classroom anxiety’ scale refer to the speaking skill in the English classroom, such us e.g. item 21: “I am nervous speaking English in my classroom” or item 22: “I don’t feel comfortable speaking English in my classroom”. Furthermore, this correlation might mean that students’ anxiety increases when they pursue a better performance in speaking skill. Following, such correlation can be observed in the graph 8.



Graph 8: Correlation graph for ‘classroom anxiety’ and ‘speaking’ scales

In the graph, the ‘classroom anxiety’ values are represented on x-axis while the ‘speaking’ values are represented on y-axis. The positive significant correlation obtained from the analysis ($r=0,44196$) is represented by the slope of the trend line. The p -value (p -value= $0,04486$) lower than $0,05$, indicates that the result is moderately significant. This can be seen in the graph comparing it with the previous graphs. In graph 8 the points are slightly more scattered than in graph 6, which has a p -value = $0,01494$ and graph 7, whose p -value= $0,02159$.

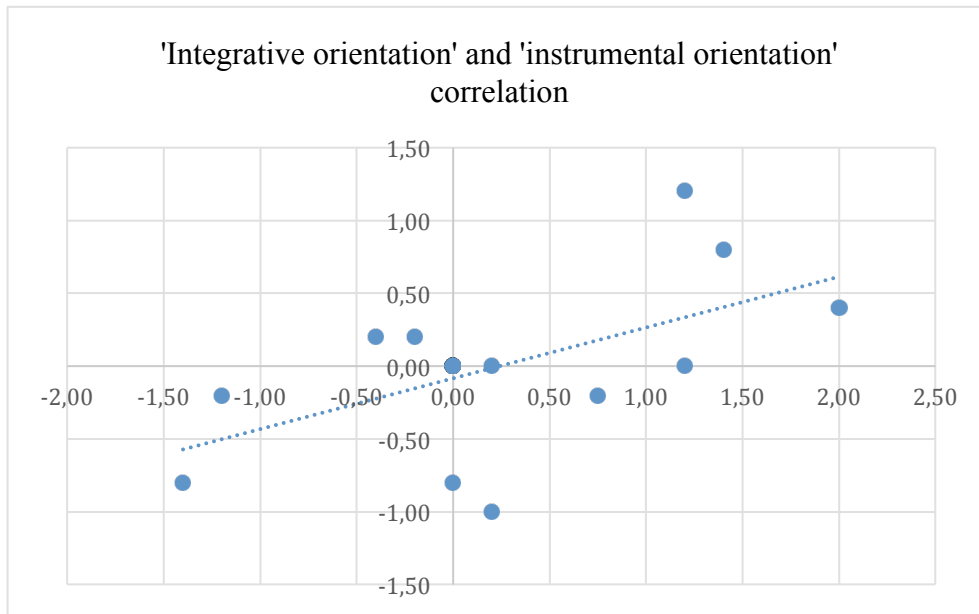
4) Another positive correlation is established between the ‘instrumental orientation’ and the ‘classroom anxiety’ scales ($r=0,48942$), meaning that as ‘instrumental orientation’ values increase or decrease, the ‘classroom anxiety’ values do it as well in the same way. Instrumental orientation, as it has been explained in the sections above, refers to the practical reasons to study a language, such as getting a job or passing an exam. In this sense, a student who wants to be proficient in English because it is necessary to pass his English exam, will have high levels of anxiety if he do not achieve his goal. Therefore, the non-achievement of the objective will trigger high degree of stress, nervousness and anxiety.



Graph 9: Correlation graph for ‘instrumental orientation’ and ‘classroom anxiety’ scales

In graph 9, the ‘classroom anxiety’ values are displayed on x-axis and the ‘instrumental orientation’ values on the y-axis. The positive correlation ($r=0,48942$) derived from the analysis is represented by the trend line. Its slope shows the degree of correlation between the two scales, and the distribution of the data is slightly close to the trend line, due to low p -value= $0,02433$.

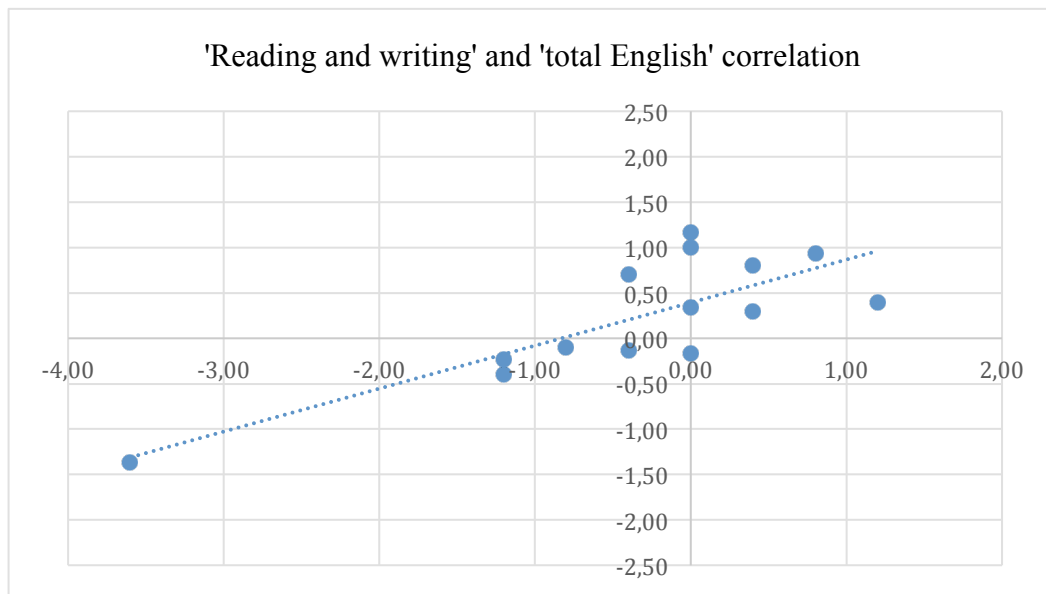
5) There is also a positive correlation between the ‘instrumental orientation’ and the ‘integrative orientation’ scales ($r=0,56241$), which indicates that as the ‘instrumental orientation’ values increase or decrease, the ‘integrative orientation’ values do it in the same way. Such relationship was also found in a study with undergraduate Turkish EFL students (Öztürk and Gürbüz, 2013). The authors refer to the fact that both orientations are not opposite concepts, but rather they “go hand in hand most of the time and contribute to the learning and lead to success” (Öztürk and Gürbüz, 2013: 73). Therefore, the same reason might explain this correlation in our study. The graph 10 above illustrates the correlation between these two scales.



Graph 10: Correlation graph for ‘integrative orientation’ and ‘instrumental orientation’ scales

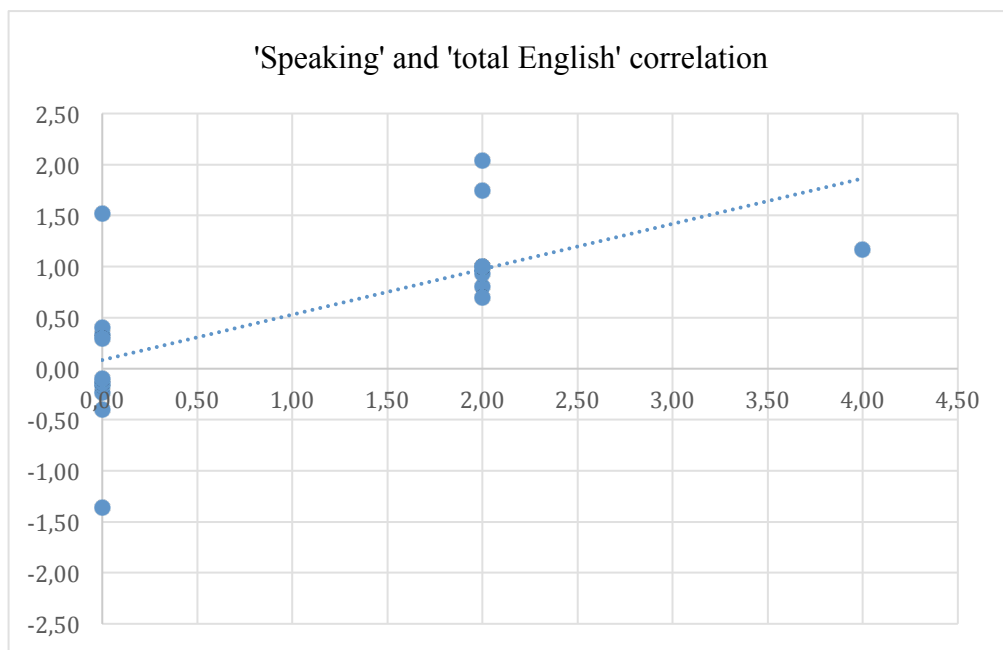
From the graph, the ‘integrative orientation’ values are represented on x-axis, while the ‘instrumental orientation’ values are displayed on y-axis. The degree of the positive correlation ($r=0,56241$) derived from the analysis is represented by the slope of the trend line. In this case the data points lie close to the trend line due to the low value of the p -value (p -value=0,00796).

6) Regarding the English test, there is a positive correlation between the ‘reading and writing’ and the ‘total English’ scales ($r=0,47187$). Similarly, another positive correlation between the ‘speaking’ and the ‘total English’ scales is established ($r=0,63213$). However, in spite of the positive correlation between ‘reading and writing’ and ‘total English’ scales, ‘reading and writing’ ($M=-0,34$) experienced a decrease while the ‘total’ scale increased ($M=0,36$), as it has been shown in graph 4 above. This might be explained due to the major increase in the ‘speaking’ scale ($M=1,00$). In short, it might be said that ‘reading and writing’ and ‘speaking’ scales have most influence in the total scores in the English test. Following, graphs 11 and 12 represent the correlations between such scales.



Graph 11: Correlation graph for 'reading and writing' and 'total English' scales

Graph 11 displays the 'reading and writing' values on the x-axis and the 'total English' values on the y-axis. The positive correlation ($r=0,47187$) obtained in the analysis is represented in the graph by the trend line. Its slope shows the degree of correlation among the variables, and the distribution of the data is close to the trend line due to the p -value=0,0308.



Graph 12: Correlation graph for 'speaking' and 'total English' scales

In the graph, the 'speaking' values are represented on x-axis while the 'total English' values are represented on y-axis. The positive significant correlation obtained from the analysis ($r=0,63213$) is represented by the slope of the trend line. The low p -value ($p\text{-value}=0,00211$) indicates that the result is significant. This value can be seen in the graph represented by the distribution of the data, which is close to the trend line.

4. CONCLUSIONS

From the literature that has been used for this study, motivation has been defined as the force that moves us to act and to decide to do something. Thus, it constitutes an essential element in learning, and, particularly in our context, in learning a new language. This dissertation has focused on the role of motivation while learning a second language like English. In order to understand how motivational factors are related to the learning of English, a study at the International School Eindhoven (ISE) has been carried out. The research design of the study has been determined by the particular conditions of the internship, especially the ones related to the short period of time –less than two months for the design and the current implementation of the study– and the small sample size –21 Dutch primary students–. These obstacles modified the initial plan and turned the study into an observational study that entails the following limitations.

First, the observational study does not include any manipulation of variables. Therefore, the results cannot be attributed to any controlled variable or modification. Second, the sample size is not representative, thus the results cannot be generalised for other studies. However, the results can be interpreted and be useful in the context of the setting explained in this dissertation. Third, although a period of one month is not usually enough to observe changes in motivation and a longitudinal study over a period of a semester or year would be preferable, I consider that this observational study facilitates a better understanding of some of the variables (English test and motivational scales) involved in a second language learning process, and it provides a better idea about where to put the focus in future interventions. Indeed, this type of study might serve as a base for further research, helping to formulate hypotheses to be proved in them.

From the results of the study, several conclusions can be drawn. Although some caution is needed while interpreting the findings, they can be taken as suggestions for implementing better learning experiences. These findings enable interpretations at three different levels:

1. First, regarding the English test, an improvement in the English scores has been detected, which means that the methodology used might be effective. However, it

seems not to be so effective for the reading and writing skills, due to the decrease experienced in this section of the test. Moreover, based on the correlation found between the reading, writing and speaking scales and the total scores of the English test, these scales seem to have the biggest impact on the English total scores. Thus, more focus is needed for the listening skill in order to make it as much relevant as the other skills.

2. With respect to the motivational questionnaire, an increment in the ‘attitudes towards English language learning’ and the ‘integrative orientation’ was distinguished, which suggests that the students have favourable attitudes towards English and willingness to learn the language. Such a positive perception of English among the Dutch students is not really surprising, due to the perceived proficiency English level of the Dutch people and the integration of English in early stages of the Dutch educational system. In the context of the International School Eindhoven, this has been even more evident, due to the multicultural environment that facilitates the language exchange and the interest in foreign languages.

3. The last level of analysis relates to the correlations drawn among motivational scales and the English test. Surprisingly, only one significant correlation between speaking skill and classroom anxiety was found. Unfortunately, in general, no direct correlation between other motivational factors and the English scores was found. In short, although the literature shows that motivation and language achievement are often correlated, this end has not been verified in the context of our study setup. A possible explanation could be that learning a language, besides motivation, is affected by many other factors such as the classroom setting, the teacher or even the methodology used. All these factors were not taken into account in our case and it might have an implication on the results. A lesson learned from this is the complexity of analysing motivation in a real setup, where motivation cannot be isolated and analysed individually. Instead, the analysis of motivation while learning a language calls for a more complex analysis where different variables need to be involved. Thus, as a possible future intervention with students, it might be interesting to include an independent variable like the type of methodology used (CLIL vs. no CLIL), in order to be able to explain the influence of motivation in learning a second language by means of the methodology implemented.

Finally, from a more personal point of view, having the opportunity to be in an international environment has been a highly rewarding experience. Thanks to it, I have been able to live together with both children and teachers from all over the world, exchanging knowledge and experiences. I have learned new methodologies to implement in the pre-primary and primary classrooms and I had the opportunity to put them into practice, enhancing the students' participation. Furthermore, and most importantly, I have realised the relevance of keeping the students motivated while learning, allowing them to have the leading role, which should be the fundamental principle in Education.

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6. ANNEXES

ANNEX 1- MOTIVATIONAL QUESTIONNAIRE

MY NAME IS

Please circle your choice for the following sentences.

1. I want to speak English very well.

I agree



I don't know



I disagree



2. I like to speak English with people.

I agree



I don't know



I disagree



3. I don't like English.

I agree



I don't know



I disagree



4. I am really interested in English language.

I agree



I don't know



I disagree



5. I want to meet more English people.

I agree



I don't know



I disagree



6. English is important for me.

I agree



I don't know



I disagree



7. I really have no interest in English.

I agree



I don't know



I disagree



8. I want to have English friends.

I agree



I don't know



I disagree



9. I like to listen to English people.

I agree



I don't know



I disagree



10. I like to speak with English people.

I agree



I don't know



I disagree



11. Learning English is really fun.

I agree



I don't know



I disagree



12. I really enjoy learning English.

I agree



I don't know



I disagree



13. English is an important subject for me.

I agree



I don't know



I disagree



14. I love studying English.

I agree



I don't know



I disagree



15. English is one of my favourite subjects.

I agree



I don't know



I disagree



16. Learning English is boring.

I agree



I don't know



I disagree



17. I want to continue learning English in the future.

I agree



I don't know



I disagree



18. Learning English is very important for me.

I agree



I don't know



I disagree



19. I have little interest in learning English.

I agree



I don't know



I disagree



20. I want to learn more English.

I agree



I don't know



I disagree



21. I am nervous speaking English in my classroom.

I agree



I don't know



I disagree



22. I don't feel comfortable speaking English in my classroom.

I agree



I don't know



I disagree



23. I am relaxed speaking English in my classroom.

I agree



I don't know



I disagree



24. I think that my classmates speak English better than me.

I agree



I don't know



I disagree



25. I am shy speaking English with my teacher.

I agree



I don't know



I disagree



26. Learning English is important for me because I can talk to many people.

I agree



I don't know



I disagree



27. Learning English is important for me because I can know more things about other countries.

I agree



I don't know



I disagree



28. Learning English is important for me because I can talk to children from other countries.

I agree



I don't know



I disagree



29. Learning English is important for me because I can know the English celebrations.

I agree



I don't know



I disagree



30. Learning English is important for me because I can talk to English people.

I agree



I don't know



I disagree



31. Learning English is important for me because I can make more friends.

I agree



I don't know



I disagree



32. Learning English is important for me to pass the English exams.

I agree



I don't know



I disagree



33. Learning English is important for me because I will need it for my future.

I agree



I don't know



I disagree



34. Learning English is important for me because I will need it in Group 5.

I agree



I don't know



I disagree



35. Learning English is important for me because I will need it when I am an adult.

I agree



I don't know



I disagree



THANK YOU VERY MUCH FOR YOUR PARTICIPATION

ANNEX II- ENGLISH PRE-TEST: STARTERS

Centre Number		Candidate Number	
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Cambridge Young Learners English

Starters

Listening

Sample Paper



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

There are 20 questions.

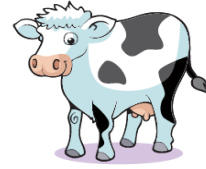
You will need coloured pens or pencils.

My name is:

Part 1

- 5 questions -

Listen and draw lines. There is one example.



Part 2

– 5 questions –

Read the question. Listen and write a name or a number.

There are two examples.



Examples

Which school does the boy go to? Hall Street School
.....

How many football shirts does the boy want? 12
.....

Questions

1 How many small shirts does the boy want?

2 What's the teacher's name? Mr

3 Which class is the boy in?

4 What's the boy's name?

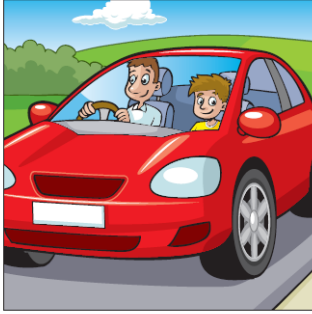
5 Where does the boy live? Street

Part 3

- 5 questions -

Listen and tick (✓) the box. There is one example.

How is Bill going to his grandpa's house?



A

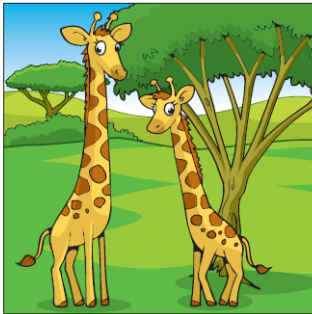


B

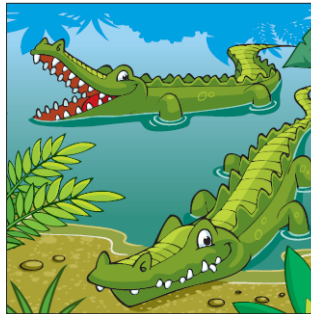


C

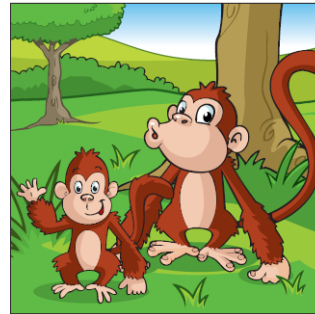
1 What are the new animals at the zoo?



A

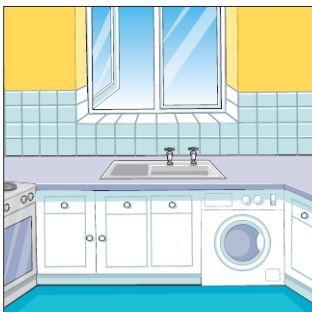


B



C

2 Where's Lucy's book?



A



B



C

3 What does Tom want for his birthday?



A

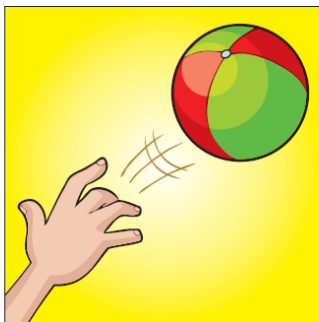


B

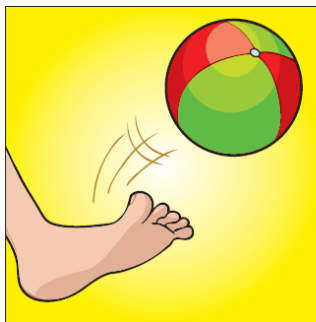


C

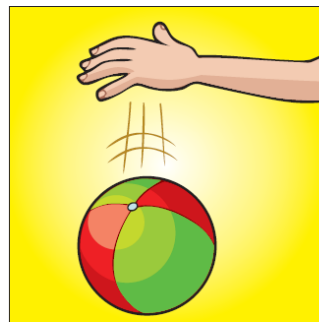
4 What can Tony do with the ball in the house?



A

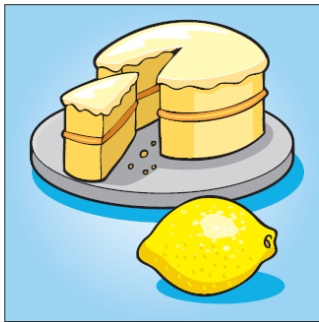


B

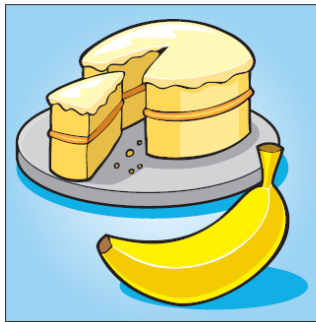


C

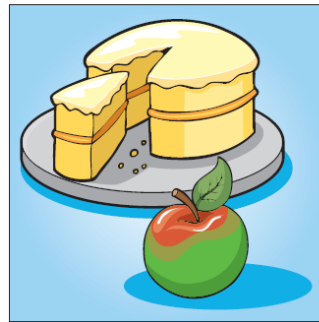
5 What cake can they make today?



A



B

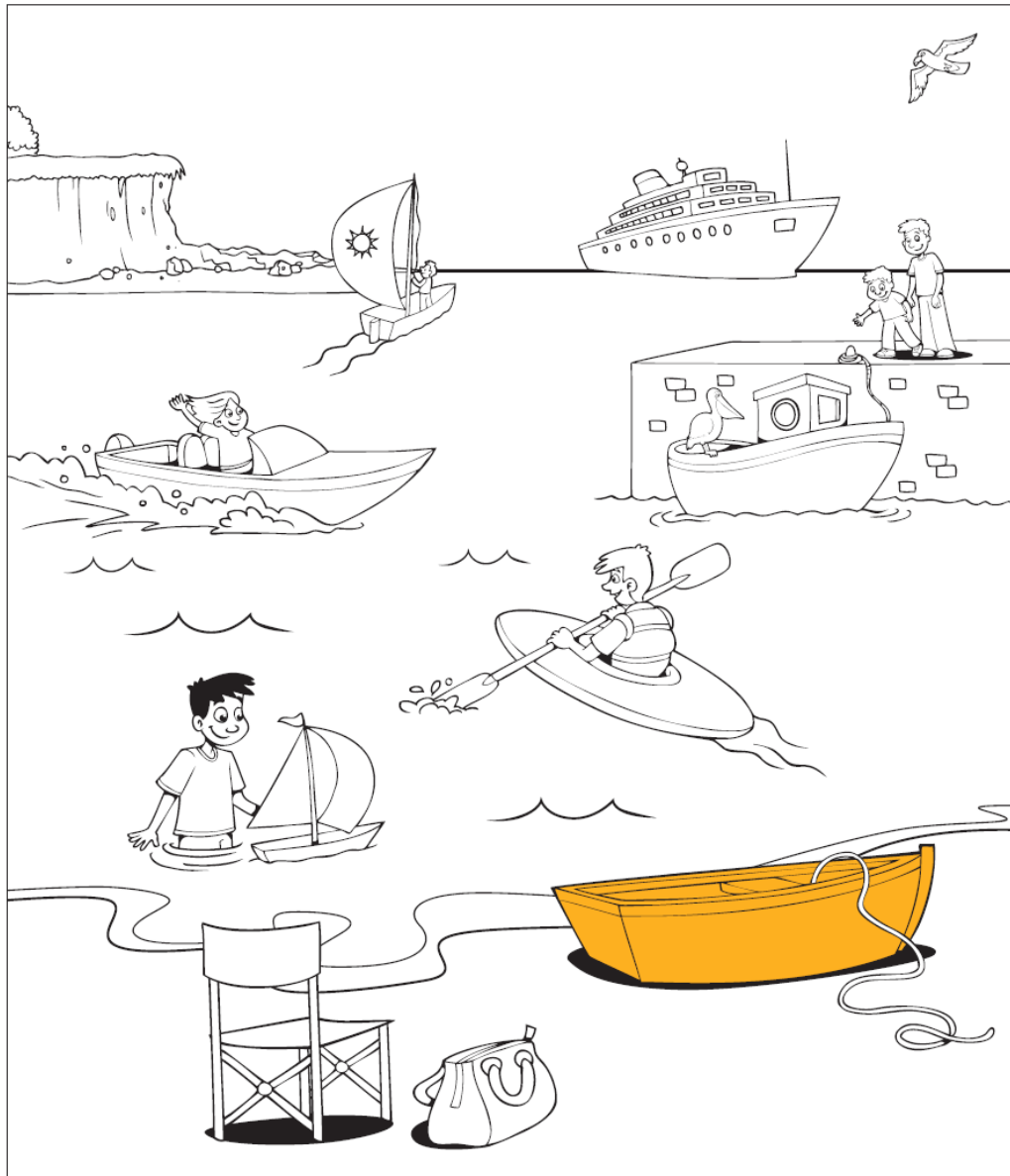


C

Part 4

- 5 questions -

Listen and colour. There is one example.



Centre Number		Candidate Number	
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Cambridge Young Learners English

Starters

Reading & Writing

Sample Paper



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

There are 25 questions.

You have 20 minutes.

You will need a pen or pencil.

My name is:

Part 1

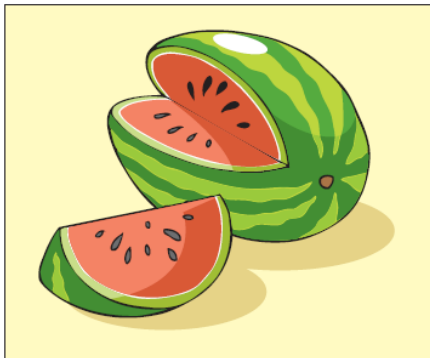
- 5 questions -

Look and read. Put a tick (✓) or a cross (X) in the box.
There are two examples.

Examples



This is a jacket.

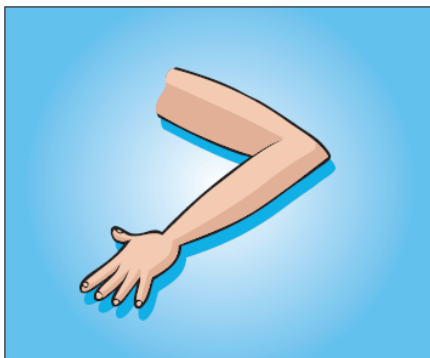


This is a lemon.



Questions

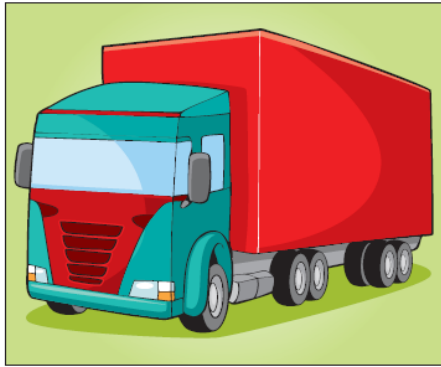
1



This is a face.

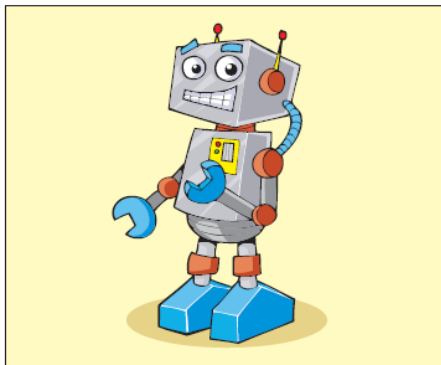


2



This is a lorry.

3



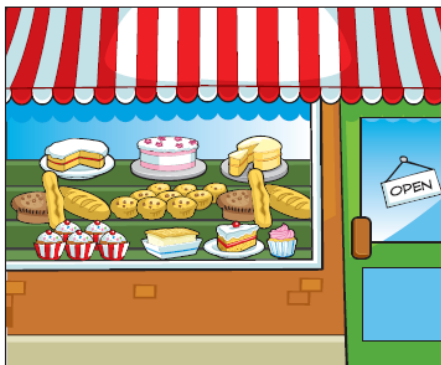
This is a robot.

4



This is a burger.

5

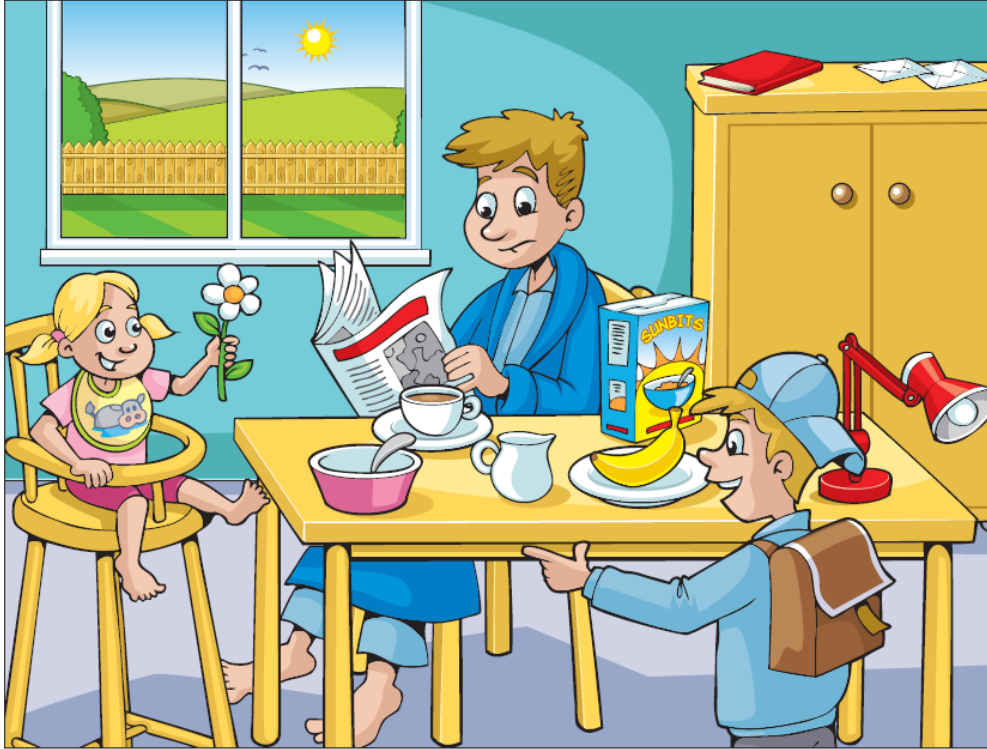


This is a shop.

Part 2

– 5 questions –

Look and read. Write **yes** or **no**.



Examples

The children's dad is reading. yes
.....

There's a lamp on the cupboard. no
.....

Questions

1 You can see a pear on the table.

2 The boy's hat is on his head.

3 There is a toy hippo in the baby's hand.

4 The window is open.

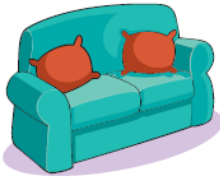
5 The father has got brown hair.

Part 3

– 5 questions –

Look at the pictures. Look at the letters. Write the words.

Example



s o f a



Questions

1





2





3





4





5





Part 4

– 5 questions –


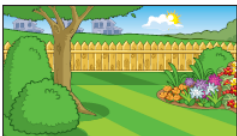

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

A cat



I live with Sam. My *body* and tail are black. I see with my two green (1) I walk and run on my four (2) and I live in Sam's (3) I like eating meat and fish and I drink (4) I sleep a lot in the day and I catch (5) at night.

What am I?
I am a cat.

example			
			
body	pen	radio	legs
			
garden	mice	eyes	milk



2 How many cows are there?

3 What is the dog wearing?



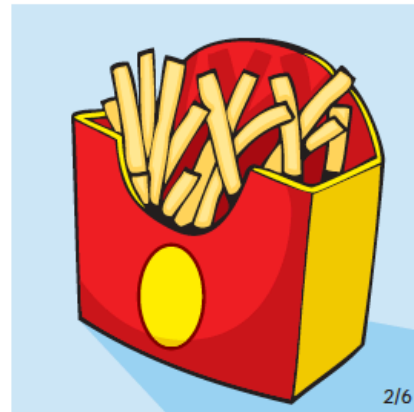
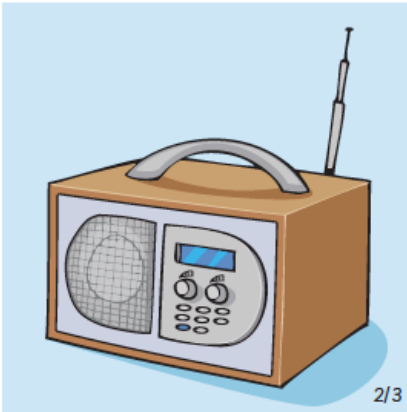
4 Who is smiling? the

5 What is the dog holding? a

Starters Speaking

The students answer the following questions.

1. Where is the apple?
2. How many yellow ducks do you see in the picture?
3. Where is the dog?
4. What is this? (Answer: A dress)
5. Is this a car?





ANNEX III- ENGLISH POST-TEST: STARTERS

Centre Number		Candidate Number	
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Cambridge Young Learners English

Starters

Listening

Sample Paper



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

There are 20 questions.

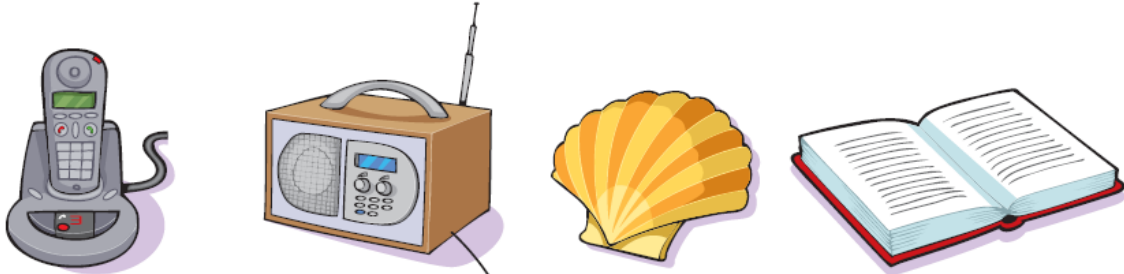
You will need coloured pens or pencils.

My name is:

Part 1

- 5 questions -

Listen and draw lines. There is one example.



Part 2

– 5 questions –

Read the question. Listen and write a name or a number.

There are two examples.



Examples

What is the girl's name?

..... Lucy

How old is she?

..... 7

Questions

1 What is Lucy's friend's name?

2 Which class are the two children in at school?

3 How many dogs are there at Lucy's house?

4 What's the name of Lucy's favourite dog?

5 How many fish has Lucy's friend got?

Part 3

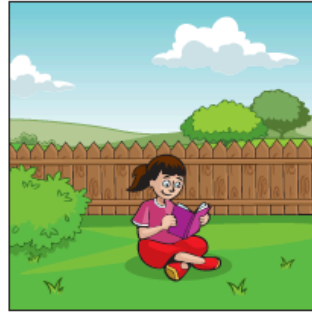
- 5 questions -

Listen and tick (✓) the box. There is one example.

What's Pat doing?



A



B

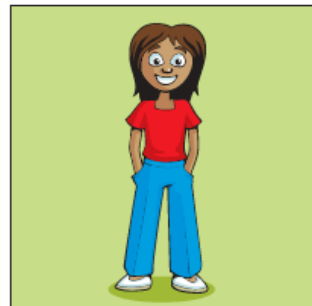


C

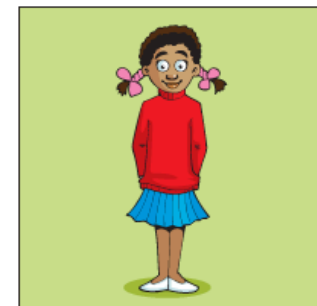
1 Which is May?



A

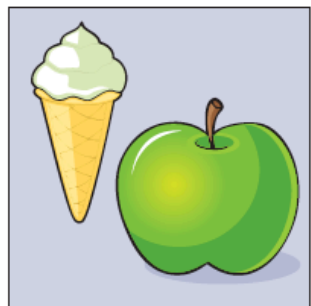


B

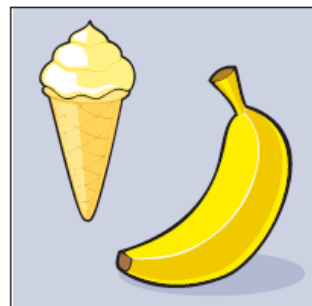


C

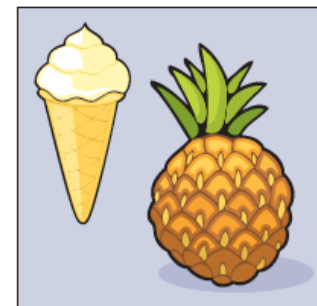
2 Which is Nick's favourite ice-cream?



A



B



C

3 What's Ben doing?



A



B



C

4 Where's Kim's doll?



A



B



C

5 What's Dad doing?



A



B



C

Part 4

- 5 questions -

Listen and colour. There is one example.



Centre Number		Candidate Number	
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Cambridge Young Learners English

Starters

Reading & Writing

Sample Paper



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

There are 25 questions.

You have 20 minutes.

You will need a pen or pencil.

My name is:

Part 1

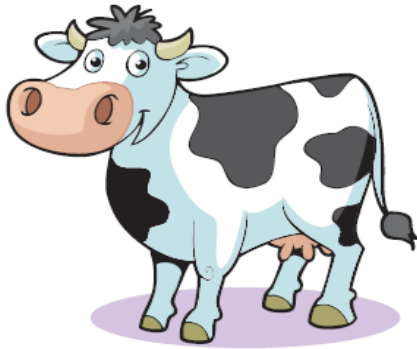
– 5 questions –

Look and read. Put a tick (✓) or a cross (✗) in the box.
There are two examples.

Examples



This is a flower.



This is a goat.



Questions

1



This is a lizard.



2



This is a bike.

3



This is a pineapple.

4



This is a television.

5



This is a guitar.

Part 2

– 5 questions –

Look and read. Write **yes** or **no**.



Examples

A boy is reading a book. yes

A monkey is sitting on the big elephant. no

Questions

1 There are two children in the sea.

2 The duck is walking behind the two elephants.

3 The girls are playing with a ball.

4 The woman in the boat has got a camera.

5 The crocodile is eating a coconut.

Part 3

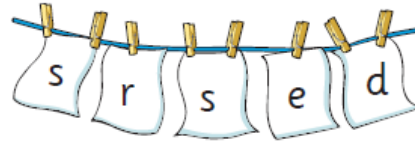
- 5 questions -

Look at the pictures. Look at the letters. Write the words.

Example



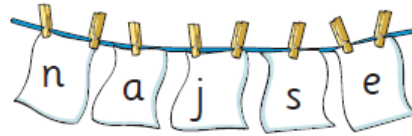
d r e s s



Questions

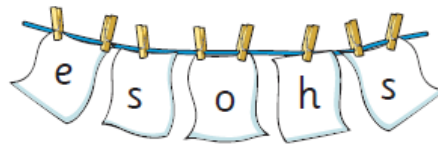
1





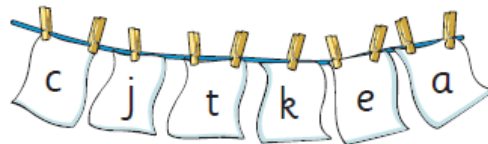
2





3





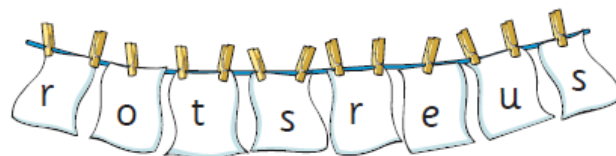
4





5



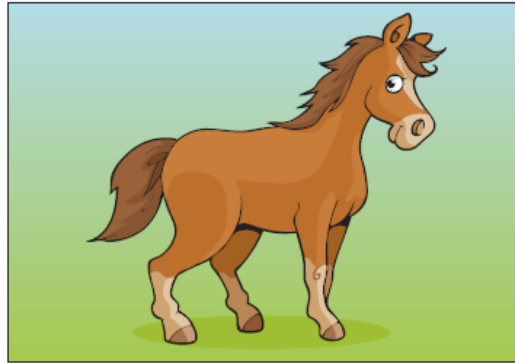


Part 4

– 5 questions –

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

A horse



I've got four *legs*, two ears, two eyes and long
 (1)..... on my head. I'm a big animal. I don't live in
 a (2)..... or a garden. I like eating
 (3)..... and apples. I drink (4).....
 A woman, a (5)..... or a child can ride me.
 What am I? I am a horse.

example



legs



hippo



water



carrots



hair



man



house

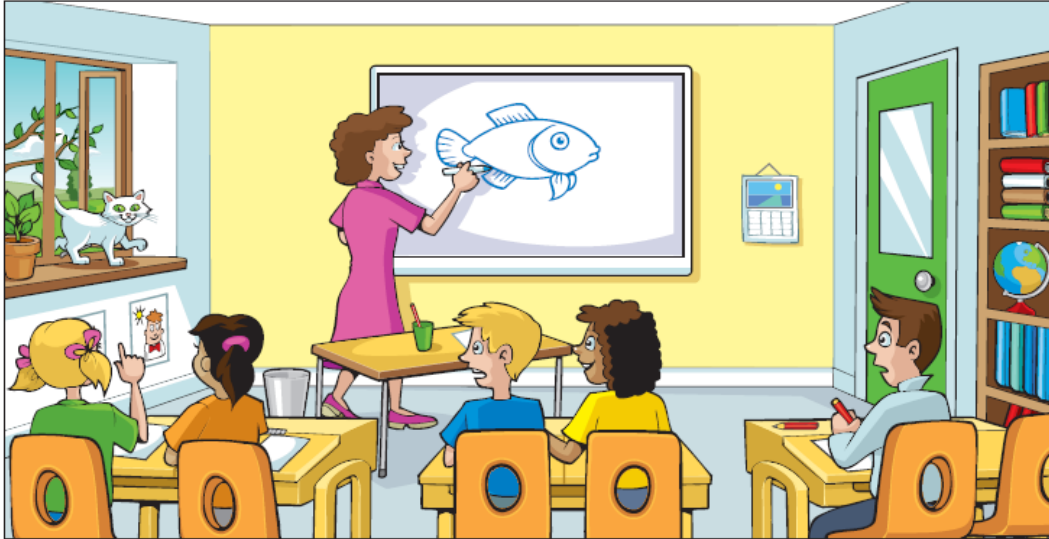


piano

Part 5

– 5 questions –

Look at the pictures and read the questions. Write one-word answers.



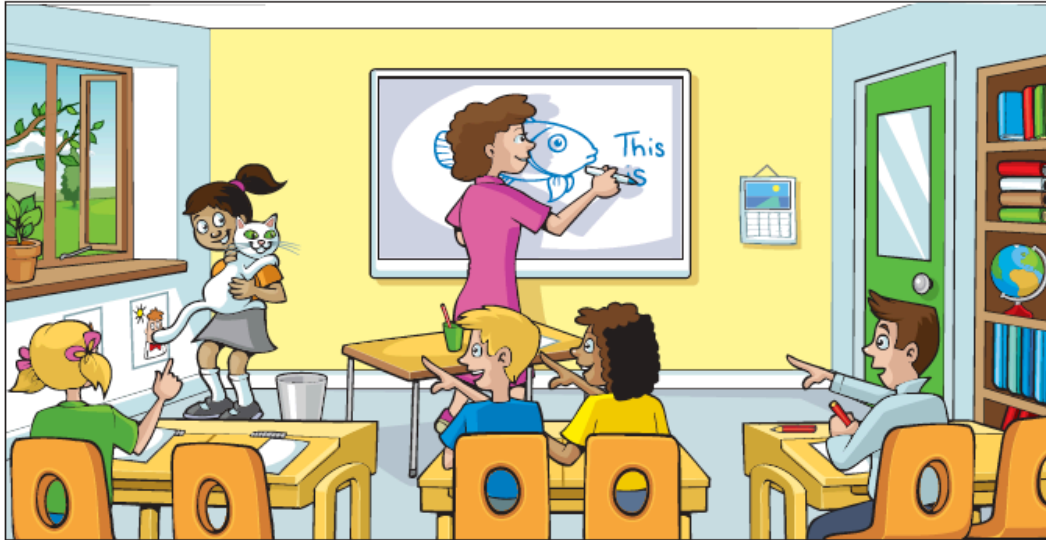
Examples

Where are the children? in the classroom

What colour is the cat? white

Questions

1 What is the teacher drawing? a



2 Who is holding the cat? a

3 What is the teacher doing now?



4 Where is the cat now? at the

5 How many children are looking at the cat?

Starters Speaking

The students answer the following questions.

1. Where is the monkey?
2. Put the shell under the tree.
3. How many children are there in the boat?
4. What is this? (Answer: a bike)
5. What is this? (Answer: a cake)

