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**Measuring motivation and its degree among higher education students in  
non-English Pedagogy Majors: On the adaptation of MAALE  
questionnaire to the Chilean context**

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## Summary

Motivation is the most important factor when acquiring a second language, a crucial feature throughout the learning process. Motivation drives individuals in showing persistence and effort to attain certain goals. Thus, identifying the types of students' motivation towards language learning is fundamental, so that the teaching-learning processes may be fixed and encouraged. However, in our national context, there is a lack of suitable instruments to fulfill this endeavor. Therefore, encouraged by the lack of instruments to identify Chilean student's type of motivation, the current investigation is aimed at examining the reliability of the first two sections of the questionnaire "Motivación y actitudes en el aprendizaje del español como lengua extranjera (MAALE)", instrument that measures learner's motivation towards a foreign language learning. The questionnaire was adapted linguistically and culturally. A group of experts judge these changes which allowed to develop a final version in order to apply it to a group of 161 first year students whose ages fluctuated between 18 and 25 years old. All of them were from four pedagogy majors, which curriculum included a mandatory English course in the second semester. The results showed that most of the students possessed instrumental motivation as predominant reasons to learn a second language, with the main purpose of traveling abroad. The second most predominant type of motivation was intrinsic motivation as students consider the process of learning gratifying. The motivation with the lowest predominance was integrative motivation with the intention of being better prepared/instructed for the language. In the case of the degree of motivation, most of the students presented a high degree of motivation in relation to learn the English Language in a mandatory course. The Cronbach analyses show both dimensions of the questionnaire stand as reliable tools for their purposes ( $\alpha > .80$ ).

## CHAPTER I: INTRODUCTION

### 1.1 Introduction to the research

The learning process of a foreign language encloses several elements that coexist and allow achieving the expected learning goal, i.e., the mastery of the target language. Motivation is one of the key elements within this process. Dörnyei (2005) states that motivation is the most important factor when it comes to language learning. According to Gardner (2010) motivation can be defined as people's efforts and eagerness to achieve an established goal. He adds that it also affects persistence, will power and people's enjoyment while trying to reach those goals. Therefore, it is crucial for teachers to acknowledge what motivates students and how to maintain this motivation during the learning process. However, a significant problem is presented when learners are demotivated towards foreign language learning. Lack of motivation may undermine the learning process as it affects learners' determination, energy, and effort to achieve the expected learning goal.

In addition, it is important to consider the different types of students' motivation. Researchers suggest learners are motivated in different ways and forms which influences their proximity to language learning. Thus, it is essential for teachers to be aware of these different kinds of motivation with the purpose of maximizing each learner's potential and promoting language acquisition. Unfortunately, despite the fact many studies have been conducted regarding motivation in language learning, the path is still uncertain. Particularly, research on foreign language learning in Chile is in its infancy, and it may be suggested that the types and degrees of motivation stand as one of the variables that affect the level of proficiency Chilean students attain. Hence, to identify different factors concerning motivation such as types of motivation, their degrees, learners' attitude towards language learning, and others, constitute pivotal elements to be isolated. Nevertheless, this is a difficult endeavor because, as far as we know, there is not a nationally validated instrument that may allow teachers and researchers to

distinguish such elements. For this reason, counting with a reliable instrument in our national context would represent an outstanding contribution to understand, analyze and evaluate students' success or failure in language learning and, in this way, to improve teaching-learning processes.

Thus, the aim of this research is to examine the reliability of the first two sections of the MAALE questionnaire as suitable tools to identify the types and degree of motivation of tertiary students that learn English as a mandatory course in a Chilean university. It is expected that obtained in the research can be helpful tool for teachers due to the lack of investigation in the Chilean area of context, considering that motivation is one of the most influential factors in second language acquisition.

## **1.2 Summary per Chapter**

This research is divided into five chapters. After the summary, first chapter introduces the research. Chapter two represents the foundations of the research, with Second language acquisition, Second Language Acquisition in the Chilean Context, factors that affect the SLA, types of motivation, motivation in the SLA and how to measure motivation. The following chapter presents the methodological framework, displaying the research questions, the objectives, the sample, the instrument used in the investigation, along with the data collection and the research result considering the focused dimensions of the investigation. Subsequently, chapter five deals with the discussion of the results. To conclude with analyses come forth from the study, limitations, and further research on the field.

## **CHAPTER II: THEORETICAL FRAMEWORK**

This chapter encompasses the theoretical framework of the research, in specific the concepts of Second Language Acquisition according to different authors in the field, and also considering the Chilean context. Subsequently, internal and external factors in SLA are introduced, which includes different elements such as age, gender, native language, socioeconomic status, etc. The concept motivation is defined and its different types (instrumental, integrative, intrinsic & extrinsic) constitute the core of the framework, its influence in Second Language Acquisition, and how to measure this essential factor.

### **2.1 Second Language Acquisition**

Human communication has always been an interesting topic to study and analyze through the decades. Moreover, how people acquire a language has generated an intense debate between different authors and experts on the field, which has implied the development of different theories and views concerning language acquisition. Specifically, each of these theories share a view related to Motivation and its evolution in the role of acquiring a language. Then, the different theories analyzed in this research are Behaviorism, Cognitivism, Grow Motivation theory, and the Social Cognitive theory.

Firstly, Behaviorist theories put emphasis on rewards and punishments when analyzing motivation. According to this view, motivation is due to reinforcement and external rewards, what it is later defined as extrinsic motivation. One the most famous authors in the behavioral views was B. F. Skinner who, based on Thorndike's 1898 law of effect developed the operant conditioning theory, claimed that operant conditioning is a method of learning that occurs through rewards and punishments for a specific behavior. Moreover, through operant conditioning an individual makes an association between a particular behavior and a consequence (Skinner, 1938). In other words, this theory envisions that behavior is determined

by its consequences, reinforcements or punishments, which define if the behavior will repeat itself again in the future. However, as many things in life, this view of motivation may also present some drawbacks. For example, giving students extrinsic rewards for performing a task could arise in them an interested attitude towards learning, students could not be really interested in learning if there is no reward and their change in behavior may stop and return to the origin once the reward is obtained or stopped. Finally, it may lessen the intrinsic motivation they could have for the task requested. (Anjomshoa & Sadighi, 2015)

Secondly, the Cognitive view proposes that "behavior is influenced by the environment and self-perception" (Anjomshoa & Sadighi, 2015, p. 129). In other words, cognitive views claim that a person's perception of themselves and the environment influences their behavior. Following the same authors, in contrast to the Behavioral views of external stimuli-consequences, cognitive views focus on the internal, more specifically, in an active processing and interpretation of information received. Moreover, Cognitivism focuses its attention on the processes involved in learning rather than on the observed behavior. As Lightbown & Spada (2006) declare, Cognitivism claims that language learning is not different from any other type of learning; thus, it is based on the result of internal processes and associations of the brain, relaying on the mental aspects of learning and its rewards.

Concerning motivation and based on Jean Piaget's work, Anjomshoa & Sadighi (2015) declare that these views believe motivation is influenced by a person's need to achieve equilibration, i.e. to keep organization and balance of their perceptions of the outside world. Also, the authors state that motivation is influenced by a person's need for achievement as well as it is influenced by how a person attributes his/her successes and failures, what it is known as the Attribution Theory (Anjomshoa & Sadighi, 2015).

Continuing with the theories, the Maslow's theory of Grow Motivation is presented. This theory declares that motivation is influenced by fulfilling different levels of needs presented in

a hierarchical order. In this theory Maslow (1970) elaborated a hierarchy of needs that influence motivation, in the form of a pyramid. In the bottom of Maslow's hierarchy of needs, the physiological needs, such as the need for food, water, oxygen, etc. are presented. In the following are the safety needs, which represent nurturance, money, safety and security. Continuing in third position the needs of belongingness and love are situated. Leading to the fourth level with the need of esteem, which involves respect, self-esteem, recognition, among others. Finally, in fifth position, there are Self-actualization needs, which in simple words can be described as maximizing one's potential. Lastly, as well as the others, this view also presents some drawbacks when applying it in real context, deficiency in needs must be addressed and fulfilled by the teacher in order of a student to be motivated to learn (Anjomshoa & Sadighi, 2015).

Finally, the Social Cognitive view of motivation, first presented in the 1960's by Albert Bandura as Social learning theory "emphasizes social origins of behavior and proposes that cognitive factors play a central role" (Anjomshoa & Sadighi, 2015, p. 129). Although in his theory Bandura (1977) agrees with the behavioral theories of classical conditioning and operant conditioning, he added two new factors that influence motivation, firstly, the models that people are exposed to, meaning that behavior is learned from the environment via observational learning. Secondly, the level and influence of people's self-efficacy. Bandura (1977) believes that humans are active information processors, so they are capable of understanding the relationship between behavior and its consequences.

However, humans do not automatically observe certain behaviors and imitate them. There is a cognitive process prior to imitation, where the individual observes a behavior and mediates its imitation, this consideration is called mediational process and occurs while observing the behavior (stimulus) and imitating it or not (response) (Bandura, 1977).

To conclude, there exist a wide range of theories regarding the acquisition of a second language, some of them acknowledge the role of motivation in the learning of the language as well as others completely dismiss it. Nevertheless, motivation has become a significant element when it comes to second language acquisition. For this reason, the number and quality of the studies on the field have increased throughout the time; however, it has not been possible to obtain an overall agreement and unique description of motivation among researchers.

### ***2.1.1 Second Language Acquisition in the Chilean context***

Due to the significant growth that the world has manifested recently and the connection that came along with globalization, the Chilean government has encouraged English language learning and teaching through the implementation of different policies since the past decades. However, it can be suggested that the recognition of the importance of English is rather recent. Formerly, the subject of English was not part of the national curriculum of education. Foreign language teaching, particularly the teaching of English, was exclusively confined to the curriculum of private schools and schools related to migrant communities (e.g. Scuola Italiana, Deutsche Schule, etc.). This represented a minimum part of the total population, more specifically the elite sector, allowing the opportunity of being bilingual exclusively to the upper class. Hence, the recognition of English as an essential tool for the new globalized world led to that, in 1996, English language become a compulsory subject from fifth year in primary school until fourth year in secondary school. This action was part of the new focus of the democratic governments to promote higher levels of equity in education and opportunities among citizens. The introduction of English as a subject part of the compulsory curriculum of education in Chile was a core component of the First National Educational Reform, marking the transition to democratic governance and the modernization of the country (Barahona, 2015).

According to Barahona (2015), the Ministry of Education of Chile has adjusted the curricular framework of the educational reform initiated in 1996. Throughout the years, changes have been made in order to search for an improvement in the educational field. First, in 2009 changes in the curricular composition of the subject were introduced. Moreover, recently in 2012, a standardized test was included with the purpose of evaluating and measuring the level of English proficiency among Chilean students (English SIMCE). As a consequence of these actions, nowadays in contemporary schooling, English has a relatively high relevance as a subject, creating both higher expectations of language development and heightening the aspirations of all students to learn it (Ministerio de Educación, 2009, 2012).

Unfortunately, these actions have not reflected the expected results regarding English language proficiency attained by Chilean learners, which continues being very deficient, as revealed in the last study carried out by Education First<sup>1</sup>. According to this organization, Chile is ranked in position n° 46 out of 88 countries surveyed, which means that is located in the category of “low”. Furthermore, the last SIMCE of English applied in 2012 to third year students from high school level did not show positive results either: it just reached categories *under level A1* (0-44 points) and *level A1* (45-69 points), the lowest existing categories established by the Common European Framework for Language Learning (CEFR).

Concerning these results, the government has worked on the search and implementation of significant tools with the objective of encouraging and improve the current level of English proficiency in our country. One of the measurements implemented by the Ministry of Education was the creation of the “Programa Inglés Abre Puertas” (PIAP) in 2004, with the mission of:

“Mejorar el nivel de inglés que aprenden los(as) estudiantes de 5° año básico a 4° año medio, a través de la definición de estándares nacionales para el aprendizaje del inglés,

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<sup>1</sup> Organization that claims to possess the world's largest ranking of countries and regions by English skills (Education First, 2019).

de una estrategia de desarrollo profesional docente y del apoyo a los(as) profesores(as) de inglés en las salas de clases” (Programa Inglés Abre Puertas, 2019, p. 1)<sup>2</sup>.

The program was created with the purpose of supporting English teachers in their praxes, and among other points, the program contemplates the arrival of a native speaker to the school, who is required to work along with the students and help them to perform several tasks related to the subject. That unique experience provides students with the opportunity of interacting and practicing their knowledge with the foreign individual in order to communicate, what motivates students’ interest and dedication in learning the target language. Even though the program is not directly oriented to motivate students, as it mainly focuses on promoting language proficiency, it might be suggested that an increase on students’ motivation may result from the program since it provides the opportunity to teenagers students who are interested in the foreign language, to participate in a winter camp and a summer camp, both fun and stimulating instances to practice and improve their level of English by performing interactives activities in a different and less formal environment than the classroom. (Programa Inglés Abre Puertas, 2019). However, as far as we know, this variable has not been considered when examining the effects on motivation of such an intervention, a situation that remarks that research on this field is still on its infancy.

Despite the measures considered, English language learning in Chile continues standing as an issue, since the levels of proficiency that students reach has not significantly improved.

In this context, to identify factors that affect English language learning represents a mandatory endeavor in order to foster language learning process.

## **2.2 Factors that affect the acquisition of a second language**

Multiple factors are the ones considered to impact the process of acquiring a second language. These factors can affect negatively as well as positively the learning process. For this

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<sup>2</sup> Taken from the Official website of the program, which is originally in Spanish.

reason, they have been investigated all over the years in order to understand how and to what degree they affect the aforementioned process.

In formal teaching contexts, teachers should be aware of the part that these factors take in order to identify when one of them is influencing the learning of the target language. Learners should also acknowledge these factors due to the fact it would convey a great opportunity to use them to their advantage. Paradis (2011) declares that factors affecting second language learning can be divided into internal or individual factors and external factors.

### ***2.2.1 Internal factors***

Internal factors correspond to a variety of personal characteristics that could determine why some learners are more likely to achieve higher levels of attainment when it comes to second language acquisition. Factors like learners' age, gender, personality and learning strategies are the most researched as they appear to be the aspects with greater influence in the process.

**2.2.1.1 Age.** Age is considered one of the most important factors in the acquisition of a second language. The Critical Period Hypothesis, first proposed by Penfield & Roberts (1959), suggests that the capability to acquire a second language is related to the age of the person. Abundant research has been done regarding this assumption. Nonetheless, Singleton (2004) concludes that current studies are not enough to affirm that younger learners of a second language are more successful than older ones. This does not mean that age is less important though. Bista (2008) declares that even though age is not the most important factor, other factors that depend on it, like learning styles and individual differences, are crucial variables that influence the range of the different stages of learning.

**2.2.1.2 Personality.** Personality has also received a great deal of attention as it could impact the way learners acquire a second language, because it has been stated as a factor that significantly influences the degree of success students achieve (cf. Dörnyei, 2005; Ehrman, 2008; Ehrman & Oxford, 1995). The terms extrovert and introvert are the most well-known distinctions when classifying learners according to their personal traits. Zhang (2008, p.2) concludes that “extroverts (or unreserved and outgoing people) acquire a second language better than introverts (or shy people). The reason for this could be that extrovert learners are more successful at using the language orally as they feel more comfortable than introverts and they do not feel ashamed when making mistakes (Zafar & Meenakshi, 2012). This represents a disadvantage for introverts as they are less likely to participate in potential interactions that can be good opportunities to practice the language. The Interaction Hypothesis, credited to Long (1980), affirms that “what promotes the development of second (or foreign) language proficiency is the process of face-to-face linguistic interaction, not merely the encountering of input” (Johnson & Johnson, 1999, p.174).

MacIntyre, Clément & Noels (2007) state that “it seems almost axiomatic that the personality of the language learner would have an impact on the process of L2 acquisition, yet the empirical evidence appears to be lacking” (p. 288).

**2.2.1.3 Gender.** Gender also represents a variable deliberated as important in the process of language acquisition. Numerous pieces of research have been conducted about gender and its implication in SLA, yet results are not conclusive. Even if there are not enough proofs to point out a significant advantage for any gender, differences between the two are clear. According to a recent study conducted by Aslan (2009), females could be considered more successful language learners as they utilize more learning strategies than men. Another study conducted by van der Silk, Van Hout & Schepens (2015) concluded that “the gender gap

in favor of L2 female learners in speaking and writing turned out to be a robust, convincing effect”. Nevertheless, both studies establish the need of further research. Therefore, the influence of gender in SLA continues standing as an issue.

**2.2.1.4 Learning strategies.** When talking about learning a new language effectively, it can be noticed that some people are more successful than others. This could be credited to the fact that every learner has his/her own way to approach the target language, this is what we call a strategy. Hinkel (2011) states that learner’s strategies can be defined as “thoughts and actions, consciously selected by learners, to assist them in learning and using language in general, and in the completion of specific language tasks”. She makes a differentiation between language learning strategies and language use strategies. The former employed for learning new language material, and the latter for using previously learned material. Teachers should be aware of these strategies in order to teach them to their students so that they can adopt the most convenient for them. Oxford (2003) mentions that understanding how, when and why to use these strategies can be helpful for learners to achieve adequate levels of proficiency to facilitate the learning process itself.

### **2.2.2 External factors**

External factors correspond to certain contextual characteristics of the learning situation. According to Brown (2007), these components change according to the learners' contexts and are not determined by them. Among the most researched, it can be found the native language of the learner, the nature of the learning process and the socioeconomic status.

**2.2.2.1 Native language.** The native language of the learner is contemplated as a relevant factor influencing SLA. This is known as the Native Language Effect which refers to the notion that the native language can have a positive or a negative influence in the target language. The positive influence only depends on the similarities of both languages. On the one hand, if the new language operates similarly to the native language, the acquisition process is facilitated. On the other hand, if the languages are very different from each other, acquisition will be interfered. In this regard, Brown (2001) claims:

“the native language of learners exerts a strong influence on the acquisition of the target language system. While the native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.” (p.66)

**2.2.2.2 The Nature of the learning.** A lot of research has been conducted concerning the nature of the process of acquiring a second language. While some learners acquire a second language by getting the experience in first-hand, there are other learners who undergo this process into a classroom. It is believed that learning a second language in a natural setting can be far more beneficial than in a classroom. Spada & Lightbown (2013, p.32) state that “classroom learners not only spend less time in contact with the language, they also tend to be exposed to a far smaller range of discourse types”. This could show how different the two

experiences are and the clear advantage that one has over the other. Learning a second language in a country where the official language is not the language the student aims to learn may mean that finding native speakers to interact with can be hard and sometimes even impossible, a situation that diminishes the final attainment.

**2.2.2.3 Socioeconomic status.** Another external factor that could greatly affect the acquisition of a second language is the socioeconomic status of the learner. Having an underprivileged status results in not possessing the means to buy certain goods like computers, textbooks or dictionaries. Also, this situation could reduce the quality of education a learner receives. For low-income families, there is also little to no possibilities of travelling to another country in order to acquire a second language in a natural setting. Additionally, this factor can affect learners' self-confidence. In a recent investigation about the importance of socioeconomic factors in foreign language learning in Chile, Kormos & Kiddle (2013, p. 409) concluded that "social class has an overall medium-size effect on motivational factors with self-efficacy beliefs being the most strongly influenced by socioeconomic status".

## **2.3 Motivation**

As motivation is the principal factor regarding our research, we decided to set it apart from the rest of the factors in order to go more in depth in its influence on the acquisition of a second language.

### ***2.3.1 Definition of motivation***

Motivation is a key element in Second Language Acquisition. It is considered as a multifaceted factor which demonstrates that it is not a simple term. In fact, Gardner (2010) refers to motivation as a very broad-based construct that has both cultural and educational components when applied to the language learning situation. Hence, there are various researchers who have been studying its significance through the years, coinciding in the fact that motivation is crucial to achieve a successful path initiating the learning process of an L2 and continuing until the end. Besides, it would affect all the other factors involved in the learning endeavor such as enthusiasm, commitment and persistence (Serin, 2017).

There are different views regarding motivation in SLA. According to Jafari (2013) motivation has more emphasis on individual's decisions, choices people make, experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. However, under a process-oriented view, motivation is defined as a "process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached" (Dörnyei, 1998. p 118). According to Gardner (2010), motivated individuals express effort in attaining the goal, they show persistence, and they attend to the tasks necessary to achieve the goals. All these observations encompass the effort learners must invest to achieve their objective which, in this case, is the learning of a second/foreign language.

Motivation has been classified in different types such as Global, Situational and Task motivation (Brown, 1987), instrumental and integrative (Gardner & Lambert, 1972), intrinsic and extrinsic (Deci & Ryan, 1985), among others. We focused our revision on instrumental/integrative, intrinsic/extrinsic types of motivation. These orientations are not mutually excluded due to the fact students usually use a combination of both.

Summing up, motivation can be understood as the psychological process which causes the response to a specific stimulus aiming to reach a desired goal. Motivation is what drives interactions, having the function of a bridge between the desire and the action.

### ***2.3.2 Types of motivation***

As it has been suggested there are different types of motivation that held importance among the reasons that impulse students to acquire a second language/foreign language. We focused our research in the followings.

**2.3.2.1 Instrumental Motivation.** There is a variety of situations in which learning a second language can provide benefits, and the ones that pursuit those benefits follow an instrumental motivation. The aim of instrumental motivation resides in the practicality that the language to learn may have (Anjomshoa & Sadighi, 2015). This means that the language must be useful in a particular situation, and it must present advantages to the person's life, mainly monetary rewards; this vision is academic, or career related. A common example of instrumental motivation in second language acquisition is learning a language to get a raise, a specific job or to pass a test. Thus, when a learner has an instrumental motivation, he/she has a utilitarian goal because of his/her wishes to attain a goal by means of the L2 (Fazel, 2011).

**2.3.2.2 Integrative Motivation.** The integrative orientation reflects an interest in learning another language because of "a sincere and personal interest in the people and culture represented by the other language group" (Lambert, 1974, p. 98). According to this vision, learners aim to classify themselves within the community of the language they are learning and the culture that it englobes in order to be accepted. So, students are interested in the cultural values of the target language group (Fazel, 2011). As stated by Gardner & MacIntyre (1991),

the integrative motive is viewed as a constellation of attitudes and motivation involving various aspects of second language learning, with the prime determinant of achievement being the motivational component. This means that although there are other components inside this view, the motivation of achieving a goal comes first.

Integrative motivation is the integration of learning for purposes of personal interest in a group of people. This motivates students to have an active role in the study of the language and the intention to interact with the group of people that belong to an English-speaking country in another context outside a classroom. A common example for integrative motivation is the close relationship between people of different cultures, who can be family members, friends, or significant others. (Gardner & Lambert, 1972)

**2.3.2.3 Intrinsic Motivation.** Human motivation is often presented in primary actions, the ones which are displayed by feeling, referring to acts on impulse, or to explore what is unknown to people. In this way, Intrinsic motivation possesses a natural factor, which conducts students to incline spontaneously into this tendency in early stages of learning. This type of motivation possesses an identity related to students' personal goals, internally regulated. "Individuals are said to approach a task with intrinsic motivation when they engage in it spontaneously, for the satisfaction or enjoyment derived out of doing the task itself" (Guilloteaux, 2007 p. 49).

In a study by Ng & Ng (2015) it is suggested that intrinsic motivation as it is related with the enjoyment of the mere act of learning, can result in internal rewarding, boosting self-determination and competence. In addition to this, the learners that were highly motivated possessed intrinsic motives. Nevertheless, to reinforce these factors, there must be an active participation of teachers in the student self-discovery to keep finding reasons to learn English as it is likely that these motivations can start to dim with time.

On the contrary, Deci & Ryan (2017), believe that intrinsic motivation is undermined by extrinsic motivation as intrinsic motivation represents the interest and extrinsic motivation, the reward, that is frequently represented as tangible compensations. Nevertheless, intrinsic motivation is inherent in the human condition, the natural factor of this type of motivation, however, makes it easier to be affected by social-contextual conditions, which can result in positive or negative outcomes. Moreover, Ryan & Deci (2000) state that the negative effects in the performance are associated with factors such as deadlines, evaluations, and surveillance throughout the process.

**2.3.2.4 Extrinsic Motivation.** While intrinsic motivation embraces a deep and personal meaning related to the learning of the language, extrinsic motivation is quite the opposite. Extrinsic motivation focuses on the fact that the reason is outside the learner. It is influenced by external incentives such as money, prize, grades and positive feedback (Brown, 2007). These motives are externally regulated, and unlike its counterpart, its main goal is to please an external demand or obligation. When a student is motivated in order to get some external reward or to avoid external punishment, rather than accomplish a task for study purpose, we talk about extrinsic motivation. This means the type of motivation that learners possess may not be authentic since external factors might be pressuring them to achieve their goals instead of an actual interest in the task or activity. Proponents of Self-Determination Theory, view extrinsic motivation as a continuum representing different degrees of harmony between an individual's own way, and an externally prescribed way of thinking or behaving (Guilloteaux, 2007)

## **2.4 Motivation in the acquisition of a second language**

As it has been suggesting throughout this theoretical revision, motivation is a vital element in the acquisition of a second language. The field of SLA investigation identifies motivation as the main factor that influences the success of learner's acquisition of a second language. As Gardner (1985, p. 83), observed "considering all the issues involved, it seems clear that achievement in a second language is influenced by attitudinal/motivational characteristics". Moreover, Gardner (2007) mentions that the first language is a need to communicate and participate in our surroundings, being a motivating factor by itself, unlike second languages which are not necessary to communicate in our environment, thus motivation can have a significant role when acquiring them. Consequently, the enthusiasm, commitment and persistence that learners possess are key to determine if they are going to be successful or unsuccessful in the long process of acquiring a second/foreign language (Hadfield & Dörnyei, 2013).

According to Alizadeh (2016), for a learner to be motivated, they have to possess these characteristics: 1) a positive attitude towards L2 community (implies that to be motivated it is necessary to have a positive view of the community and act favorably towards it); 2) the enjoyment of learning (refers to the need for learner to be intrinsically motivated rather than extrinsically as they are more likely to participate in activities because they enjoy them); and 3) external pressures (like pleasing the parents, receiving a reward, etc. in order to satisfy some external factor).

Various are the aspects that motivate a person to learn the English language, Oxford and Shearin's theory (1994) mention 6 factors that influence motivation in language learning. These are: attitudes, beliefs about oneself, goals, involvement, environmental support and personal attributes. While some of these aspects are inherent to students, other correspond to environmental conditions. According to Chilingaryan and Gorbatenko (2015) "understanding

and creating optimal language learning environments becomes a primary concern of the language teacher”.

A big portion of ESL students finds their motivation on their desire to travel around the world, specifically to a variety of English-speaking countries. Some feel eager to socialize with people from these countries and learn about their culture, music, art, television, etc. As the popularity of the English language increases worldwide, the idea of employing it as a tool to facilitate integration and growth to their occupation has also increased. Therefore, a considerable amount of ESL students expects something in exchange for learning, and only see the language as a mean to obtain what they ambition. On the other hand, we have ESL students that are determined to learn English merely because of the satisfaction and enjoyment they feel when learning new things. And other just simply like the English language. All these reasons correspond to different types of motivation.

## **2.5 How to measure motivation?**

As it has been stated, motivation corresponds to an essential factor when it comes to language learning. Students’ performance in English class is widely influenced by how motivated they are in learning a second language. As stated by Minera (2010), paying attention to affective factors can result into a better performance in learning of a second language, hence, it is necessary to solve issues caused by negative feelings, and to boost and create positive perceptions towards the second language in order to increase students’ level of proficiency.

Varied studies have been conducted in order to test motivation as a factor that influences SLA in different countries. In this regard, many instruments have been designed to fulfill the objectives of these studies. Gardner (1985), Martin (2003), Guilloteaux & Dörnyei (2008), You et al. (2016) have designed different instruments in order to gather information about the different motivational aspects that influence language acquisition. The most well-known is the

Attitude/Motivation Test Battery (AMTB) created by Gardner (1985). This test was subsequently applied by Gardner and MacIntyre (1991). This investigation mainly demonstrated that “both motivating conditions, the individual difference of integrative motivation and the environmentally determined instrumental motivation established by means of financial inducements, influenced the learning of French vocabulary pairs” (p.68).

Furthermore, in order to measure high school students’ motivation, Martin (2003) created the Student Motivation Scale, which evaluates motivation through six boosters being them *self-belief, learning focus, value of schooling, persistence, planning and monitoring,* and *study management,* and four guzzlers that are *anxiety, low control, failure avoidance,* and *self-sabotage.* This instrument allows the recognition of those students in need of extra support, and those whose motivational levels are strong and need to be maintained.

The importance of applying an effective instrument to collect all the data required is fundamental. Thus, Dörnyei & Csizér (2011) proposed some steps to design and analyze surveys and questionnaires. One recommendation advocate that the content needs to be explicit and concise, with close-ended answers. Additionally, the format of the questionnaire needs to be attractive and professional as it influences on respondents’ motivation to answer the instrument. Besides, the instruments should not be extensive. According to Cocca, Pérez, Zamarripa, Demetriou & Cocca (2017), “reducing the total amount of items not only improved the instrument’s overall reliability and items saturations and correlations, but also set up an even shorter questionnaire, affecting positively research costs and practical issues related to completing it” (p.152). Supporting this idea, Hugick & Best (2008) and Shalqvist et al (2011). (as cited in Cocca et al., 2017) stated that “the length of a questionnaire can influence response rates, participants’ concentration, quality of response, or even willingness to participate” (p.152).

Even though varied and numerous investigations have been conducted to identify motivational characteristics among language learners, in Chile this remains an under-researched area. As far as we know, there is neither an instrument nor a validated questionnaire to identify different elements concerning motivation towards a foreign language learning apart from the research carried out by Parra (2018), who implemented two questionnaires, Motivation for Reading Questionnaire (MRQ) (Wigfield, Guthrie, Tonks & Perencevich, 2004) and the Academic Reading Motivation Survey (EMLA) (Muñoz et al., 2012), to measure the motivational level and their characteristics of 4° grade high school students when reading scientific/academic writings.

This lack of research regarding learners' motivation towards language learning may be one of the many causes behind our unsuccessful results in English learning. As mentioned before, motivation corresponds to one of the most important factors that influence language acquisition. In this scenario to design or adapt a research tool to identify the type of students' motivation, the degree of motivation and learners' attitudes towards different elements part of the teaching learning process would represent an enormous contribution.

## **CHAPTER III: METHODOLOGICAL FRAMEWORK**

This chapter encloses the three research questions and the general and specific objectives of the study, descriptions of the sample, the instrument and its adaptation. The data collection is presented in graphs, as well as the results of the research on both dimensions. First dimension corresponding to type of motivation, and its reliability according to Cronbach Alpha's, followed by degree of motivation responding to the second dimension.

### **3.1 Research questions**

1. Do the first two parts of the MAALE questionnaire represent suitable tools to identify the types and degree of motivation of tertiary students that learn English as a mandatory course in a Chilean university?
1. Which type(s) of motivation do students have towards learning English as a mandatory course in a Chilean university?
2. What is the degree of students' motivation towards learning English language?

### **3.2 Objectives**

#### ***3.2.1 General Objectives***

To examine the reliability of the first two sections of the questionnaire “Motivación y actitudes en el aprendizaje del español como lengua extranjera (MAALE)” (Appendix I) as suitable tools to identify the types and degree of motivation of tertiary students that learn English as a mandatory course in a Chilean university.

#### ***3.2.2 Specific Objectives***

- To identify students' types of motivation towards learning English as a mandatory course.
- To determine the degree of motivation students have towards learning English language.

### **3.3 The sample**

The sample corresponds to a non-probability sampling. A non-probability sampling is “a sampling procedure that will not bid a basis for any opinion of probability that elements in the universe will have a chance to be included in the study sample” (Etikan, 2017, p. 215) in this case we specifically used a purposive sample. It comprises 161 first year students of four different pedagogy programs from a university located in Concepción, Chile. The majors selected were Spanish, Biology, Mathematics and Physical Education. These students were selected because their programs include a mandatory course on English as a foreign language during the second semester of the first year. The average age of the participants is twenty years old. Regarding gender, the sample is composed of 78 males and 83 females, all of them Chilean learners. Although, the study did not consider the last aspect as relevant for the investigation. An informed consent was presented to the students before the questionnaire began. The document contemplates the usage of the data gathering and how the information collected in the investigation would be used. The students could agree or refuse to give their consent freely. In the case that one student refuses to give their consent, the information collected from that student was not used in the research.

### **3.4 The instrument**

The instrument corresponds to an adaptation of a questionnaire called Motivation and Attitudes in the Learning of a Foreign Language (MAALE) which was originally designed by Luz Minera in 2010 to collect data regarding motivation and attitudes of Spanish learners as a second language, outside the educational field in Germany. This questionnaire is aimed to collect information regarding the affective variables in the context of foreign language learning and, at the same time, to provide a considerable amount of data to trace the motivational and attitudinal profile as well as the general profile of a group of learners. The data gathered by the

questionnaire might path the way for further investigations to find a possible correlation between the aforementioned variables and others such as academic performance, perseverance, age, sex, contact with the linguistic community, the object culture, etc. In this way, it would be possible to examine in depth the influence of these variables on the learning process of a foreign language.

MAALE is divided into 6 dimensions. Each of them includes some directions and scales to analyse the responses. Thus, all of these dimensions can be used separately which allows researchers and teachers to focus their attention on what they actually need to identify. Briefly, it can be mentioned that the first dimension focuses on 12 reasons to learn the target language with the aim of identifying the type of motivation of the participants. The second dimension presents 12 questions to identify the degree of motivation to learn the foreign language. The third dimension is aimed at identifying internal elements of the participants such as self-confidence, proficiency in the language and anxiety. Dimension number four addresses external factors such as teachers, classmates, the group in general and the didactic environment. The fifth dimension is intended to know the attitude of the participants towards foreign languages in general. Finally, the sixth dimension is targeted to determine learners' attitudes towards the English world in general, i.e. the language, the culture, the people, etc.

This questionnaire may represent a suitable instrument to be used in our national context due to the fact it was created to measure motivation among students who learn a language in a foreign context, scenario that resembles how Chilean students learn English. Moreover, MAALE questionnaire assures some essential elements that must be considered when designing this type of instrument such as: a proper length, clear instructions, and appropriate language for the participants (Dörnyei, 2003b; Carrasco & Calderero, 2002; López Morales, 1994 & Blaxter et al, 2000 cited in Minera, 2010).

### **3.5 Instrument Adaptation**

Cultural and linguistic modifications were made in order to adjust the instrument to the context's and participants' characteristics, as Minera (2010, p. 4) states "cada cuestionario deberá ser elaborado o adaptado al contexto, la situación y características específicas de los informantes donde se realiza el estudio". Besides, a digital version in google forms was created, instead of the original version, which was a pen and paper format. This decision was made in order to optimize the compilation of data, to guarantee the access to a broader group of participants and because it is a more familiar and friendlier resource for the students. It is important to mention that the adaptation process maintained the original structure of the instrument; this is, the 6 dimensions were included and the order of them was kept.

The adapted version of MAALE was piloted with a group of students with similar characteristics to the research sample. This allowed to identify any inconvenient that might arise when applying the instrument, and also to verify if the timing was adequate for performing the questionnaire completely. Overall, this process allowed us to identify any issue or problem regarding the modifications or application.

In order to validate the adaptation of the instrument, a Likert scale was designed (Appendix II) to ask experts if the adaptation actually fulfils the purpose of the original instrument. Six dimensions were measured, divided into two subcategories: 1) the linguistic and cultural adaptation and 2) the format adaptation (google forms). 20 English Teachers, with at least a master's degree qualification, were requested to analyse the adjusted questionnaire before being applied; however, only six teachers answered our petition. The comments provided by the teachers were used to enhance the modifications made. These responses were analysed according to agreement percentages. 83% of the experts agreed with the suitability of the linguistic and cultural adaptation and the change in format.

In the personal information section, 33% agreed that it was well done and 50% that it was very well done. As to the *Google forms* adaptation (Appendix III) in the personal information section, my group, and my class in the fourth dimension, an 83% agreed of the experts agreed that it was well done. All experts highly agreed that the dimensions 1, 2, 3, the categories “professor” and “environment” from the fourth dimension and 5, were entirely adapted. Regarding the fourth dimension, 17% agreed that it was well done and 49% that it was very well done. Finally, all the changes carried out were done according to all the data collected.

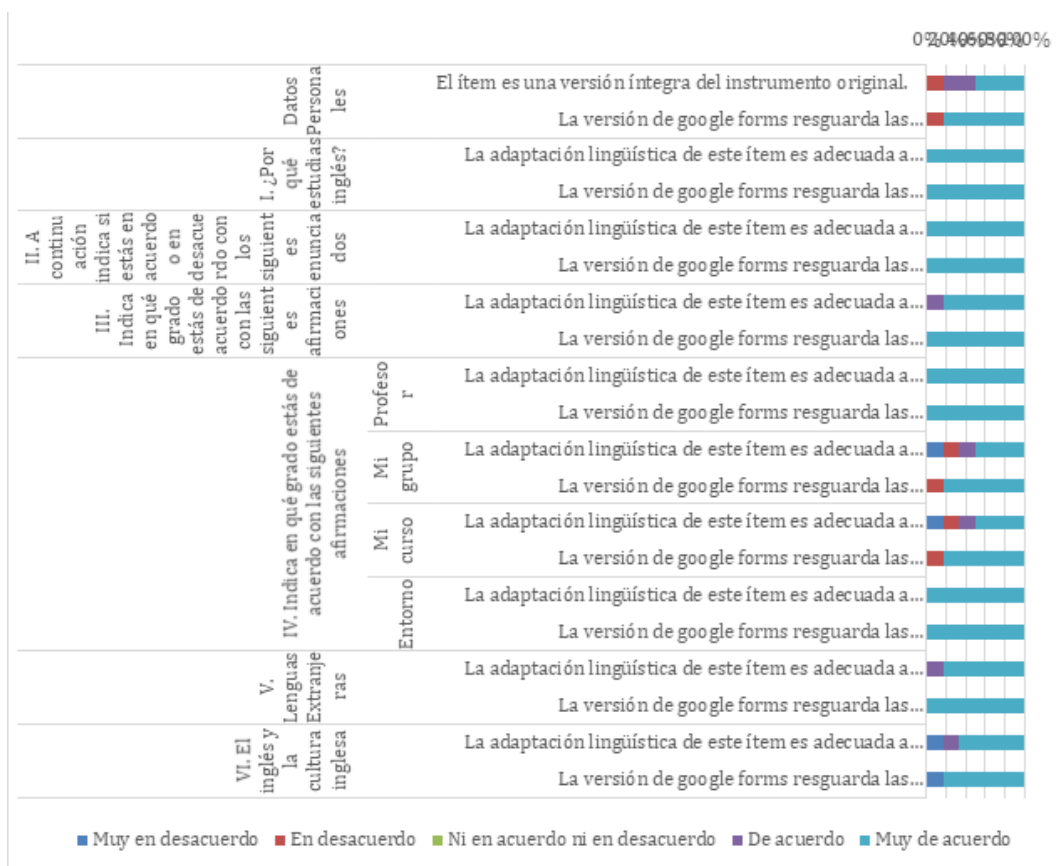


Fig. 1. Graph Expert Judgment

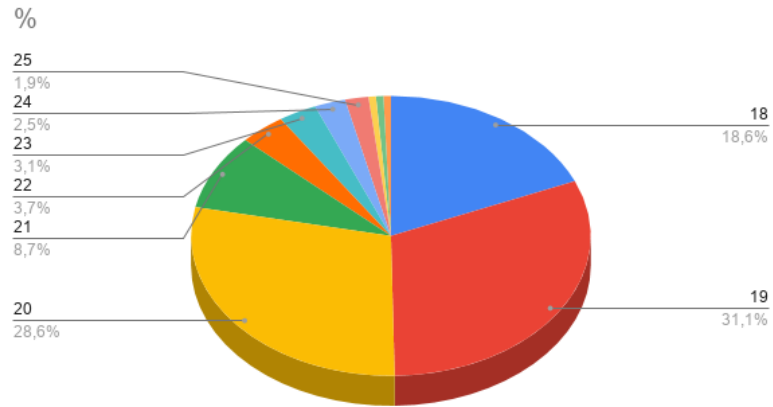
### 3.5 Data collection

Before applying the instrument, we contacted Jefes de Carreras of each major in order to arrange a meeting and request the participation of the students in the investigation. The names of the teachers in charge of the English course and their schedule were provided by each

Jefe de Carrera. A letter (Appendix IV) was sent to the teachers in order to introduce the study and after they answered, the researchers approached them to explain the investigation and solve their doubts if necessary. After this, schedules were fixed, and the laboratories of the Faculty of Education were booked. Each of the English teachers asked their students to start the lesson in the corresponding laboratory in order to assure that most of them could participate. There, two researchers introduced themselves and the primary features of the investigation such as the aim and their role in it. Once everything was clear for the participants, the researchers presented a link in the whiteboard, so they could enter the website. Consecutively, the participants were asked to start. While the participants were completing the questionnaire at their own pace, the researchers were attentive in case of any doubts. The only issue that arose at this time concerned the misspelling of the link so that the access to the instrument was denied; however, this problem was solved easily. After finishing the questionnaire, they were thanked for their participation and were asked to go back to the classroom. These same steps were followed in the different applications of the questionnaire with every group until completing the collection of data.

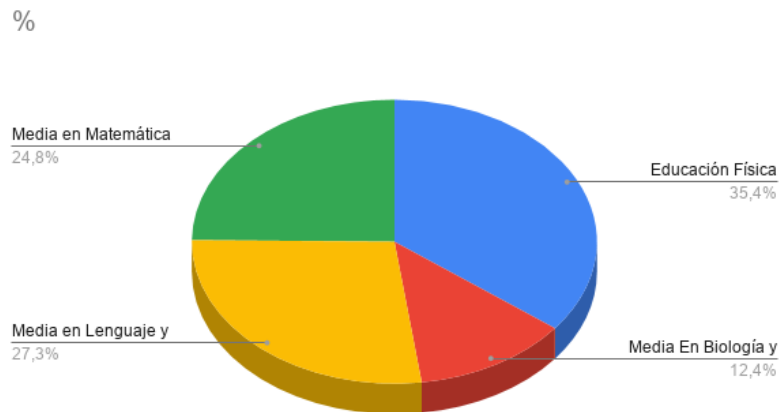
### ***3.6.1 Age***

As it can be observed in the graph below, most of the participant's ages fluctuated between 18 to 20 years old. More specifically, 31% of the surveyed students were 19 years old, 28,6% were 20 years old, 18,6% were 18 years old, and 8,7% were 21 years old, completing an 86,9% of the participants. The rest 13,1% of the ages fluctuated between 22 to 25 years old.



*Fig. 2. Graph Ages*

As shown below (Graph 3), the participants were majoring in four different undergraduate degrees. 24,8% were majoring in Pedagogy in Mathematics, 35,4% in Physical Education, 27,3% in Spanish Pedagogy, and 12,4% in Pedagogy in Biology.



*Fig. 3. Graph Majors*

### 3.6 Research Results

This section is aimed to present the collected information. The first dimension is intended to identify the three types of motivation present in each student. The target of the second dimension is to discover the degree of motivation of the learners. (Minera, 2010)

#### 3.7.1 Dimension 1

The purpose of this dimension is to identify the types of motivation presented in the students who partake in the questionnaire, in pursuance of the dominant one. The first part presents 12 reasons to learn a foreign/second language, in addition to this there are 4 statements about instrumental motivation and 4 about integrative motivation.

Table 1 shows the results of the surveyed responses. Three different types of motivation (instrumental, integrative, and intrinsic) were present in learners at different levels. 87,6% of students showed a high degree of instrumental motivation, 78,2% of students displayed a high rate of integrative motivation, and 78,9% presented a high level of intrinsic motivation.

| Dimension    | Very low |     | Low |     | Medium |      | High |      | Very high |      |
|--------------|----------|-----|-----|-----|--------|------|------|------|-----------|------|
|              | n        | %   | n   | %   | n      | %    | n    | %    | n         | %    |
| Instrumental | 1        | 0,6 | 2   | 1,2 | 17     | 10,6 | 65   | 40,4 | 76        | 47,2 |
| Integrative  | 2        | 1,2 | 5   | 3,1 | 28     | 17,4 | 67   | 41,6 | 59        | 36,6 |
| Intrinsic    | 1        | 0,6 | 9   | 5,6 | 24     | 14,9 | 65   | 40,4 | 62        | 38,5 |

Table 1. Types of motivation

This can be clearly appreciated in the graph below.

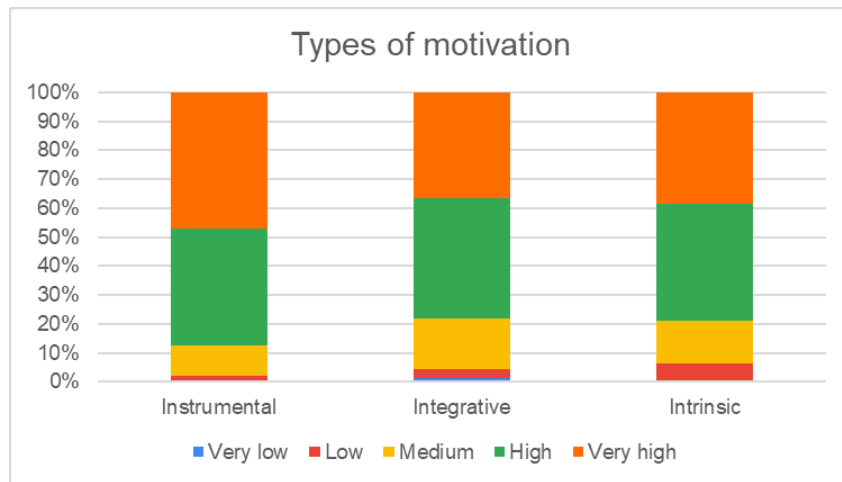


Fig. 4. Graph Types of motivation

Each type of motivation was measured using four different actions that drive the learning experience in each of the participants. Regarding instrumental motivation these were: interacting with people, their career, for their studies, and traveling abroad. The actions with the highest votes were “travel abroad”, with 84,5%, then “interact with people” with 70,8%, “for my studies” with 64,6%, and finally, “career” with the lowest votes, 57,7%. These results are shown below.

| Instrumental Motivation   | Nada |     | Poco |      | Regular |      | Bastante |      | Mucho |      |
|---------------------------|------|-----|------|------|---------|------|----------|------|-------|------|
|                           | n    | %   | n    | %    | n       | %    | n        | %    | n     | %    |
| 01. Interact with people. | 6    | 3,7 | 14   | 8,7  | 27      | 16,8 | 44       | 27,3 | 70    | 43,5 |
| 04. Career.               | 3    | 1,9 | 26   | 16,1 | 39      | 24,2 | 40       | 24,8 | 53    | 32,9 |
| 06. For my studies.       | 4    | 2,5 | 17   | 10,6 | 36      | 22,4 | 50       | 31,1 | 54    | 33,5 |
| 12. Travel abroad         | 3    | 1,9 | 6    | 3,7  | 16      | 9,9  | 36       | 22,4 | 100   | 62,1 |

Table 2. Instrumental motivation

The same information is offered in the following graph.

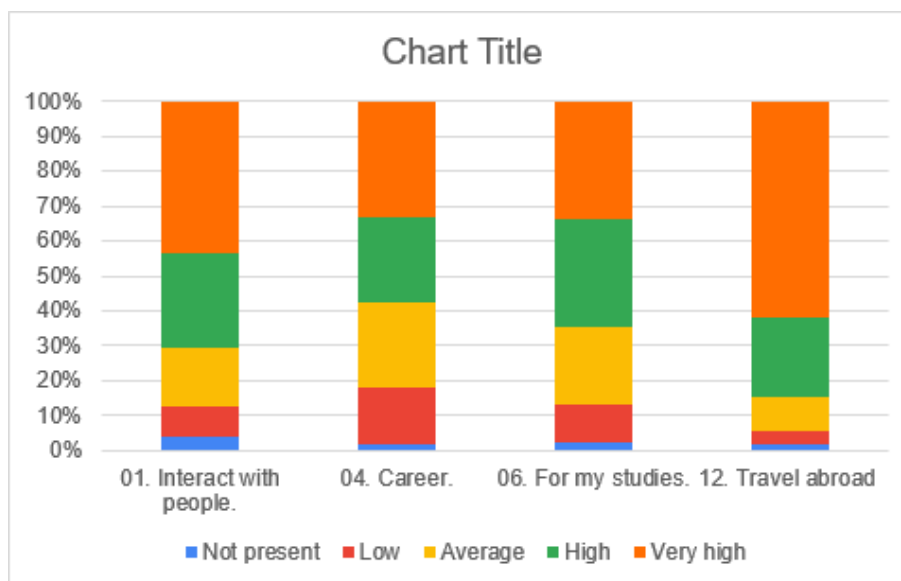


Fig. 5. Graph Instrumental motivation

Concerning intrinsic motivation, the four actions that motivate students because they find them enjoyable were: liking the English language, being willing to learn new things, wanting to learn foreign languages, and feeling gratifying to learn. Results (Table 3) show that the most voted action is “gratifying to learn” with 70,2%, the second most voted is “to learn new things” with 69%, next we have “to learn foreign languages” with 59,6%, and on the last place it is “I like the English language” with 50,7%.

| Intrinsic Motivation            | Very low |     | Low |      | Medium |      | High |      | Very high |      |
|---------------------------------|----------|-----|-----|------|--------|------|------|------|-----------|------|
|                                 | n        | %   | n   | %    | n      | %    | n    | %    | n         | %    |
| 02. I like the English language | 9        | 5,6 | 20  | 12,4 | 52     | 32,3 | 53   | 32,9 | 27        | 16,8 |
| 05. To learn new things         | 2        | 1,2 | 13  | 8,1  | 35     | 21,7 | 55   | 34,2 | 56        | 34,8 |
| 08. To learn foreign languages  | 9        | 5,6 | 23  | 14,3 | 33     | 20,5 | 42   | 26,1 | 54        | 33,5 |
| 11. Gratifying to learn         | 5        | 3,1 | 10  | 6,2  | 33     | 20,5 | 53   | 32,9 | 60        | 37,3 |

Table 3. Intrinsic motivation

Graph 6 illustrates this information.

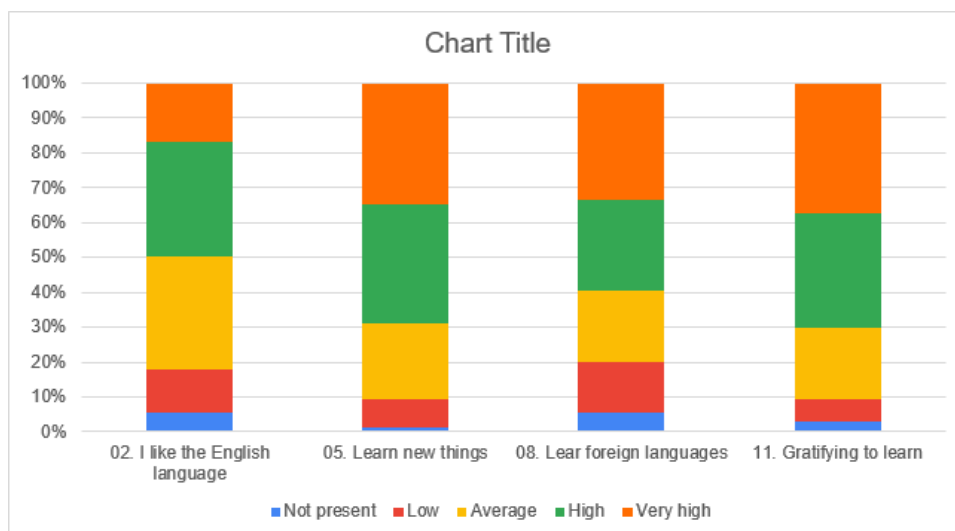


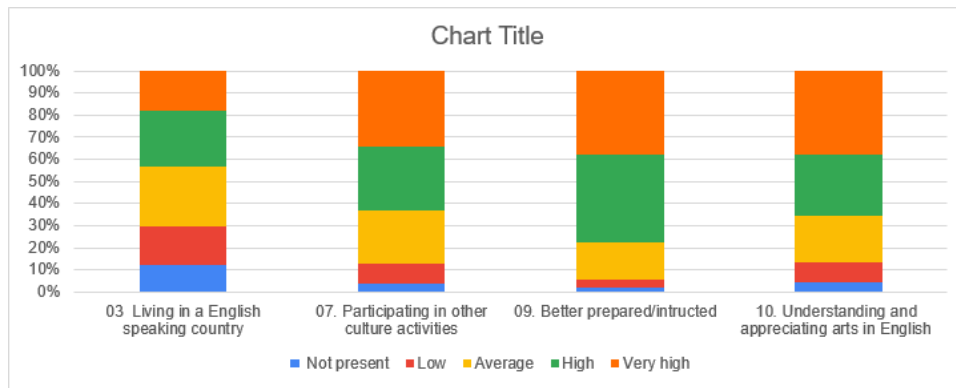
Fig. 6. Graph Intrinsic motivation

In terms of integrative motivation (Table 4) the four actions related to this type of motivation were: living in an English-speaking country, participating in other culture activities, being better prepared/instructed, and understanding and appreciating arts in English. From the previously mentioned actions, the most voted criterion is “being better prepared/instructed” with a total of 77,7% corresponding to 125 students. Being followed by “understanding and appreciating arts in English”, with a total of 65,2% equating to 105 students. The next criteria, “Participating in other culture activities”, with a percentage of 63,4% being equivalent to 102 participants. Finally, the feature placed last is “living in an English speaking country” with a sum of 43,5% meaning that 70 participants selected this option.

| Integrative Motivation                        | Nada |      | Poco |      | Regular |      | Bastante |      | Mucho |      |
|---|------|------|------|------|---------|------|----------|------|-------|------|
|   | n    | %    | n    | %    | n       | %    | n        | %    | n     | %    |
| 03. Living in a English speaking country      | 20   | 12,4 | 28   | 17,4 | 43      | 26,7 | 41       | 25,5 | 29    | 18,0 |
| 07. Participating in other culture activities | 6    | 3,7  | 15   | 9,3  | 38      | 23,6 | 47       | 29,2 | 55    | 34,2 |
| 09. Better prepared/instructed                | 3    | 1,9  | 6    | 3,7  | 27      | 16,8 | 64       | 39,8 | 61    | 37,9 |
| 10. Understanding and appreciating arts in Er | 7    | 4,3  | 15   | 9,3  | 34      | 21,1 | 44       | 27,3 | 61    | 37,9 |

Table 4. Integrative motivation

These data are exhibited in the following graph.



*Fig. 7. Graph Integrative motivation*

Besides calculating the percentages for this dimension and for each of the types of motivation, the reliability of this first part of the instrument was computed by an expert in research methodology using SPSS 25. According to Bachman & Palmer (1996) reliability is defined as a consistency in measurement, hence the usefulness of an instrument and how well a test measures what it should be measure. In order to estimate the reliability of the internal consistency of an instrument, different methods can be used. The instruments used for the task must demonstrate that the sampling scores they are working with, possess the psychometric properties of validity and reliability. These properties must be calculated with each of the samples to which it is applied, as it is not an inherent property of the instrument and could be reliable and valid with one sample of participants but not with a different one. Therefore, the reliability is not from the test but from the scores obtained in the measuring instrument. Cronbach' Alpha is a formula developed by Lee Cronbach which "is a test reliability technique that requires only a single test administration to provide a unique estimate of the reliability for a given test" (Gliem, 2013 p. 84).

Moreover, this aspect is rated by a criterion from 0,5 to 1,0 being the first the lowest score and above nine the highest to prove the reliability scale. It is considered that Cronbach's alpha between 0,70 and 0,95 suggests an appropriate score (Tavakol & Dennick, 2011). Nonetheless,

this depends on the measure applied to the research; other authors consider a score of 0.6 as an acceptable value.

Table 5 shows the high reliability of this part of the instrument to measure motivation ( $\alpha$  ,891), which indicates the first dimension of MAALE is an appropriate tool to measure the type(s) of motivation students have towards learning a foreign language. Besides, the stimuli to identify the three types of motivation evidence an acceptable ( $\alpha$  >,690) and high ( $\alpha$  > ,740) degree of reliability, suggesting their suitability to identify what they are intended to.

| Variables                      | Promedio    | D.E.       | Mediana   | Q1        | Q3        | Mín       | Máx       | Alfa de Cronbach |
|--------------------------------|-------------|------------|-----------|-----------|-----------|-----------|-----------|------------------|
| <b>Item 1 (Pregunta 19)</b>    | <b>45,8</b> | <b>8,9</b> | <b>48</b> | <b>41</b> | <b>52</b> | <b>12</b> | <b>60</b> | <b>,891</b>      |
| Instrumental (P1, P4, P6, P12) | 15,9        | 3,1        | 16        | 14        | 18        | 4         | 20        | ,691             |
| Integradora (P3, P7, P9, P10)  | 14,9        | 3,4        | 15        | 13        | 18        | 4         | 20        | ,772             |
| Intrínseca (P2, P5, P8, P11)   | 15,0        | 3,7        | 15        | 13        | 18        | 4         | 20        | ,743             |

*Table 5. Cronbach's Alpha, first dimension*

### 3.7.2 Dimension 2

The second dimension is composed of 6 positive and 6 negative statements, with the purpose of determining the degree of motivation that students present when learning a foreign/second language. Regarding the results of this investigation, students present a “high” and a “very high” degree of motivation to learn the foreign language, with 83% total (63% present a “high” degree of motivation and 20% a “very high” degree) it is proven their high degree of motivation to learn English. More specifically, concerning the positive items, 84,5% of students affirmed that they expected to have a good level of proficiency in the language, 72% of the students use music to learn English and 70,8% are willing to speak English during classes.

With respect to the negative criteria, 62,1% claimed that they would not continue learning English in the future, 52,8% preferred to have a teacher that uses Spanish during classes and 46,6% of students are reluctant to participate in class.

|  | Totalmente en desacuerdo |      | En desacuerdo |      | Ni en acuerdo ni en desacuerdo |      | De acuerdo |      | Totalmente de acuerdo |      |
|--|--------------------------|------|---------------|------|--------------------------------|------|------------|------|-----------------------|------|
|  | n                        | %    | n             | %    | n                              | %    | n          | %    | n                     | %    |
| <b>Positiva</b>  |                          |      |               |      |                                |      |            |      |                       |      |
| 01. Me gusta hablar inglés en clases.                    | 2                        | 1,2  | 10            | 6,2  | 35                             | 21,7 | 69         | 42,9 | 45                    | 28,0 |
| 03. Seguir en contacto con el idioma                     | 6                        | 3,7  | 11            | 6,8  | 36                             | 22,4 | 63         | 39,1 | 45                    | 28,0 |
| 05. Escucho canciones en inglés para entender.           | 4                        | 2,5  | 10            | 6,2  | 31                             | 19,3 | 59         | 36,6 | 57                    | 35,4 |
| 08. Pienso activamente en lo aprendido en clases.        | 3                        | 1,9  | 14            | 8,7  | 53                             | 32,9 | 62         | 38,5 | 29                    | 18,0 |
| 10. Trato de usar el inglés fuera de clase,              | 7                        | 4,3  | 19            | 11,8 | 40                             | 24,8 | 46         | 28,6 | 49                    | 30,4 |
| 12. Llegar a hablar inglés muy bien.                     | 2                        | 1,2  | 3             | 1,9  | 20                             | 12,4 | 54         | 33,5 | 82                    | 50,9 |
| <b>Negativa</b>  |                          |      |               |      |                                |      |            |      |                       |      |
| 02. No hago mucho esfuerzo para aprenderlo.              | 8                        | 5,0  | 32            | 19,9 | 46                             | 28,6 | 57         | 35,4 | 18                    | 11,2 |
| 04. En un país angloparlante, preferiría hablar español. | 18                       | 11,2 | 43            | 26,7 | 56                             | 34,8 | 24         | 14,9 | 20                    | 12,4 |
| 06. Me interesaría más aprender otro idioma.             | 16                       | 9,9  | 29            | 18,0 | 54                             | 33,5 | 34         | 21,1 | 28                    | 17,4 |
| 07. Prefiero que el profesor/a nos hable en español.     | 27                       | 16,8 | 58            | 36,0 | 53                             | 32,9 | 17         | 10,6 | 6                     | 3,7  |
| 09. No continuaré aprendiendo inglés.                    | 49                       | 30,4 | 51            | 31,7 | 39                             | 24,2 | 14         | 8,7  | 8                     | 5,0  |
| 11. En clases participé muy poco activamente .           | 37                       | 23,0 | 38            | 23,6 | 55                             | 34,2 | 24         | 14,9 | 7                     | 4,3  |

*Table 6. Degree of motivation*

In order to expose more in detail, the high level of motivation presented by the students in this research, below it is shown their degree of motivation separated in the different types of motivation studied.

|          | Instrumental |      |
|----------|--------------|------|
|          | n            | %    |
| Muy bajo | 1            | 0,6  |
| Bajo     | 2            | 1,2  |
| Medio    | 17           | 10,6 |
| Alto     | 65           | 40,4 |
| Muy alto | 76           | 47,2 |
| Total    | 161          | 100  |

*Table 7. Degree of Instrumental Motivation*

|          | Integradora |      |
|----------|-------------|------|
|          | n           | %    |
| Muy bajo | 2           | 1,2  |
| Bajo     | 5           | 3,1  |
| Medio    | 28          | 17,4 |
| Alto     | 67          | 41,6 |
| Muy alto | 59          | 36,7 |
| Total    | 161         | 100  |

*Table 8. Degree of Integrative Motivation*

|          | Intrínscica |      |
|----------|-------------|------|
|          | n           | %    |
| Muy bajo | 1           | 0,6  |
| Bajo     | 9           | 5,6  |
| Medio    | 24          | 14,9 |
| Alto     | 65          | 40,4 |
| Muy alto | 62          | 38,5 |
| Total    | 161         | 100  |

*Table 9. Degree of Intrinsic Motivation*

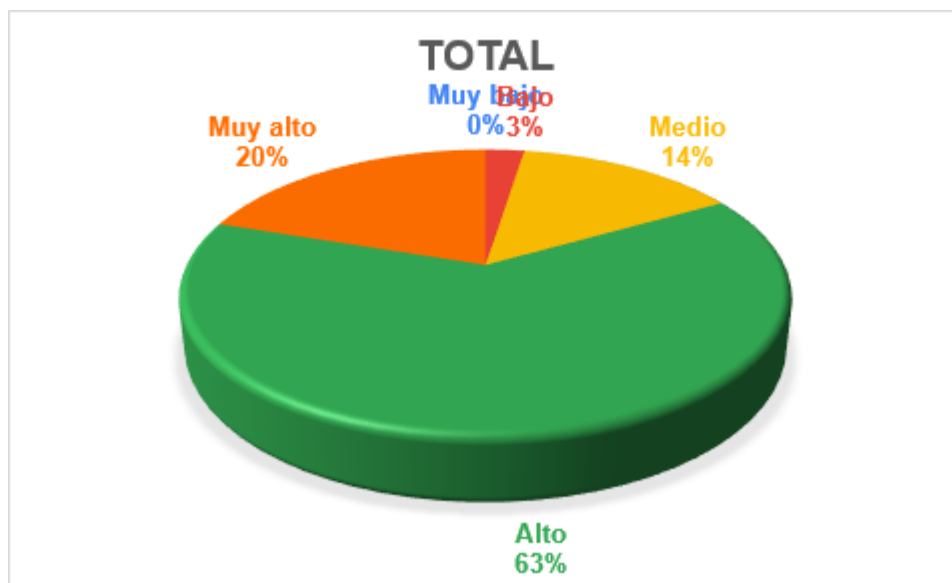
In conclusion, these tables demonstrate the high degree of motivation presented in students when learning a second language. Divided in each type of motivation, all of them show a tendency for a “high” and “very high” level of degree.

The following graph presents the general degree of motivation among the students. It is expressed clearly that most of the students are highly motivated, presenting a high degree of motivation with 63%. Likewise, there is a higher degree of motivation (“Muy alto”) which represent 20% of the numbers, what added gives the total result of an 83% of the students surveyed are highly motivated. Medium motivation is at 14% while 3% and 0% of the students presented a “low” and a “very low” degree of motivation.

Specifically, the type of motivation observed with the higher degree is the Instrumental motivation, with a total of 87,6% degree of “high” and “very high” motivation. Then it is followed by Intrinsic motivation, with a total of 78,9%. Finally, it is Integrative motivation with 78,3%. These results expose the major interests of the participants of the research, students majoring in different pedagogies, which showed a tendency for more external interests. This tendency might be different if the sample of the research where students of English pedagogy, whose interest in learning the foreign language tend to be internal, meaning that the desire of learning arises from themselves.

To end with, it is worth to mention that the results showed that just a 3% of the participants present a “low” degree of motivation, and none of the students (0%) felt unmotivated to learn

English, which is a completely positive finding of this research, especially for the interconnected world that we live in today.



*Fig. 8. Total Degree of Motivation*

Regarding the reliability of this dimension of the instrument, Table 6 shows its value is highly reliable according to Cronbach's Alpha ( $\alpha$ , .801), which indicates that this part of the instrument is greatly suitable to measure de degree of learners' motivation.

| Variables   | Promedio | D.E. | Mediana | Q1 | Q3 | Mín | Máx | Alfa de Cronbach |
|-------------|----------|------|---------|----|----|-----|-----|------------------|
| Pregunta 23 | 42,64    | 7,11 | 43      | 38 | 48 | 20  | 57  | ,801             |

*Table 10. Cronbach's Alpha, second dimension*

## CHAPTER IV: DISCUSSION

In the discussion the three research questions are answered broadly, according to the results obtained by the previous data collection and posterior analysis regarding each dimension and its purpose and contribution to this study. Limitations found in the research are explored along with possible further research in the field of education.

### **4.1 Do the first two parts of the MAALE questionnaire represent suitable tools to identify the types and degree of motivation of tertiary students that learn English as a mandatory course in a Chilean university?**

It is worth to mention that our research thesis consisted in the validation of an international instrument adapted to our national context to analyse its suitability as a proper instrument to identify the types and degree of motivation of tertiary students that learn English as a mandatory course in a Chilean university. The consistency of the instrument was proved using Cronbach's alpha which allowed to verify the suitability of the chosen tool to identify the types of motivation and the degree of motivation (.891 and .801 respectively). Thus, it can be stated that the first two dimensions of MAALE stand as consistent instruments in our context.

As far as we know, there have not been many attempts to create or adapt a questionnaire to measure learners' motivation towards second or foreign language learning in our country. Therefore, the current investigation provides useful information at disposal to whom it may concern. The first two dimensions of this adapted questionnaire can be used as proper tools which may help teachers identify their students' type(s) of motivation and its/their degree. This information may be extremely useful in order to understand learners' performance and achievement when it comes to language learning. Consequently, teachers can use this knowledge to adapt their teaching strategies and methods to endorse motivation among their

students. There's a valuable significance in promoting motivation due to its constructive features, according to Gardner (2007) "there are many advantages for knowing other languages, but they are not absolutely necessary, and as a consequence, motivation (as well as ability) can play an important role in learning a second language". Regarding the different types of motivation, each affects the learning process in different ways. In the case of integrative motivation, Gardner (2010, pp. 201-202) claims that it "facilitates second language acquisition because it supports the persistence so important to develop proficiency in a second language, it accounts for active searching to find opportunities to use and strengthen the language, it provides the affective backdrop to make other-language contacts enjoyable and satisfying, etc." For intrinsic motivation, Ng, C. F & Ng, P. K (2015) declares that "is one for which there is no apparent reward except the activity itself which aims to bring about certain internally rewarding consequences such as competence and self-determination are superior to extrinsic motivation" (p.25). Lastly, about instrumental motivation, Zhang (2020, p.3) states that "... (it) positively influences second foreign language proficiency by strengthening a learner's desire to gain recognition, promote their career development, and satisfy particular needs such as going abroad after graduation"

Alizadeh claims "it can be stated that teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation" (2016, p.11). It is important teachers understand and identify the different types of motivation so to be able to work to boost them if necessary. When educators are unaware of them, they can make mistakes that can lower a student's specific motivation, for example, Noels (2001) mentions that when the learners perceived their teacher as controlling, they felt the learning was less spontaneously and it lowered their intrinsic motivation.

## **4.2 Which type(s) of motivation do students have towards learning English as a mandatory course in a Chilean university?**

The first most significant finding of the research was that the most common type of motivation present in learners who have English as a mandatory course is instrumental motivation (87,6%). As expressed by Gardner and Lambert (1959 as cited in Gilakjani, Leong, & Saburi, 2012), this type of motivation is about using the target language for different functional or external reasons, such as financial or career focused goals. In other words, the learner is motivated because he or she expects a certain reward. It is possible that the students' purpose of travelling abroad (84,5%) might be a future reward in life and this may trigger their interest in the language. Although, getting some kind of benefit out of learning English is still a motivation, Legault (2016) declares that "the use of incentives and rewards to motivate people decreases the likelihood that genuine interest and self-generated motivation will develop and persist". Sadly, as this type of motivation needs an external component to function, it does not always prevail in time. For example, if a student has as an incentive to travel to the US, the moment this goal is achieved the motivation is lost, diminishing the interest in the language. This is the most predominant type of motivation and this could imply that students see a second language as a tool to benefit from.

The second type of motivation that obtained the second position corresponds to intrinsic motivation (78,9%,) which refers to the engagement in any activity just for the liking of doing it (Dörnyei, 1998 as cited Gilakjani, Leong, & Saburi, 2012). It can be stated that the participants of this research are students that feel satisfaction and enjoyment when learning new things as the most selected option (70,2%) regarding intrinsic motivation was that it is gratifying to learn. According to Deci & Ryan (2000), having intrinsic motivation is linked to "positive affective experiences". Moreover, this type of motivation is directly linked to educators as they can be external factors that reinforce their students' motivation through

motivational teaching. On the other hand, if the teacher does not properly encourage the learner, they can obtain completely opposite results and lessen their motivation.

Finally, the type of motivation that obtained the lowest percentage (78,2%,) corresponds to integrative motivation which, according to Gardner and Lambert (1959 as cited in Pourhosein Gilakjani, Leong, & Saburi, 2012), refers to language learning with motives of personal growth and a cultural enrichment, i.e. the learner wants to successfully integrate themselves into the culture of the target language and interact. The most voted characteristics (77,7%) are being better prepared/instructed and understanding and appreciating arts in English. Nowadays, in countries where the official language is not English, it is taught as a skill with potential benefits for students as it can be useful in various working areas. Mastering a foreign language can be seen as a personal achievement giving the learner a sense of realization and growth. As a consequence of globalization, more and more data is available in languages besides our mother tongue, and the interest to interact with it because it is more accessible, keeps growing. Having so much music, art, cine, etc. to our reach allows people to engage with different cultures and get involved with it as much as they want.

As stated by Minera (2010) instrumental and integrative motivation are considered as types of extrinsic motivation. So, it could be affirmed that the students mainly show extrinsic motivation, and this may be a reason why teachers in these types of major express learners do not engage in class activities or have a poor performance, etc. It is important to remember that this investigation was conducted among students that have English as a mandatory course of a non-English major and these results can differ from research done on an English major.

### **4.3 What is the degree of students' motivation towards learning English language?**

The research data revealed a variety of interests in the types of motivation toward the attainment of the English language among the students that participated in the questionnaire. This is addressed specifically, in the second dimension of the questionnaire, which purpose is to determine the degree of students' motivation when learning a foreign/second language, measuring this according to 6 positive and 6 negative statements. Regarding the results, it is proven that the participating students of this research are highly motivated to learn the foreign language. This is clearly expressed in the results, which present a total of 83% degree of motivation in the students surveyed, 63% show a "high" degree and a 20% present a "very high" degree of motivation, what reaffirms the past statement. Moreover, the research revealed that only a 3% of the sample manifested a "low" degree of motivation, whereas none of the participants felt demotivated to learn English (0%), hence, it is stated that the students surveyed possess a high degree of motivation towards the learning of English. The acknowledgment of the students' degree of motivation is important to enhance their willingness to learn a second language. Motivation is the key element in the acquisition of a second/foreign language, as previously mentioned throughout the investigation, the lack of it can compromise other factors of the learning process such as enthusiasm, commitment, and persistence (Serin, 2017). The results of the statements impacted in a positive way displaying a high degree of motivation among the participants, which is an aspect in their learning experience that helps them to continue with their mandatory English courses successfully for their own reasons and expectations about learning the language. As Motivation is a "process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached" (Dörnyei, 1998. p 118), we can interpret that most of the students

wanted to reach the goal of incorporating the L2 to their knowledge regardless of the imperative feature of the course, because of their elevated motivation.

The purpose of the information gathered is to be able to identify which aspects are highly valued by students, in this way, teachers can adapt, adjust or change their common way of teaching or develop activities. Changing the perspective and the teaching strategies in order to engage students in the learning process, plays an important role when motivating inside and outside the classroom. There is already a significant difference between students that learn only in classes and the ones who take their interest outside of it. Regarding this, Spada & Lightbown (2013, p.32) state that “classroom learners not only spend less time in contact with the language, they also tend to be exposed to a far smaller range of discourse types”. As the result showed 72% of the students use music to learn English, therefore concerning this results teachers' perspective should be directed to teach and implement strategies and resources of teaching that are significant and interesting for the students. Moreover, according to Chilingaryan & Gorbatenko (2015) “understanding and creating optimal language learning environments becomes a primary concern of the language teacher”.

Moreover, most of the different theories of second language acquisition studied and presented in this research recognize the importance of motivation in learning a second language. Even though, they may not agree on their basic ideas, some of the most renowned authors on the field distinguish the relevance and influence of motivation in the achievement of a goal as relevant as mastering another language. As previously mentioned in this research, Dörnyei (2005) states that motivation is the most important factor when it comes to language learning and sharing a similar vision, Gardner (1985, p. 83) observed “considering all the issues involved, it seems clear that achievement in a second language is influenced by attitudinal/motivational characteristics”. According to these statements, it is crucial to investigate and know the degree of motivation students have towards learning English, especially for teachers, because handling

that information can produce an important impact on the teaching and learning of the language. This can be confirmed in our investigation, specifically in the second dimension of the questionnaire, where the data collected showed that 62,1% of the students surveyed claimed that they would not continue learning English in the future. Even though that result may be a consequence of different external and internal factors, based on SLA theories, to know what motivates them and which aspects are highly valued by students when learning a language can produce a significant effect on their learning and it may change their vision. By using the information properly, as mentioned earlier, teachers may adjust their teaching strategies and activities, causing learners feel more interested and engaged with the class, what will promote learning because motivated individuals express effort in attaining the goal, they show persistence, and they attend to the tasks necessary to achieve the goals (Gardner, 2010). Sharing that vision, Jafari (2013), considered that motivation has an important influence on individual's decisions, choices people make, experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect.

## CHAPTER V: CONCLUSION

The presented research focuses on the implementation and adaptation of an instrument that measures motivation towards second language learning in university level students. According to the results, it can be concluded that most students present instrumental motivation as the predominant reason to learn the second language, with the main purpose of traveling abroad. The second most predominant type of motivation was the intrinsic one as students consider learning English as a gratifying process. Finally, the type of motivation with the lowest predominance was integrative motivation, with the intention of understanding and appreciating arts in English and being better prepared or instructed in the language, students expressed themselves to be barely motivated by cultural enrichment.

Moreover, the results obtained in the research can be a helpful tool for teachers due to the lack of research on this area in the Chilean context, especially when considering that motivation is one of the most influential factors when learning a second language.

It is important that teachers take into consideration their students' motivation when teaching a second language in order to achieve the expected results. Nonetheless, as this research only acknowledges students from 4 different majors of one specific university, it is recommended that further research in this area is done on a bigger scale in order to obtain greater and important findings and increase the amount of knowledge in this area.

Further studies need to be done in our national context in order to identify at a mass scale the motivational rates of students when learning a second language. More importantly, it is crucial to take this investigation to other specific cases and focus on what motivates students according to their grades, in the case of schools, or majors, in the case of universities. This will help to understand students' perception towards the language and how to change or take advantage of them.

Additionally, this project can be a great contribution to the question of what motivates Chilean students when learning English. Furthermore, the validation of MAALE questionnaire is a base to broaden our knowledge regarding motivation in Chilean schools, since there is little research concerning this matter. This could be one of the reasons for the poor results obtained in English examinations. Hence, this study expects to contribute with an efficient tool to measure and recognize motivation and some of its features present in students, aiming to improve the process of learning by considering these aspects

### **5.1 Limitations and further research**

Regarding the possible limitations of this investigation, one of the main restrictions it has is that our sample does not consider students of English pedagogy. This condition has a big impact in the results as, if English pedagogy students were added, the motivations could have varied greatly. This big change is determined by the differences in personal choice of the learner. While our selected sample did not decide to learn the English language, but was required to do it, English pedagogy students enter the major with the idea that learning the language is inherent to it. Moreover, our investigation was also limited to majors related to teaching and pedagogy. Although, it is suspected that the results would not vary a lot, because of the previously mentioned reason, it is uncertain if being part of a major in another area could affect the final product of this kind of research, Furthermore, it was not possible to verify the correlation between the type of motivation and students' performance in the English course as access to such information was not available. By this, it could not be checked if students with a certain type of motivation and degree do in fact perform better in English classes.

For further research, this investigation could be broadened by including English pedagogy students and students from different majors outside the educational field. By this, more variation regarding the type of motivation would be added to the sample, and a distinction

could be made between students who learn English as a compulsory course or by their own decision. Additionally, having access to students' performance will provided more precise information to confirm the influence of certain types of motivation when acquiring English as a second language.

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## APPENDIXES

### Appendix I: MAALE Questionnaire

#### 1. Cuestionario: Motivación y actitudes en el aprendizaje de lenguas extranjeras (MAALE)

Estimados alumnos/as:

Mediante este cuestionario se pretende conocer algunos aspectos relativos a su experiencia en el aprendizaje de lenguas extranjeras —especialmente el español— que nos serán muy útiles para conocerlos y comprenderlos mejor con el fin de ajustar las propuestas didácticas según las características del alumnado.

Las respuestas son anónimas y no los comprometen a nada en concreto. Además, serán tratadas con discreción y serán usadas para fines específicamente científicos. Por ello, los invitamos a que respondan a todas las cuestiones con absoluta sinceridad y sin ningún tipo de recelo. El número de matrícula no servirá para saber si usted continúa aprendiendo el E/LE en el mismo centro.

Les recordamos que no hay respuestas correctas o incorrectas, lo que nos interesa es su opinión. Muchísimas gracias por su valiosa colaboración.

#### DATOS PERSONALES

(Son necesarios y muy importantes para este estudio y se utilizarán para informes estadísticos)

Fecha de nacimiento: mes: \_\_\_\_\_ año: 19 \_\_\_\_\_

Sexo:      Femenino      Masculino

Nacionalidad: \_\_\_\_\_

Lengua(s) materna(s): \_\_\_\_\_

Carrera: \_\_\_\_\_

Número de matrícula: \_\_\_\_\_

Estudios:

Bachillerato

Licenciatura

Maestría

Doctorado

Otros: (especifique) \_\_\_\_\_

¿En qué lenguas extranjeras tiene usted conocimientos? Indique con una **X** el grado de dominio.

|                 | Muy bien | Bien | Regular | Un poco |
|-----------------|----------|------|---------|---------|
| Español         |          |      |         |         |
| Inglés          |          |      |         |         |
| Francés         |          |      |         |         |
| Italiano        |          |      |         |         |
| Ruso            |          |      |         |         |
| Otras, ¿cuáles? |          |      |         |         |

Indique con una (**X**) si ha residido o ha visitado España o algún país de Latinoamérica y en total por cuánto tiempo.

|          |            |                |               |
|----------|------------|----------------|---------------|
| No _____ |            |                |               |
| Sí _____ | _____ días | _____ mes (es) | _____ año (s) |

Indique el propósito con una (**X**)

|                  |               |                |                        |                             |
|------------------|---------------|----------------|------------------------|-----------------------------|
| _____ vacaciones | _____ trabajo | _____ estudios | _____ aprender español | _____ otros: ¿cuáles? _____ |
|------------------|---------------|----------------|------------------------|-----------------------------|

¿Tiene o ha tenido usted alguna relación con hispanohablantes fuera de clase? Marca con una (X) la opción correspondiente.

|               |                  |                |                |                    |
|---------------|------------------|----------------|----------------|--------------------|
| Ninguna _____ | Esporádica _____ | Ocasional_____ | Frecuente_____ | Muy frecuente_____ |
|---------------|------------------|----------------|----------------|--------------------|

A continuación, encontrará una serie de preguntas sobre aspectos de la cultura y gente hispanas, del aprendizaje del español y de otras lenguas. No se tome mucho tiempo para contestar cada pregunta, señale la primera opción que se le ocurra. Recuerde que no hay respuestas incorrectas. Por favor, no deje ninguna pregunta sin contestar.

**I. ¿POR QUÉ ESTUDIA USTED ESPAÑOL?**

Señale con una X en qué grado influyen en su deseo de aprender el español los motivos siguientes.

Estudio español,

|   | Mucho | bastante | re-<br>gular | poco | nada |
|---|-------|----------|--------------|------|------|
| porque me facilita/rá relacionarme con personas hispanohablantes.   |       |          |              |      |      |
| porque me gusta la lengua española.   |       |          |              |      |      |
| porque me gustaría vivir en un país hispano.  |       |          |              |      |      |
| porque lo necesito/necesitaré en mi carrera profesional.  |       |          |              |      |      |
| porque me gusta aprender cosas nuevas.  |       |          |              |      |      |
| porque lo necesito para mis estudios.   |       |          |              |      |      |
| porque me permite participar mejor en actividades de otras culturas.  |       |          |              |      |      |
| porque para mí es interesante aprender lenguas extranjeras.   |       |          |              |      |      |
| porque me permitirá ser una persona mejor instruida/preparada.  |       |          |              |      |      |
| porque me permite comprender y apreciar mejor la literatura, el cine, la música y el arte hispanos.                                       |       |          |              |      |      |
| porque en general es gratificante aprender.   |       |          |              |      |      |
| porque me sirve para viajar al extranjero.  |       |          |              |      |      |
| Si usted tiene otras razones para aprender español, escríbalas aquí e indique en qué grado influyen en su decisión de aprender la lengua: |       |          |              |      |      |
| .....   |       |          |              |      |      |
| .....   |       |          |              |      |      |
| .....   |       |          |              |      |      |

A continuación, escriba la razón más importante de todas que lo motiva para aprender español:

.....

**II. A continuación, indique si está de acuerdo o en desacuerdo con los siguientes enunciados. Señale con una X el número que corresponde a su opinión.**

- |  |
|--|
| <p>A. Estoy totalmente de acuerdo<br/>         B. Estoy de acuerdo<br/>         C. Estoy indeciso/a<br/>         D. Estoy en desacuerdo<br/>         E. Estoy totalmente en desacuerdo</p> |
|--|

|  | A | B | C | D | E |
|--|---|---|---|---|---|
| En la clase me gusta que hablemos tanto en español como sea posible.   |   |   |   |   |   |
| Si considero cómo aprendo español, puedo decir honestamente que confío en mi suerte o inteligencia, porque no hago mucho esfuerzo para aprenderlo.   |   |   |   |   |   |
| Si ya no tuviera la posibilidad de hacer un curso de español en el Instituto/Universidad, trataría de seguir en contacto con el español en situaciones cotidianas (p.ej. leer libros y periódicos, usarlo en todas las situaciones posibles, etc.) |   |   |   |   |   |
| Si estuviera de vacaciones en un país hispano, preferiría hablar en inglés o alemán, si fuera posible.   |   |   |   |   |   |
| Cuando oigo una canción en español en la radio, la escucho cuidadosamente y trato de entender las palabras.  |   |   |   |   |   |
| En realidad, me interesaría más aprender otro idioma que español, si tuviera la oportunidad  |   |   |   |   |   |
| En realidad, prefiero que el profesor/ la profesora nos hable en alemán.   |   |   |   |   |   |
| Pienso activamente sobre lo que he aprendido en la clase de español.   |   |   |   |   |   |
| Cuando acabe este curso, no continuaré aprendiendo español.  |   |   |   |   |   |
| Si tengo la oportunidad, trato de usar el español fuera de clase, ya sea con hispanos o leyendo libros o viendo películas en versión original.   |   |   |   |   |   |
| En la clase de español participo activamente muy poco.   |   |   |   |   |   |
| Me interesa llegar a hablar español muy bien.  |   |   |   |   |   |

III. Indique con una (X) en qué grado está usted de acuerdo con las siguientes afirmaciones:

- |                                   |
|-----------------------------------|
| A. Estoy totalmente de acuerdo    |
| B. Estoy de acuerdo               |
| C. Estoy indeciso/a               |
| D. Estoy en desacuerdo            |
| E. Estoy totalmente en desacuerdo |

|   | A | B | C | D | E |
|---|---|---|---|---|---|
| En general, tengo facilidad para aprender idiomas.                                |   |   |   |   |   |
| Noto que mi nivel de español va mejorando.  |   |   |   |   |   |
| A veces no entiendo los deberes de español.                                       |   |   |   |   |   |
| Me pongo nervioso/a cuando me toca decir/ hacer algo en clase o hablo en español. |   |   |   |   |   |

## APPENDIX II: “Juicio de Expertos”

### Adaptación Cuestionario MAALE

**Nombre evaluador:**

**Institución:**

**Fecha:**

Estimado evaluador:

Solicito su colaboración para evaluar la adaptación del cuestionario de *Motivación y actitudes en el aprendizaje del español como lengua extranjera* (MAALE) al contexto nacional. Este cuestionario fue originalmente diseñado para medir los tipos de motivación, el grado de motivación y las actitudes hacia distintos factores del proceso de enseñanza entre estudiantes universitarios que aprenden español como lengua extranjera en Alemania. La elección de este instrumento obedece a que el escenario de aprendizaje sería, en cierto modo, similar al contexto en donde el aprendizaje de la lengua extranjera se limita, en la mayoría de los casos, a la sala de clases (Minera, 2010).

El instrumento consta de 6 apartados cuya adaptación consistió en:

- a. Una adecuación lingüística para el contexto nacional y para los propósitos de su aplicación.
- b. Una adecuación tecnológica para ser respondido a través de *google forms*.

Este trabajo forma parte de un proyecto de investigación incipiente, tendiente a realizar un estudio piloto local que nos proporcione insumos necesarios para una posterior validación de este cuestionario a nivel nacional.

Su participación consiste en juzgar si:

1. La adaptación lingüística de este cuestionario es adecuada a nuestra realidad nacional.
2. La versión de *google forms* resguarda las características y objetivos del instrumento.

Gracias por su valiosa colaboración

## VALIDACIÓN EXPERTOS

| Ítem                                |   | Muy de acuerdo | De acuerdo | Ni en acuerdo ni en desacuerdo | En desacuerdo | Muy en desacuerdo | Motivos por los que no está de acuerdo | Propuesta de mejora |
|-------------------------------------|---|----------------|------------|--------------------------------|---------------|-------------------|--|---------------------|
| <b>Datos Personales</b>             | El ítem es una versión íntegra del instrumento original.  |                |            |                                |               |                   |  |                     |
|                                     | La versión de <i>google forms</i> resguarda las características y objetivos del instrumento original para esta parte del instrumento. |                |            |                                |               |                   |  |                     |
| <b>I. ¿Por qué estudias inglés?</b> | La adaptación lingüística de este ítem es adecuada a nuestra realidad nacional.   |                |            |                                |               |                   |  |                     |

|  |   |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|
|  | La versión de <i>google forms</i> resguarda las características y objetivos del instrumento original para esta parte del instrumento. |  |  |  |  |  |  |  |
| <b>II. A continuación indica si estás en acuerdo o en desacuerdo con los siguientes enunciados</b> | La adaptación lingüística de este ítem es adecuada a nuestra realidad nacional.   |  |  |  |  |  |  |  |
|  | La versión de <i>google forms</i> resguarda las características y objetivos del instrumento original para esta parte del instrumento. |  |  |  |  |  |  |  |

|  |   |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|
| <b>III. Indica en qué grado estás de acuerdo con las siguientes afirmaciones</b> | La adaptación lingüística de este ítem es adecuada a nuestra realidad nacional.   |  |  |  |  |  |  |  |
|  | La versión de <i>google forms</i> resguarda las características y objetivos del instrumento original para esta parte del instrumento. |  |  |  |  |  |  |  |
| <b>IV. Indica en qué grado estás de acuerdo con las siguientes afirmaciones</b>  | La adaptación lingüística de este ítem es adecuada a nuestra realidad nacional.   |  |  |  |  |  |  |  |
| <b>• Profesor</b>  | La versión de <i>google forms</i> resguarda las características y objetivos del instrumento original para esta parte del instrumento. |  |  |  |  |  |  |  |

|   |   |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>• <b>Mi grupo</b></li> </ul> | La adaptación lingüística de este ítem es adecuada a nuestra realidad nacional.   |  |  |  |  |  |  |  |
|   | La versión de <i>google forms</i> resguarda las características y objetivos del instrumento original para esta parte del instrumento. |  |  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• <b>Mi curso</b></li> </ul> | La adaptación lingüística de este ítem es adecuada a nuestra realidad nacional.   |  |  |  |  |  |  |  |
|   | La versión de <i>google forms</i> resguarda las características y objetivos del instrumento original para esta parte del instrumento. |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>• <b>Entorno</b></li> </ul> | <p>La adaptación lingüística de este ítem es adecuada a nuestra realidad nacional.</p>   |  |  |  |  |  |  |  |  |
|  | <p>La versión de <i>google forms</i> resguarda las características y objetivos del instrumento original para esta parte del instrumento.</p> |  |  |  |  |  |  |  |  |
| <p><b>V. Lenguas Extranjeras</b></p>                               | <p>La adaptación lingüística de este ítem es adecuada a nuestra realidad nacional.</p>   |  |  |  |  |  |  |  |  |
|  | <p>La versión de <i>google forms</i> resguarda las características y objetivos del instrumento original para esta parte del instrumento.</p> |  |  |  |  |  |  |  |  |

|   |   |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|
| <b>VI. El inglés y la cultura inglesa</b> | La adaptación lingüística de este ítem es adecuada a nuestra realidad nacional.   |  |  |  |  |  |  |  |
|   | La versión de <i>google forms</i> resguarda las características y objetivos del instrumento original para esta parte del instrumento. |  |  |  |  |  |  |  |

Si desea realizar alguna observación, sugerencia, recomendación y/o propuesta para el mejoramiento del instrumento, por favor escríbala aquí:

## APPENDIX III: Adaptation of the Questionnaire

# Adaptación Cuestionario MAALE

Estimados y estimadas estudiantes:

Queremos invitarle a participar de la investigación de tesis de grado: “Adaptación cuestionario MAALE” cuyo objetivo es adaptar un instrumento para el estudio del papel de la motivación y actitudes en el aprendizaje de una lengua extranjera. La investigadora responsable es la Dra. Belén C. Muñoz Muñoz, RUT: 14.353.400-6, académica de la Facultad de Educación de la Universidad Católica de la Santísima Concepción. Su participación consistirá en responder el cuestionario que aquí se presenta. Les recordamos que no hay respuestas correctas o incorrectas, lo que nos interesa es su opinión.

### BENEFICIOS

La participación en esta investigación NO conlleva beneficios económicos, no obstante, los resultados que se obtendrán representan un aporte al conocimiento acerca de la adquisición de una lengua extranjera en Chile.

### COSTOS

Su participación NO tendrá costo alguno, ya que todos ellos serán asumidos por la investigación

### RIESGOS

Su participación en la investigación NO conlleva riesgos para usted, dado que la encuesta personal y confidencial. Sin perjuicio de lo anterior, estará garantizada la posibilidad de detener su participación si se sintiera afectado (a) o decidiera sin mediar explicación alguna retirarse.

### CONFIDENCIALIDAD

Toda la información que se genere a partir del trabajo será tratada confidencialmente. Su nombre NO aparecerá en el trabajo final, ni en los informes parciales o en la difusión académica de los resultados, ya que sólo se utilizarán siglas y/o edad y/o género y/o nombres ficticios si fuera necesario.

### DERECHOS

Si ha leído y aceptado este documento está señalando su voluntad y decisión de participar de esta investigación. Sin embargo, podrá poner fin a ésta cuando lo desee sin ningún tipo de perjuicio en su contra. Si estima que no se ha respetado este acuerdo, podrá presentar una queja formal al investigador responsable, Dra. Belén C. Muñoz Muñoz ([bmunoz@ucsc.cl](mailto:bmunoz@ucsc.cl), fono: 412345627) y/o al Decano de la Facultad de, Dra. Marisol Henríquez Barahona ([mhenriquez@ucsc.cl](mailto:mhenriquez@ucsc.cl), fono:412345298) y/o a la Presidenta del Comité de Ética de la Universidad Católica de la Santísima Concepción, Sra. Mónica Tapia Ladino, Vicerrectora de Investigación y Postgrado al fono 41-2345012 o email [mtapia@ucsc.cl](mailto:mtapia@ucsc.cl).  
Muchísimas gracias por su valiosa colaboración.

### I. Acepto \*

*Check all that apply.*

Si

No

## DATOS PERSONALES

2. Nombre \*

---

3. Carrera \*

*Check all that apply.*

- Pedagogía en Educación Media En Biología y Ciencias Naturales
- Pedagogía en Educación Física
- Pedagogía en Educación Media en Lenguaje y Comunicación
- Pedagogía en Educación Media en Matemática

4. Año de ingreso a la carrera \*

*Check all that apply.*

- 2017
- 2018
- 2019

5. Fecha de nacimiento \*

---

6. Sexo: \*

*Check all that apply.*

- Mujer  
 Hombre

7. Nacionalidad: \*

\_\_\_\_\_

8. Lengua(s) materna(s): \*

\_\_\_\_\_

9. Estudios previos

*Check all that apply.*

|                     | Finalizada               | Sin finalizar            |
|---------------------|--------------------------|--------------------------|
| Carrera Técnica     | <input type="checkbox"/> | <input type="checkbox"/> |
| Carrera Profesional | <input type="checkbox"/> | <input type="checkbox"/> |
| Licenciatura        | <input type="checkbox"/> | <input type="checkbox"/> |
| Maestría            | <input type="checkbox"/> | <input type="checkbox"/> |
| Doctorado           | <input type="checkbox"/> | <input type="checkbox"/> |

10. Otros estudios:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. ¿En qué lenguas extranjeras tienes conocimientos? Indica el grado de dominio.

*Check all that apply.*

|          | Muy bien                 | Bien                     | Regular                  | Un poco                  |
|----------|--------------------------|--------------------------|--------------------------|--------------------------|
| Español  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inglés   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Francés  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Italiano | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ruso     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Otra(s)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. Si tu respuesta a la pregunta anterior fue "Otra(s)", especifica cuál o cuáles.

---

---

---

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---

15. ¿Por cuánto tiempo en total? (días, meses, años). Especificar

---

---

---

---

---

16. Indica el propósito de tu visita o estadía. Marca la opción correspondiente.

*Check all that apply.*

- Vacaciones
- Trabajo
- Estudios
- Aprender Inglés
- Otros

17. Si tu respuesta a la pregunta anterior fue "OTROS", especifica cuáles.

---

---

---

---

---

18. ¿Tienes o has tenido alguna relación con hablantes de inglés fuera de la clase?  
Marca la opción correspondiente. \*

*Check all that apply.*

- Ninguna
- Esporádica
- Ocasional
- Frecuente
- Muy frecuente

## I. ¿POR QUÉ ESTUDIAS INGLÉS?

A continuación, encontrarás una serie de preguntas sobre aspectos de la cultura y la gente de países angloparlantes, del aprendizaje del inglés y de otras lenguas. No te tomes mucho tiempo para contestar cada pregunta, señala la primera opción que se te ocurra. Recuerda que no hay respuestas incorrectas. Por favor, no dejes ninguna pregunta sin contestar.

19. \*

*Check all that apply.*

|   | Mucho                    | Bastante                 | Regular                  | Poco                     | Nada                     |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| porque me facilita/rá relacionarme con personas angloparlantes      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| porque me gusta la lengua inglesa.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| porque me gustaría vivir en un país de habla inglesa.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| porque lo necesito/necesitaré en mi carrera profesional.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| porque me gusta aprender cosas nuevas.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| porque lo necesito para mis estudios.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| porque me permite participar mejor en actividades de otras culturas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

20. Si tienes otras razones para aprender inglés, escríbelas aquí.

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21. Marca en qué grado estas otras razones influyen en tu decisión de aprender este idioma.

*Check all that apply.*

- Mucho
- Bastante
- Regular
- Poco
- Nada

22. A continuación, escribe la razón más importante de todas que te motiva a aprender inglés. \*

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II. A continuación, indica si estás de acuerdo o en desacuerdo con los siguientes enunciados. Selecciona la opción que corresponde a tu opinión.

23. \*

*Check all that apply.*

|  | Totalmente de acuerdo    | De acuerdo               | Ni en acuerdo ni en desacuerdo | En desacuerdo            | Totalmente en desacuerdo |
|--|--------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|
| En la clase me gusta que hablemos tanto inglés como sea posible.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Si considero la manera en cómo aprendo inglés, puedo decir honestamente que confío en mi suerte o inteligencia, porque no hago mucho esfuerzo para aprenderlo. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |

|  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Si ya no tuviera la posibilidad de hacer un curso de inglés en el Instituto/Universidad, trataría de seguir en contacto con este idioma en situaciones cotidianas (Ej. leer libros, ver series, usarlo en todas las situaciones posibles, etc.). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Si estuviera de vacaciones en un país angloparlante, preferiría hablar en español, si fuera posible.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cuando escucho una canción en inglés, la escucho cuidadosamente y trato de entender las palabras.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| En realidad, si tuviera la oportunidad, me interesaría más aprender otro idioma en lugar de inglés.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| En realidad, prefiero que el profesor/a nos hable en español.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pienso activamente sobre lo que he aprendido en la clase de inglés.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cuando acabe este curso, no continuaré aprendiendo inglés.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Si tengo la oportunidad, trato de usar el inglés fuera de clase, ya sea con hablantes nativos, leyendo libros o viendo películas en versión original. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| En la clase de inglés participo muy poco activamente .  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me interesa llegar a hablar inglés muy bien.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

III. Indica en qué grado estás de acuerdo con las siguientes afirmaciones.

24. \*

*Check all that apply.*

|  | Totalmente de acuerdo    | De acuerdo               | Ni en acuerdo ni en desacuerdo | En desacuerdo            | Totalmente en desacuerdo |
|--|--------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|
| En general, tengo facilidad para aprender idiomas.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Noto que mi nivel de inglés va mejorando.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| A veces no entiendo las actividades de inglés.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Me pongo nervioso/a cuando me toca decir/hacer algo en clases o cuando tengo que hablar en inglés. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |

**¡Muchas gracias por tu valiosa colaboración!**

#### APPENDIX IV: Letter sent to teachers in order to introduce the study

Concepción, 24 de Septiembre, 2019

Sr. XXXXXX  
Jefe de Carrera  
Pedagogía XXXXX  
Presente

Por medio de la presente, solicitamos a usted aprobación para acceder a los estudiantes de segundo semestre que ingresaron a la carrera el año 2019 y que se encuentran cursando la asignatura de inglés. Esta solicitud se enmarca en nuestro trabajo de Seminario de Investigación, el que tiene por objetivo realizar un estudio piloto del cuestionario MAALE, cuyo propósito es medir los tipos de motivación, el grado de motivación y las actitudes hacia distintos factores del proceso de enseñanza de una lengua extranjera.

En este escenario, agradeceríamos contar con la colaboración de los profesores y las profesoras a cargo de la asignatura mencionada para organizar la ida de los estudiantes a algún laboratorio para que respondan la encuesta en formato *google forms*.

En caso de requerir mayores antecedentes, nuestra profesora guía de tesis, Dra. Belén Muñoz M., tiene la disponibilidad de proporcionar mayores antecedentes.

Es importante señalar que esta investigación no interferirá con ninguna de las actividades realizadas por los alumnos dentro de las salas de clases y no conlleva ningún gasto para la institución. De igual manera, si así lo requiere, se despejarán dudas con respecto a la recolección de datos del proyecto y el desarrollo del cuestionario.

Sin otro particular y esperando una buena recepción, nos despedimos atentamente,

Nicole A. Hamamé Rodriguez  
Rut: XXXXXXXXX

Francisca A. Mosqueira Matamala  
Rut: XXXXXXXXX

Isidora B. Sánchez Villarroel  
Rut: XXXXXXXXX

Andrea C. Yévenes Sobarzo  
Rut: XXXXXXXXX



**PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN**

|   |   |
|---|---|
| NOMBRE DEL EVALUADOR                    | Dra. Mabel Ortiz N.   |
| TÍTULO DEL SEMINARIO EVALUADO:          | Measuring motivation and its degree among higher education students in non-English Pedagogy Majors: On the adaptation of MAALE questionnaire to the Chilean context |
| ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO | Nicole Andrea Hamamé Rodríguez Francisca Alejandra Mosqueira Matamala Isidora Belén Sánchez Villarroel Andrea Carolina Yévenes Sobarzo                              |
| CARRERA                                 | Pedagogía en Educación Media en Inglés  |
| PROFESOR GUÍA                           | Dra. Belén Muñoz  |

**Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.**

**A. De La Formulación Del Problema (25%)**

| INDICADORES  | Nota       |
|--|------------|
| 1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.                                  | 7          |
| 2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.   | 7          |
| 3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.  | 6,0        |
| 4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.   | 7          |
| 5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.   | 5,0        |
| 6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio. | 7          |
| <b>Promedio</b>  | <b>6,5</b> |

**B. DEL MARCO TEÓRICO REFERENCIAL (20%)**

| INDICADORES  | Nota     |
|--|----------|
| 1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas). | 7        |
| 2. Uso del lenguaje técnico coherente con la temática estudiada.   | 7        |
| 3. Calidad y precisión del marco teórico/ Conceptual.  | 7        |
| <b>Promedio</b>  | <b>7</b> |

**C. Del Diseño Metodológico Del Problema (20%)**

| INDICADORES   | Nota       |
|---|------------|
| 1. Precisión del enfoque o modelo de investigación.   | 7          |
| 2. Presentación del método de investigación y su diseño.  | 7          |
| 3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.                           | 6,5        |
| 4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación. | 7          |
| 5. Precisión de las estrategias y técnicas de recogida de datos.  | 7          |
| 6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.                                  | 7          |
| 7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.                               | 7          |
| 8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.                                       | 6,5        |
| <b>Promedio</b>   | <b>6,9</b> |

**D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)**

| INDICADORES   | Nota       |
|---|------------|
| 1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación.                               | 7          |
| 2. Presentación de los hallazgos o resultados de forma clara y sintética.   | 7          |
| 3. Discusión de los resultados de la investigación.   | 6,5        |
| 4. Conclusiones sustentadas en los resultados o hallazgos.  | 5,5        |
| 5. Explicitación de las proyecciones y de las limitaciones del estudio.   | 7          |
| 6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación. | 6,5        |
| <b>Promedio</b>   | <b>6,6</b> |

**E. DE LOS ASPECTOS FORMALES (10%)**

| INDICADORES  | Nota       |
|--|------------|
| 1. Títulos pertinentes y sintéticos.   | 7          |
| 2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo. | 7          |
| 3. Correcto uso de ortografía.   | 7          |
| 4. Coherencia en la redacción.   | 7          |
| 5. Sistematización en la formulación de citas y referencias bibliográficas.              | 6,5        |
| 6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.                     | 7          |
| <b>Promedio</b>  | <b>6,9</b> |

**2. RESUMEN DE LA EVALUACIÓN**

| Aspectos                                       | Ponderación | Nota       | Puntaje porcentual |
|--|-------------|------------|--------------------|
| A. De la Formulación del problema              | 25%         |            | 1,62               |
| B. Del Marco Teórico referencial               | 20%         |            | 1,4                |
| C. Del Diseño Metodológico de la investigación | 20%         |            | 1,38               |
| D. Del Contenido Temático y los Resultados     | 25%         |            | 1,65               |
| E. De los aspectos formales                    | 10%         |            | 0,69               |
| <b>Nota promedio final</b>                     |             | <b>6,7</b> | <b>6,7</b>         |

**3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.**

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

El estudio se enmarca dentro de una temática relevante en el contexto de la enseñanza. El trabajo está bien fundamentado y la metodología empleada es acorde con los objetivos planteados. Por otra parte, el escrito es claro y permite una lectura fluida. Finalmente, se observa un buen análisis de los resultados.

## Sugerencias

- Corregir nombre de la carrera.
- Incluir en resumen tipo de estudio.
- Los objetivos específicos no responden en su totalidad al objetivo general.
- No se incluyó la definición operacional de las variables.
- Las conclusiones deben responder a cada objetivo planteado.

Aprobada en Consejo de Facultad / abril de 2011



-----  
FIRMA PROFESOR EVALUADOR

Fecha:14/12/2020



**PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN**

|   |   |
|---|---|
| NOMBRE DEL EVALUADOR                    | Mg. Gemalli Ulloa Salazar   |
| TÍTULO DEL SEMINARIO EVALUADO:          | Measuring motivation and its degree among higher education students in non-English Pedagogy Majors: On the adaptation of MAALE questionnaire to the Chilean context |
| ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO | Nicole Andrea Hamamé Rodríguez<br>Francisca Alejandra Mosqueira Matamala<br>Isidora Belén Sánchez Villarroel<br>Andrea Carolina Yévenes Sobarzo                     |
| CARRERA                                 | Pedagogía en Educación Media en Inglés  |
| PROFESOR GUÍA                           | Belén Muñoz Muñoz   |

**Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.**

**A. De La Formulación del Problema (25%)**

| INDICADORES  | Nota       |
|--|------------|
| 1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.                                  | 6,5        |
| 2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.   | 6,5        |
| 3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.  | 7,0        |
| 4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.   | 7,0        |
| 5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.   | 7,0        |
| 6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio. | 6,5        |
| <b>Promedio</b>  | <b>6,8</b> |

**B. DEL MARCO TEÓRICO REFERENCIAL (20%)**

| INDICADORES  | Nota       |
|--|------------|
| 1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas). | 6,7        |
| 2. Uso del lenguaje técnico coherente con la temática estudiada.   | 7,0        |
| 3. Calidad y precisión del marco teórico/ Conceptual.  | 7,0        |
| <b>Promedio</b>  | <b>6,9</b> |

**C. Del Diseño Metodológico del Problema (20%)**

| INDICADORES   | Nota       |
|---|------------|
| 1. Precisión del enfoque o modelo de investigación.   | 7,0        |
| 2. Presentación del método de investigación y su diseño.  | 6,5        |
| 3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.                           | 7,0        |
| 4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación. | 7,0        |
| 5. Precisión de las estrategias y técnicas de recogida de datos.  | 7,0        |
| 6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.                                  | 7,0        |
| 7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.                               | 7,0        |
| 8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.                                       | 7,0        |
| <b>Promedio</b>   | <b>6,9</b> |



#### D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

| INDICADORES   | Nota       |
|---|------------|
| 1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .                              | 7,0        |
| 2. Presentación de los hallazgos o resultados de forma clara y sintética.   | 7,0        |
| 3. Discusión de los resultados de la investigación.   | 6,5        |
| 4. Conclusiones sustentadas en los resultados o hallazgos.  | 7,0        |
| 5. Explicitación de las proyecciones y de las limitaciones del estudio.   | 7,0        |
| 6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación. | 7,0        |
| <b>Promedio</b>   | <b>6,9</b> |

#### E. DE LOS ASPECTOS FORMALES (10%)

| INDICADORES  | Nota       |
|--|------------|
| 1. Títulos pertinentes y sintéticos .  | 7,0        |
| 2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo. | 7,0        |
| 3. Correcto uso de ortografía.   | 6,5        |
| 4. Coherencia en la redacción.   | 6,8        |
| 5. Sistematización en la formulación de citas y referencias bibliográficas.              | 7,0        |
| 6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.                     | 6,9        |
| <b>Promedio</b>  | <b>6,9</b> |

#### 2. RESUMEN DE LA EVALUACIÓN

| Aspectos                                       | Ponderación | Nota | Puntaje porcentual |
|--|-------------|------|--------------------|
| A. De la Formulación del problema              | 25%         | 6,8  | 1,7                |
| B. Del Marco Teórico referencial               | 20%         | 6,9  | 1,38               |
| C. Del Diseño Metodológico de la investigación | 20%         | 6,9  | 1,38               |
| D. Del Contenido Temático y los Resultados     | 25%         | 6,9  | 1,725              |
| E. De los aspectos formales                    | 10%         | 6,9  | 0,69               |
| <b>Nota promedio final</b>                     |             |      | <b>6,87</b>        |

#### 3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

Muy buen trabajo en general. Información clara, bien organizada y detallada en su mayoría. Faltaría explicitar que tipo de estudio es, corregir algunos aspectos gramaticales (destacados en el archivo pdf) y resolver los comentarios hechos en el seminario.



**Facultad de Educación**  
Universidad Católica de la Santísima Concepción

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke.

**FIRMA PROF. EVALUADOR**

**Fecha: 14 de dic. de 20**