

Motivational Language Strategies in a Basic English Classroom in Puerto Rico
by

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Abstract

English language teaching has long been the source of education policy debates in Puerto Rico. Efforts have been made to increase bilingualism in students; however, textbooks used to teach English have had little sociocultural relevance to the students' experiences. This study focuses on the use of sociocultural thematic units, through motivational language approaches, to increase ESL learning motivation, providing a detailed description of how to apply those strategies within the language classroom. A cross-case analysis was conducted between two Basic English II sections at the University of Puerto Rico at Mayagüez. This thesis helps other ESL educators design a culturally informed language class through the use of thematic units, following the four levels of Dörnyei's taxonomy of motivational approaches (see Appendix A). The results provide evidence that a language classroom with teaching resources relevant to the students' sociocultural experiences increase their motivation to learn and voluntarily practice the language.

Resumen

La enseñanza del inglés ha sido fuente de amplios debates en las políticas educativas Puertorriqueñas. Ha habido esfuerzos para aumentar el bilingüismo en los estudiantes; sin embargo, los libros utilizados han tenido poca relevancia sociocultural con sus experiencias. Este estudio se enfoca en el uso de estrategias de enseñanza motivacionales mediante unidades temáticas socioculturales, para aumentar la motivación de aprender inglés y provee una descripción de cómo implementarlas dentro del salón. Se realizó un análisis de casos-cruzados entre dos secciones de Inglés Básico II en la Universidad de Puerto Rico en Mayagüez. Esta tesis ayuda a otros educadores a diseñar clases socioculturales utilizando unidades temáticas y siguiendo los cuatro niveles de la taxonomía de enfoques motivacionales de Dörnyei (ver Apéndice A). Los resultados evidencian que una clase de idiomas con recursos relevantes a las experiencias socioculturales de los estudiantes aumenta su motivación para aprender y practicar voluntariamente el idioma.

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I dedicate this thesis to my mom.

You have always encouraged me to follow my dreams. Thank you for making me believe I have the power to achieve whatever I set my mind to.

I love you!

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Chapter I: Introduction

As an instructor of Basic English at the University of Puerto Rico at Mayagüez, I found myself constantly searching for innovating techniques to engage my students with the language learning process. In a classroom setting where a majority of students were Puerto Rican and had Spanish as their main language, I noticed how many of them often did not participate in class discussions nor did they practice the target language as actively as I wanted. For that reason, I began researching motivation in learning and motivational approaches in language teaching as a means of getting my students to participate in class and use the target language while conceivably achieving a higher level of language learning. As a result, I focused my research on motivational language strategies, and their effects on both of my Basic English language classrooms. The motivational language strategies were an adaptation of Dörnyei's 4 level taxonomy for English as a Second Language learners in Puerto Rico.

A key component in the achievement of any set goals, including language learning, is motivation. When students are motivated to complete a task, one would expect the amount of work put into the completion of the task to be greater than that which would be applied with lower levels or a lack of motivation. Motivation has a direct effect on human behavior, leading me to believe that under adequate conditions motivational language teaching strategies would ultimately lead to increased efforts towards the process of language learning by the students. Nonetheless, motivation is an intricate term that can be understood and can be taken to mean a plethora of things. Thus, motivation is a phenomenon that is best described rather than defined. However, motivational theories, especially those related to language learning, have set on the task of defining this utterly complex human behavior. Consequently, a clear and concise definition of the term motivation has to be agreed upon in order to understand what is meant

when one refers to motivation towards language learning and in order to understand the different types of motivation language learners may possess.

The working definition of motivation for the intended purposes of this research follows psycholinguist Zoltán Dörnyei's proposed designation. Regarding language learning, Dörnyei (2011) suggests that motivation influences human behavior and with an adequate motivation a working knowledge of any target language can be achieved. This definition focuses and places the learner's varying levels of enthusiasm, commitment, and persistence as the fundamental factors for reaching a working knowledge of the target language. Motivation then refers to the precursors of behaviors or actions that lead to the failure or accomplishment of a goal (Dörnyei, 2001). Thus, with adequate motivation the acquisition of a target language in the different language skills of speaking, listening, reading, and writing can be achieved.

In 1979, after Howard Gardner proposed motivation as a one of the main factors of the socio-educational model, a plethora of research was and is still done to measure the effectiveness of motivation in language learning. Although there is an abundance of research on motivation, conducted primarily by Dörnyei in collaboration with international colleagues, its main focus has been on the learner's motivation towards the target language, not focusing on motivational approaches as they are practiced and their consequent effects on the learner. Therefore, there is limited data for the support or rejection of the diverse motivational teaching approaches educators implement in the language classroom. As a result, it is unclear how applying diverse motivational teaching approaches in the language classroom would impact students' overall motivation towards learning a language, their perception of the language classroom, and their attitude towards the target language.

Research Objectives

The main purpose of this research is to improve the quality of education being provided to Basic English students at the University of Puerto Rico, Mayagüez by providing evidence of teaching approaches that increase the students' motivation towards learning English. Previous research exists on motivation in second language learning, but there is a gap in the study of techniques and approaches used for teaching English. Likewise, research has and is still being conducted on the process of translanguaging, but again, it has failed to consider the motivational language teaching strategies coupled with the practice of translanguaging. Translanguaging, as defined by Garcia and Kleifgen (2010), is the use bilinguals give to their languages and linguistic resources to better understand their surroundings. Thus, this research will expand educators' knowledge of effective teaching strategies and provide an insight into students' motivators and attitudes towards English language learning in Basic English at the University of Puerto Rico, Mayagüez.

I applied diverse methods of data collection to better explain my results and justify the claims made regarding my students' English language learning motivators, their attitude towards English when related to Spanish and Puerto Rico, and their response to the motivational language teaching approaches used inside the classroom. The participants in this research did not choose to enroll in Basic English but were placed there by the Registrar's Office, thus their motivation and attitude towards the English language and English language learning is crucial for their learning process.

Additionally, I also took into consideration and evaluated students' perceptions of me as their English instructor. The students' perception of the English instructor is a factor that affects the students' motivation for learning the language and the efficiency of motivational language

strategies. With this study English educators will have a better understanding of the impact instructors/teachers/professors have on students' motivation and their attitudes towards the language classroom. Furthermore, having conducted the second half of this study after the university's systematic strike of spring 2017, this research study provides an insight into the effects political issues have on language learning motivation and students' attitudes towards English language learning in the Basic English classroom at the University of Puerto Rico, Mayagüez.

Justification

In an island such as Puerto Rico, where "...the teaching of English degenerated into a system of subject politics when it should have been from the beginning exclusively a pedagogical problem" (Rodriguez Bou, 1966, p. 158), motivation would be expected to play a key component in the students' acquisition of the language. Taking into consideration the intricate relationship between politics and English education, students' motivation for learning the language could be directly influenced by it. The University of Puerto Rico at Mayagüez has an uncharacteristic relationship with English and the English language classroom when it comes to its students. Admitted students, regardless of their major of study and proficiency of English language, have to complete twelve credit hours of English as a second language courses. Their placement in Basic, Intermediate, or Advanced English is determined by a comprehensive entry exam students take in high school. The University of Puerto Rico's undergraduate catalog also specifies that all entering students must enroll in Spanish and mathematics as well and will be placed on a proficiency level based on their scores in the advanced placement exams or entry exams, but, "Placement is compulsory" (University of Puerto Rico Mayagüez Campus, 2012, Academic Standards section, para. 8). Consequently, there may be a lack of motivation towards

learning English coupled with negative attitudes towards the Basic English classroom from students placed in said lower proficiency level; attributed to the fact that students do not have a choice of enrollment and are in essence being forced to learn the English language.

This situation creates a context where English instructors have to apply creative and engaging lessons to motivate students towards learning English and participating in the classroom. However, with shortage of research on successful motivational approaches, the English instructor is then implementing strategies without evidence of their success. For this reason, there is a need for research to be done on the effectiveness of specific motivational teaching approaches in the language classroom. I decided to conduct a study that helps instructors have a better understanding of which strategies have a greater and more successful impact on students' motivation towards the target language and the language classroom. Hence, instructors can then make informed decisions as to which approaches they will use and how they will implement them in their specific classrooms. Nonetheless, the materials used with each approach will vary by classroom and context. Thus, for a Basic English course at the University of Puerto Rico at Mayagüez, a set of materials will be developed to create a theme around the students' setting with English. This is expected to have an effect on their overall motivation, attitudes, and language learning.

This research consists of two case studies incorporating a cross-case analysis of two Basic English classrooms at the University of Puerto Rico at Mayagüez. The study focused on how the chosen motivational teaching approaches are put in use and their impact on the students' motivation and attitudes in two sections of Basic English II (INGL 3102). Each section was studied and analyzed as a separate case study where I was the instructor for both and the same approaches and materials were used in both sections. Thus, a cross-case analysis between

sections was appropriate. By conducting a cross-case analysis of two Basic English II sections taught by the same instructor, using the same materials and approaches, the collected data was more informed, accountable, and reliable. Moreover, this data contributes to the existent research on motivation and motivational approaches by providing evidence of students' response to specific approaches in the language classroom.

Research Questions

In an effort to advance research in the field of motivation and motivational approaches the objectives of this study were to document how specific motivational teaching practices are put into use and the impact they have on students' overall motivation and attitudes towards the English language and the Basic English classroom. The first research question focuses on specific motivational strategies and their usefulness in the English language classroom. By measuring the effectiveness of the different strategies I now know if the proposed strategies were beneficial in the English language classroom and encourage language acquisition. The second research question, including its sub-question, addresses the students' previous attitudes towards the English classroom and their motivation towards learning English. Consequently, it answered how motivational teaching strategies impact and possibly shift students' overall motivation and attitudes towards English language learning.

After knowing if the applied strategies have an effect on students and how students respond to them, including how students connect with the instructor, if they feel comfortable in the environment set in the classroom, and if they can engage with the material being taught, a conclusion was reached specifying if the strategies changed the students' overall attitudes and motivation regarding the Basic English classroom and having to learn English in the university. For such reasons, the questions this study focused on are:

- 1. Which motivational teaching strategies, implemented through thematic instruction, are more effective in the Basic English Classroom at the University of Puerto Rico at Mayagüez?**
- 2. What are the students' initial motivations for learning English?**
 - a. How do motivational teaching approaches, implemented through thematic instruction influence existing motivations after a semester of instruction?**
- 3. What are the students' initial attitudes towards the Basic English classroom?**
 - a. How do motivational teaching strategies implemented through thematic instruction influence existing attitudes after a semester of classes?**

Chapter II: Literature Review

Language Dynamics in Puerto Rico

The island of Puerto Rico is not only culturally diverse; there is also a very dynamic interaction between both Spanish and English languages. This relationship dates back to 1898 when the United States of America took over the island, later establishing it as a commonwealth after having removed the Spanish government from power and having imposed English as an official language, alongside Spanish. Even so, Puerto Ricans are people who value culture and customs, and having a language imposed on them which has no connection to those customs can pose a severe threat to their identity and self-esteem as a nation. Puerto Ricans were being “Americanized” and expected to assimilate with a culture linked to a foreign language and a foreign country (Navarro-Rivera, 2006). This may only be exacerbated with the use of texts and resources which do not represent Puerto Rican social, cultural, and daily realities, but instead portray the realities of citizens in the United States with scarce relationship to the Puerto Rican way of life; a problem which has been present since the foundation of the bilingual education system in Puerto Rico under the orders of the United States of America. Studies on Puerto Rico’s public education system, since its inception, concluded that, “...little attention has been given to formulating and applying useful criteria for choosing textbooks in most Puerto Rican schools” (Rodriguez Bou, 1966, p. 165). Taking into consideration the historical background of English on the island of Puerto Rico, one cannot help but wonder what role motivation plays in its educational context. Considering, as well, how a more relatable thematic based instruction, integrated within motivational language strategies, could impact Puerto Rican’s perspectives of the English language and the English class.

Importance of Motivation in Language Acquisition

It has been argued by psycholinguists and psychologists, such as Robert C. Gardner, Wallace Lambert, and Zoltán Dörnyei, that attitude and motivation are two of the main contributing factors in the acquisition of a target language (Dörnyei, 1994; Gardner, 1968). When research in motivation peaked during the latter half of the twentieth century it was based in a social psychological framework, where little attention was given to the language classroom (Dörnyei, 1994). Since an established framework from an education-placed approach did not exist, Zoltán Dörnyei began conducting research to expand on the understanding of second language learning motivation from an educational perspective. He proposed a multilevel second language learning motivation construct. At this point language classrooms and motivational approaches or strategies, focusing on the language learner, began to be addressed. As a result, following Dörnyei's multilevel language motivation construct and his innovative process-oriented motivation model for educational applications, innovative research has proceeded, testing the implications of Dörnyei's proposed models. However, there is still a lack of research on the effectiveness of those strategies after being applied by teachers in the language classroom (Guilloteaux & Dörnyei, 2008). More so, most of the research on motivation is based on empirical and quantitative methods, creating a space for more focused and original research using qualitative data or a mixed methods approach.

Motivation, as was previously stipulated, refers to the precursors of behaviors or actions that lead to the failure or accomplishment of a goal (Dörnyei, 2001). This concept is what many teachers are making reference to when they comment on students' lack of or existent motivation as being responsible for their performance in the classroom. Subsequently, Dörnyei's taxonomy of motivational approaches (2001), emerged (see Appendix A), focusing on what teachers can do

to motivate students in the target language classroom, and modeled after the aforementioned definition of motivation. Motivational language strategies have been defined as “techniques that promote the individual’s goal-related behavior” (Dörnyei, 2001, p.28). The importance of motivational strategies is their reoccurrence to promote a lasting effect on the language learner, and the proposed framework is comprehensive and organized as to promote motivation and language learning through stages rather than in an aleatory manner. Even though, generalizations cannot be made about the language classrooms and their micro-cultures, social-dynamics, and history (Dörnyei & Ushioda, 2011), I believe strategies that prove effective can be adapted to any language classroom and molded for specific needs of the language learner and their language-learning context.

Other researchers who have expanded on motivational strategies, and have studied these strategies in use and their subsequent outcomes are Annis Shaver (2012), Merce Bernaus (2008), Cheng (2007), and Kata Csizer (2005). They have provided a window into motivation oriented within the language classroom, fostering integrative motivation, the perception of different teaching strategies used within the language classroom, and the effects a teacher’s motivational teaching practice has on students’ motivated learning behavior. Csizer and Dörnyei (2005), studied the internal structure of language learning motivation and its impact on behavior. Their theoretical framework followed an approach where motivation precedes behavior which influences achievement and learning outcome. This research explored an aspect of Gardner’s (1968), concept of integrativeness, where high levels of integrative motivation lead to a desire of immersing in the target language’s culture, leading to a higher motivation towards learning the target language. Integrativeness has been pinned as a fundamental component of motivation with varying underlying factors. Instrumentality and attitudes towards the target language are two of

the key factors influencing integrativeness in the language learner (Csizer & Dörnyei, 2005). Instrumental language learning is defined as learning a language for practical reasons, while cultural interests, which in turn are affected by self-confidence, influence attitudes. Hence, a more holistic approach was taken in the definition of motivation and integrativeness within motivation, outlining factors which need to be considered whenever working with motivational strategies. Consequently, in the Basic English classroom at the University of Puerto Rico at Mayagüez, composed primarily of Spanish speakers, I had to identify and address my students' integrative motivation towards the target language and aim to promote higher integrative motivation to increase class participation and language learning.

As I pointed out, most research on motivation has been quantitative, however, Guilloteaux and Dörnyei (2008), introduced observations into the study of motivational strategies when they conducted a large scale study on the effects the teachers' applied strategies have on students' behavior. Their findings were positive, but no specific motivational strategy was identified or described in detail due to the magnitude of the research. On the other hand, Bernaus and Gardner (2008) studied the role attitudes play towards the learning situation in the development of motivation. Their research was only concerned with the differences in strategy use, not the type of strategy used. Therefore, the effectiveness of specific strategies was not identified. The study concluded that students recognize the frequency in which different approaches are put in use, and that integrativeness as well as attitudes towards the learning situation, and instrumental orientation, have a positive impact on motivation. Therefore, it was proposed that any strategy can be employed and have a positive effect as long as students find value in them (Bernaus & Gardner, 2008). Nevertheless, cultural-specificity and context were

not taken into consideration, two areas which have to be acknowledged when doing research in language learning, particularly in a context as Puerto Rico.

A culture-specific teaching strategy is a strategy that only works well for members of a particular culture, (Cheng & Dörnyei, 2007). This accounts for different cultures placing importance on diverse goals and practices. On the other hand, Shaver (2012) focused on the development of integrative motivation through the engagement of the target language in authentic contexts. A language program aimed at decreasing instrumentally-oriented motivation in language learning. Students participating in the study were enrolled in a German class because they wanted to, but the approaches taken towards promoting language learning have not been identified. Therefore, it remains unknown if there are a set of motivational approaches which provide better outcomes within a language and cultural context.

As I have portrayed, although research is extensive in the field of motivation, little has been done on the use of specific motivational language strategies following a multilevel motivational construct. Moreover, with exceptions such as Cheng and Dörnyei (2007), there is limited research on the impact culture has on motivational teaching strategies, as some strategies might prove to be culture-specific. They conducted a large-scale study of motivational strategies, measuring the strategies cultural and ethnolinguistic transferability, and importance and frequency of use in Taiwan. This study was successful at identifying strategies that proved effective and rated important for teachers in Taiwan, and then were compared to a similar study conducted by Csizer and Dörnyei (2005) in Hungary. The study made note of those strategies which rated important in both Hungary and Taiwan and those who were more frequent. It also accounted for those who were considered important but had a low usage rate. In Puerto Rico

motivational approaches might be culturally transferable, but there is still no data on how to implement such strategies in the language classroom or on their outcomes.

None of the previous research provides an in depth description of a specific motivational strategy, how it is put in use, its content/context, and how it influences students' motivation towards learning a target language. I analyzed how specific motivational approaches, following the proposed taxonomy of motivational approaches (Dörnyei & Ushioda, 2011), could be applied using a thematic unit in a Basic English II classroom at the University of Puerto Rico at Mayagüez. This was achieved through the core principle of content-based instruction proposing that, "People learn a second language more successfully when they use the language as a means of acquiring information" (Richard & Rodgers, 2015, p. 118). Since, what I proposed to use was a thematic unit and not content-based instruction per se, a thematic unit was incorporated into Dörnyei's motivational teaching strategies in an effort to connect with Basic English students and make the course materials relevant and engaging within the language context of English in Puerto Rico.

History of English Education in Puerto Rico

Puerto Rico's struggle with English language education stems all the way back to the early 1900's when The United States of America attempted to create a bilingual education program. A report presented to the U.S. Senate by Rodriguez Bou in 1966 concluded that the proposed education system for the island never took into account the psychological and cultural factors influencing the Puerto Rican people. English was imposed in primary and secondary school, at times replacing Spanish, possibly creating negative attitudes towards the language. What's more, the department of education in Puerto Rico did not have a clear philosophy of

education nor a detailed plan for implementing a bilingual education system. Such disorganization led to a frail system which never recovered and was not restructured.

When the United States took control of Puerto Rico from Spain, Spanish had been established as the official language. When English was assigned as an official language, alongside Spanish in 1902, it was for the benefit of government officials, considering that only four percent of the island's population could speak English. Puerto Rico was undergoing a period of Americanization and consequently, English became the medium of instruction and occupied a status of authority relative to Spanish (Barreto, 2002). Despite strenuous efforts from the United States to incorporate English into education and it being one of Puerto Rico's official languages for almost a century, in 1991 Spanish was designated as the sole official language of Puerto Rico through the *Official Language Act* (Barreto, 2002). One of the main reasons attributed to the language shift is the cultural threats Puerto Ricans might have perceived from having English as an official language, readdressing Puerto Rican's strong ties with their culture and Spanish as an integral part of it. However, in 1993, under a new government, English was reinstated as an official language, and is still one of the official languages of Puerto Rico as is Spanish. Even so, to carry out day-to-day activities English is not necessary, it is not used as often as Spanish, and the residents on the island are not all bilingual. It must be noted that politics play an intricate role in language policies within Puerto Rico and have a significant role in the designation of the island's official languages.

Language Policies and Sociocultural Context in Puerto Rico

After acquiring Puerto Rico from Spain, the United States government considered Puerto Rican culture to be inferior and the Puerto Rican people were seen as a population who desperately needed civilization (Navarro, 2006). Since the model of education in the United

States during the late 1800s and early 1900s was one of segregation, there was no example of how to incorporate or acknowledge a different culture within education. Howard explains that in order to have a complete cultural understanding of a group and use that knowledge towards the improvement of education there has to be an understanding of the historical and sociocultural components of a culture. Hence, the importance of addressing culture in the classroom.

However, without a desire to understand Puerto Rican culture and with beliefs of superiority, the United States disregarded sociocultural context and history when implementing language policies (Resnick, 1993).

The United States promoted societal and cultural racism through education and its language policies in Puerto Rico by dismissing Puerto Rican culture and promoting color-blindness. Seemingly eliminating racism worked, "...although race-based differentials in literacy rates decreased during this period [U.S. colonization], English literacy gains were greater among native-born whites" (Bobonis & Toro, 2007, p.31). Despite segregation never being adopted by the department of education the attempts of the United States to eliminate Spanish, impose American traditions and customs (which to a certain extent succeeded), and normalize American standards in Puerto Rico by placing white culture as superior, was a form of societal/cultural racism which got promoted in education (Adams, Bell, Goodman, & Joshi, 2016). Those actions led to the creation of covert racism, racial micro-aggressions, and created internalized dominance in Puerto Ricans who better fit and adjusted to the normalized American standards. Such forms of racism intersected with other forms of oppression that were present in the island and exacerbated the problem. Thus, proving why it is imperative for culture be taken into account within education and bilingual education, since it is introducing a new language that carries with it a new cultural identity and can lead to the promotion of racism and discrimination.

Some of the first actions the United States took regarding education were assigning a commissioner of education with broad administrative powers granted by the Foraker Act (Bobonis & Toro, 2007) and expanding the public education system in Puerto Rico. The goal of the United States with Puerto Rico's education was to have its system supplant the one that had been put in place by Spain. The United States might have achieved that goal if it had studied the educational needs of the island and appointed leaders who were experienced in colonial administration. Inversely, Puerto Rico was appointed to officials who had no experience in colonial administration, officials who did not understand or care to understand the educational needs of the people, and officials who showed a lack of acknowledgment of an existing culture and imposed a new educational system modeling the system of the United States (Rodriguez Bou, 1966). Such dilemmas created a maladjustment, which is still prevalent on the island and evident through the policies that shaped the history of language education in Puerto Rico.

The goal of language education was to supplant the language of common use in the island. Minorities such as Native Americans in the United States were also subject to such processes of acculturation by having to reject their native language and adopt English as their only tongue (Navarro-Rivera, 2006). However, Puerto Ricans did not behave like Native Americans, their language use was different as were their interactions with the American people and the continental United States. Spanish, unlike Native American languages, was used throughout the island and the people had no need for English in any of their language domains. Thus, English language instruction and language policies should have been informed by the culture and societal needs of Puerto Ricans, rather than by the wants of the government and political leaders of the island. The numerous language policies that have been established not only shaped language education in Puerto Rico but also affected students' long-term learning and

language ideologies in the island. As Rodriguez Bou points out, "...the teaching of English degenerated into a system of subject politics when it should have been from the beginning exclusively a pedagogical problem" (1966, p. 158).

English-Language Perspectives in Puerto Rico

Up to recent years, Barreto (2002) concluded that the majority of the population in Puerto Rico identified itself as Puerto Rican rather than American. Even if there are instances where English is considered a superior language, Spanish holds a predominant cultural position amongst Puerto Ricans. There is still resistance to English from teachers in the public school system, according to Barreto (2002). Back in 2002, when Barreto conducted his study on language policies in Puerto Rico, English was the language associated with private firms who dominated, "...key components of the insular economy..." (Barreto, 2002, p.10). One cannot help but question what status English occupies in Puerto Rico now in 2018. Thus, a general study should be conducted on the overall population's attitude towards the mainland and the English language, since it may still be considered to be the language of oppression in Puerto Rico.

Addressing the perspective of English as a language of oppression in Puerto Rico and as a language superior to Spanish, Teresita Santiago (2008) conducted research, as part of her dissertation on, *Children's Perception of the Learning of English as a Second Language and the Textbooks used in the Classroom in the Colonial/Postcolonial Context of Puerto Rico*, at Pennsylvania State University. Her study followed a qualitative approach, taking into account the colonial or territorial status of Puerto Rico. This case study focused on a small group of students giving an in depth view into those students' perspectives, rather than a generalized but more superficial quantitative study. Students expressed a high level of critical thinking by being able

to use their voices and express their concerns without fear of repercussions or being judged. As a result, students demonstrated the prevalence of a complex colonial/postcolonial mentality, corresponding to a population who is under the influence of two very diverse cultures (Santiago, 2008). Still, this is a topic which requires further study in the context of the Basic English course at the University of Puerto Rico at Mayagüez, where students' language ideologies might play a role in the motivation and attitudes towards the classroom and having to learn English. More so, if they attended elementary school in Puerto Rico, under a system whose history books turn their backs on any form of oppression and slavery imposed by North America (Godreau, Cruz, Ortiz & Cuadrado, 2008). Thus, motivational approaches have to incorporate culturally relevant materials and create an environment of equality between the target language and the main language.

Additionally, a factor which was not considered in previous research was students' motivation for learning English as a second language. Regardless of their perspective of English, there are motivational factors tied into the learning of a language. Those factors can be both positive or negative, integrative/instrumental, and intrinsic or extrinsic. It would be interesting to know how children move through their education with preconceived notions, and how those notions impact motivation or vice versa, how motivation shifts their previous opinions of English language in Puerto Rico.

By consequence, keeping the students' context and possible language ideologies present, educators need to question what their students' motivations towards having to learn English as a second language are. Thus, they can effectively apply motivational strategies, incorporating culturally relevant materials, to increase students' overall motivation towards learning the target language. This approach might also work towards a shift in students' attitudes towards the

language classroom. As has been previously discussed, few research has been conducted on the outcomes specific motivational strategies have on students and their application in the language classroom, taking into account cultural context and thematic instruction. Therefore, I did not use or reference any preceding studies to model my implementation of motivational approaches in my Basic English II classrooms at the University of Puerto Rico at Mayagüez. However, reference was made to past studies on motivational strategies' effects on students' motivation and attitudes towards language learning.

Conclusion

As a result of conducting a research study on motivational strategies, focused on their application in the language classroom, previous research regarding motivational approaches and language learning was expanded. This study provides concrete data on the effectiveness of specific motivational strategies in the language classroom. Moreover, it also provides insight on some preexisting motivations and attitudes students in Puerto Rico bring into the Basic English classroom at the University of Puerto Rico at Mayagüez, regarding the learning of English and the Basic English class. Consequently, it validates how a thematic unit incorporated within motivational approaches influences motivation and attitudes towards the target language and the language classroom. This is of particular interest in a language setting such as Puerto Rico's with the history surrounding English and Spanish interaction.

Chapter III: Methodology

Justification

Since motivation, attitudes, and teaching approaches are interconnected in the ways in which they are expressed and perceived by students in the Basic English classroom, the most adequate methodology to follow for this study was a cross-case analysis, implementing mixed methods research. Mixed methods research, as defined by Keith F. Punch is, "...empirical research that involves the collection and analysis of both qualitative and quantitative data" (2009, p. 288). Consequently, the advantage of conducting a cross-case analysis was the identification of a broader range of variables could be identified as having an influence on the outcomes of the motivational approaches used in the classroom, as well as on the attitudes and motivation students have towards the course. This research focused on two Basic English II sections offered at the University of Puerto Rico at Mayagüez. As an Instructor of Record, I taught both sections of Basic English II that formed part of the study during the spring 2016-2017 academic semester. Students in both sections were exposed to the same motivational strategies and instructional materials, therefore providing common factors amongst sections while considering each section as an individual case. Case studies are extensively used when more time consuming projects are not plausible. Ideally, this research would have encompassed all sections of Basic English II being taught during the spring 2016-2017 semester, but due to limitations in time and researchers to analyze data it solely focused on those two sections I had access to as a Basic English Instructor of Record.

The main methods of data collection used were two questionnaires, one of which was quantitative in nature and the other one qualitative. Both these questionnaires composed the mixed-methods component of this research. The quantitative questionnaire's constituent for

measuring motivation and attitudes (see Appendix B) was influenced by Visser-Wijnveen & Van Petegem (2012) methods for assessing teachers' motivation, and was modeled after Smadi & Al-Ghazo's (2013) questionnaire for Jordanian teachers and their attitudes towards teaching English. After composing the quantitative questionnaire a qualitative questionnaire (see Appendix C) consisting of fewer questions was created to gather more insightful data about the answers students gave in the quantitative component of the research. Each questionnaire provided supplemental and complementing data which informed the claims made on each questionnaire once the results were analyzed and evaluated.

Both questionnaires were divided into five categories which corresponded to a specific component of the research questions and were considered elements which may have had an impact on the effects of the motivational approaches I applied in the classroom. The five categories focused on the student's attitudes towards learning English, their opinions on how the class was taught, their motivation for learning English, student's attitudes towards the thematic unit, and their attitudes towards English in relation to Spanish in Puerto Rico. Thus, a mixed-methods methodology further validates this research as it has different forms of data supporting each other and informing the inquiry. For that reason, the validity of the quantitative method was reinforced through the qualitative aspects of the research methods. Hence, I composed a more in depth study on the use of motivational strategies and their efficiency in the language classroom based on individual attitudes and motivation towards the class, as well as specific language attitudes.

Sampling

The research site I used for data collection of two consecutively taught Basic English II sections at the University of Puerto Rico at Mayagüez. Being the instructor for both sections

gave me complete access to the approaches used in the classroom and to the students who voluntarily decided to participate in the study. Only those students who successfully completed Basic English I in the fall semester were allowed to enroll in Basic English II during spring. Meaning, students who were part of this study had a previous interaction with English at the university level, had exposure to other materials used in the teaching of the class including a course textbook, and had past interactions with other Basic English instructors. Some of these factors were addressed in the qualitative questionnaire by participating students who decide to make reference to them, but no direct inquiry was made regarding their experience in Basic English I.

Both Basic English sections met in the mornings in the same classroom. The section labeled 010 met Mondays, Wednesdays, and Fridays from 7:30-8:20 a.m., while the section labeled 020 met the same three days from 8:30-9:20 a.m. Thus, having back-to-back sections provided little space for me, as the instructor, to make significant modifications to any approach used in the previous section. Consequently, both sections received similar instruction and techniques, where the varying factors were the individual students and different time periods. As for those who voluntarily decided to participate in the study, they were primarily first year college students; nonetheless, there were students who delayed the class, students who transferred from other institutions, and students who were repeating the course. For such reasons, both sections were an ideal group for research in motivation since they might come into the classroom with subjective views towards Basic English, as it is the course in which students who score low on the English component of the college entrance exam are placed.

Students in the Basic English classroom at the University of Puerto Rico at Mayagüez can be considered as having similar English language proficiency. Entire classes may be diverse

with regards to nationality, educational background, social status, and other factors such as migratory history, but the one factor they shared was their placement in the Basic English course. The majority of students who participated in the study were from Puerto Rico and those who were not had a proficiency of English similar to that of Puerto Rican students. As it has been previously explained, students entering the University of Puerto Rico at Mayagüez are placed in different English as a Second Language course levels based on their entrance exam scores, therefore, providing a seemingly equal English proficiency level amongst students. Nonetheless, non-resident applicants from countries which do not offer the College Board or SAT exams are placed in Basic English based on the courses they have already taken and their similarity to those required by the University of Puerto Rico (University of Puerto Rico Mayagüez Campus, 2012, Academic Standards section, para. 6). Regardless, those students would have to complete 12 credit hours in English as a Second language courses. Therefore, they were adequate for the research study and fit the boundaries of the case studies which focused on students' motivation, attitudes, and the efficacy of motivational teaching approaches in the language classroom.

Data Collection

Data for this research was collected during the spring 2016-2017 academic semester, which had a span of 19 weeks. Students chose to participate voluntarily after having read and signed an informed consent form (see Appendix D), which I thoroughly explained and discussed before handing out. Classes began the 17th of January, 2017; however, students were given several days following the first day of class to make changes in their official course schedule. For said reason, although motivational approaches following Zoltán Dörnyei's proposed taxonomy were applied since the first day of class, students were not asked to participate in the study until the last day of the first week of class and data collection did not begin until the third

week of class. A main factor influencing the timing of data collection was that a component of both questionnaires referenced the teaching styles of the instructor, making it ideal for the questionnaires to have been distributed some weeks after the initial day of class. The consent form, questionnaires, and research study received IRB approval in early December 2016 (see Appendix E). Those students who did not agree to be part of the research still benefited from the motivational approaches and answered questions pertaining to the study, yet, their responses were not part of the data, which was analyzed as part of this research.

On the other hand, participating students were expected to have understood the implications of the study and their roles as participants. They all received a detailed explanation of the research and its objectives in the informed consent form they signed. Additionally, there were no direct benefits for students who participated in the research and their outcome in the course was not be influenced in any way by participating in the questionnaires as they were analyzed anonymously and were not coded until after the study concluded at the end of the semester. In this way, student participation remained voluntary and anonymous; hence, their responses were expected to be authentic with regards to the approaches, materials, attitudes, motivation, and thoughts towards the course and towards the instructor of their Basic English II class.

During the third week of class, participating students answered a quantitative questionnaire that provided generalizable data on their motivation and motivational approaches being used, as well as their attitudes towards the English classroom and their engagement with the thematic units. Successively, in the tenth week of the semester, those same students answered a qualitative questionnaire composed of open-ended questions intended to expand on the answers participating students gave in the quantitative portion of the study. The quantitative questionnaire

was then administered again during the 18th week of class, after students experienced a complete semester and had close to five months of engagement with me as their instructor and were exposed to motivational approaches within thematic units. A draft of the thematic units were created during the holiday break of December-January, 2016, and was constantly updated throughout the course of the semester based on the students' interests and learning styles. The thematic units' main objective was to provide materials and a context in the English classroom with which English learning students in the Basic English II classroom, at the University of Puerto Rico at Mayagüez, could more easily relate with. In view of this, they incorporated different language interactions, language-learning experiences, and made reference to the dynamic relationship between English and Spanish in Puerto Rico, and the relationship between Puerto Rico and the United States. In addition, a series of four reflective journals were collected to keep track of the progress and reactions of students to the approaches and overall classroom environment. Some journal topics were used to expand on answers given in the questionnaires in lieu of individual interviews.

Data Analysis

Data was fully analyzed once the semester concluded and I was no longer conducting the research study nor was I the students' English instructor. Both quantitative questionnaires were charted and graphed, showing differences, where pertinent, between the participants' answers at the beginning of the semester and their answers at the end of the semester. The quantitative questionnaires were analyzed by calculating the percentage of responses each answer choice obtained for each particular statement. Each category was analyzed individually, allowing a subsequent categorical comparison. For each individual statement of the 5 categories, the amount

of votes each answer option got was shown in numbers, followed by its corresponding percentage.

The qualitative questionnaire served to inform and expand on the data gathered from the students' quantitative questionnaires. The responses were coded by sections and analyzed according to emerging patterns of repetition. Considering that students completed the qualitative questionnaire by hand, the coding process was done manually in an Excel spreadsheet. Codes emerged from commonalities among answers for the same questions. Thus, the same code could be present multiple times but referencing a different question and category. In this study, the importance was not on how many times a code emerged, but which codes emerged and their implications for the students' perceptions, attitudes, and motivation.

Qualitative data analysis began with the process of transcribing the students' responses and arranging them according to their sections, categories, and sub-questions. It is important to clarify that most students responded in Spanish and their responses were translated to English during the data transcription process. The coding process took place once all the data was transcribed and response commonalities to the same questions were identified. Since qualitative data is informative, there are no preset codes to choose from for data analysis and classification. Codes are created and designated by the researcher to represent a reoccurring qualitative phenomenon. The assigned codes should be short but must convey the essential message of the data sample (Saldaña, 2009). The meaning attributed to each code was then analyzed and used to inform the quantitative data. Therefore, I identified answers or references to similar things and assigned a code that conveyed the message. For example, three individual responses explaining their use of English outside the classroom to "read for school," "to understand by books," and "to get an A" would have been coded as *Academic Purposes*.

The analyzed codes, their significance to the study, and the implications for the quantitative responses were presented in the data results and analysis chapter. The emerging codes for each section were outlined with their respective descriptors and various data samples. For the purpose of this research, the objective of using codes was to give an insight as to why students chose the answers they did, and to support or refute any changes in the students' perspectives, attitudes, and motivation towards the classroom, the instructor, the content, and towards learning English.

Possible Ethical Issues

Correspondingly, considering that I held both the position of researcher and course instructor within the Basic English II sections being used as part of the study, an argument could have been made for possible ethical issues arising throughout the process of data collection. Nonetheless, the research I conducted was minimal risk and students were not harmed or affected through their voluntary participation. However, to reduce ethical concerns I clarified that participation in the study was voluntary and students who opted not to be part of it would not be penalized. I also explained that participating in the study would not give students an advantage in the class and it would not have an influence on their final grades. Additionally, the questionnaires did not inquire on previous English instruction and interactions within the Basic English I classroom, as to avoid any situations between colleagues who teach the same course or myself if I taught some of them Basic English I during the fall 2016-2017 academic semester.

Finally, both questionnaires were administered in Spanish and were collected and kept stored in an anonymous manner. Although students provided their names on the questionnaires to confirm their participation with the consent forms, the questionnaires were collected and stored in a safe box without any identifiable labels. Data analysis did not begin until the semester

concluded, eliminating any claim that answers to the questionnaire might have influenced the students' final grade. Conforming to the stipulations in the IRB approval, I did not disclose any personal information of participants when discussing the results of this study. Therefore, I took all of the necessary precautions to eliminate as many possible ethical issues that might have come to question as part of this research. Students, even those who do not participate, benefited from the approaches and material, and the final results are expected to serve in the improvement of the teaching content, and context of a target language in subsequent semesters.

Significance of the Study

This study is beneficial for and is aimed at both researchers and educators who have a desire to connect with their students and foster an environment where students feel comfortable and motivated towards learning a second language. The context of this study used English as a Second Language; however, the motivational strategies can be applied to any language classroom where motivation and attitudes are key components that want to be addressed. All of the strategies from Dörnyei's taxonomy of motivational teaching approaches can be modified for specific context and language environments, similarly to what I did for my course and students in Basic English II.

Important components of the study were the materials used within each motivational teaching approach. If students were expected to engage with the content and successfully interact in the language classroom the material had to have some form of connection with the students at a deeper level than just language needs for academic or instrumental purposes. Thus, after research concluded and the data obtained validated the use of motivational approaches and the importance of addressing students' context within language education, hopefully more thought will be put into the materials used in the Basic English Classroom, where most students cannot

connect with the books or materials because they speak of a context which is not their own or they find uninteresting.

As for the field of education, this research delivered different techniques and effective ways which educators of English or any other language as a second or foreign language can transfer to their classrooms. By identifying different techniques, which help to improve students' motivation and attitudes, this study allows educators in other contexts to similarly enhance their students' attitudes towards the language being taught in regards to their first language and the needs of acquisition of the target language. This research placed both languages, the first language and the target language, on an equal scale. Where, after the strategies were put in use and the material was presented through the target language in a relevant contextual situation, students' were expected to identify both languages and their speakers as equals. In the context of Puerto Rico it was expected to provide students with a different lens where they related their language learning challenges with that of other foreign language learners; therefore, reducing the stigma that a language and its speakers are superior to others.

Chapter IV: Description of Participants & Thematic Units

Students' motivation for learning a target language does not only depend on instrumental motivators, it is influenced by preconceived notions and existing attitudes towards the language, which are affected by the students' culture, among other factors. Motivation for learning a target language also depends on the way in which the target language is presented to the students, the learning environment, and the uniformity of teaching. The instruments used in this study considered the specific motivational teaching strategies applied in the Basic English II classroom, how those strategies were put into practice, the students' initial motivation towards learning English, their attitudes towards the English classroom, and how the applied motivational teaching strategies influenced the students' existing motivations and attitudes. They also accounted for the students' attitudes towards English in relation to Spanish in Puerto Rico and their perceptions of the English instructor. These were analyzed for both course sections that participated in the study as a cross-case analysis, considering the similarities and differences between the two groups of participants. Thus, in order to better comprehend the impact of the study together with the students' responses and reactions, we have to know the students' background and the composition of each case study.

Section 010 – Participants and Location

The first section of Basic English II that participated in the study, section 010, had a total enrollment of 31 students. We met every Monday, Wednesday, and Friday from 7:30 a.m. to 8:20 a.m. Out of the 31 students who enrolled in the course, 29 gave their consent to participate in the study. From the 29 participating students, one student withdrew from Basic English II after having been absent to 15 classes. The student completed the initial quantitative questionnaire,

however, it was not accounted for in the study's data. A total of 28 students answered the initial quantitative questionnaire, while 26 students answered the second quantitative questionnaire.

Section 010 had participating students from all four colleges of the University of Puerto Rico at Mayagüez. These included: Arts and Sciences, Business, Agricultural Sciences, and Engineering. The School of Arts and Sciences alongside Engineering are the colleges with the highest student enrollment on campus. A total of 11 students were from the College of Arts and Sciences, 7 were from the College of Engineering, 7 were from the College of Agricultural Sciences, and 4 were from the College of Business. The Basic English II course is a continuation of Basic English I and although it is suggested that students take both parts during their first year in the university this is not always the case. This is why among my students, 27 of the participating students were in their first year, while two were in their third year of academic studies. One of the third year students had transferred from one of the other University of Puerto Rico campuses into Engineering. Additional demographics include 17 of the participating students identifying as female while 12 of the participants identified as male, and comprised an age range of 18 to 20 years old.

This section met in a classroom on the second floor of Chardon building, the main Arts and Sciences building in the University of Puerto Rico at Mayagüez, and the building where most of the basic requirement courses are offered. The classroom had no air conditioning and its fans hardly worked, however, it was well ventilated, there was little to no distraction from students roaming the halls, and parking was easily available due to the early time. Students in section 010 were, for the most part, quiet and had to be highly encouraged or prompted to participate in class. Accordingly, for a productive and content rich class discussion to take place, I would have to provide lead questions and engage in their arguments, if not having to begin the

argument all together. Even though this group of students was not outspoken, a total of 41% of the participating students from section 010 had taken Basic English I with me in the fall semester of 2016 and voluntarily enrolled in the Basic English II course I was teaching. There were 12 participating students who had taken Basic English I with me, 13 in total including a student who did not give consent or was absent during the days in which the consent forms for participating in the study were distributed.

As a result, section 010 of Basic English II had an interesting composition of participants. Almost half of the students participating in the study had already been exposed to my teaching styles and techniques and they had an existing motivation to enroll in my section of Basic English II at 7:30 a.m. Consequently, some of the other participants had enrolled in the section based on references from their classmates and friends. This meant that at least fifty percent of the participating students were not in the class by chance and only fifty percent or less of the participants came to the class with no preconceived notions of me as an instructor, the English classroom under my teaching conditions, and no opinions on the teaching materials and activities I used to teach English as a target language.

Section 020 – Participants and Location

The second section of Basic English II that was a case study for this research was section 020. Students in section 020 met every Monday, Wednesday, and Friday from 8:30 a.m. to 9:20 a.m. Similar to section 010, a total of 31 students were enrolled in the course, out of which 29 gave their consent to participate in the study. 29 students answered the initial quantitative questionnaire, while 25 students answered the second quantitative questionnaire.

Section 020, like section 010, was comprised of students from all four colleges of the University of Puerto Rico at Mayagüez and so was the group of students participating in the

study. Out of the 29 participating students 9 belonged to the College of Arts and Sciences, 12 were from the College of Engineering, 5 were from the College of Agricultural Sciences, and 3 were from the College of Business. 24 of the participating students were in their first year of university studies, however, 1 student was in the second year of academic studies, 1 was in the third year, 2 were in their fourth year, and 1 was in the fifth year of studies. One of the two students in fourth year was a transfer student from the Dominican Republic. This student had an Associate's Degree in Engineering and applied to the University of Puerto Rico at Mayagüez to complete a B.S. in Industrial Engineering. Although that student was considered to be in the fourth year of university studies, it was that student's first year at the University of Puerto Rico at Mayagüez. Other descriptive factors include, 16 of the 29 students identifying as females while 13 of the participants identified as male, and an age range of 17-22 years old.

The aforementioned factors attributed to dissimilarities between participants from section 020 and participants in section 010. Some of the participating students in section 020 were significantly closer to my age, which might have affected their attitude towards the class and myself. This is my perception as the researcher since the issue of our ages was not addressed nor brought up by them in any of the instruments used for data collection.

Section 020 met in the same classroom as section 010, a classroom on the second floor of Chardon, the main Arts and Sciences building. Students who did not have a class before Basic English II at 8:30 a.m. would have to either walk to campus or arrive by 7:30 a.m. in order to find parking. Thus, many of the students from section 020 were on campus early and arrived to class on time, nonetheless, there were those who were habitually late because they drove to campus and struggled to find parking and make it to class on-time. Students in this section had high-energy levels and were always eager to participate in our class discussions. As they walked

into the classroom, they would immediately start talking amongst themselves and to me about current events and their other classes. Rarely did I have to lead class discussions or prompt them to participate, on the contrary, I often found myself having to interrupt our discussions in order to move on with the class. Unlike students from section 010, 65% of the participating students from section 020 had not taken Basic English I with me in the fall semester. Out of the 31 students enrolled in the class, a total of 10 students had previously taken Basic English I with me. Those 10 students gave their consent to participate in the research study, comprising 34% of section 020's participants.

Thus, similar to the first section, this second section had an interesting composition of participants. A third of the students participating in the study had already been exposed to my teaching styles and techniques. They had previous motivation to enroll in my section of Basic English II at 8:30 a.m. Consequently, some of the other participants had enrolled in the section based on references from their classmates and friends, like two students who were roommates with two other students who had taken Basic English I with me. As a result, more participants were enrolled in section 020 and had fewer preconceived notions of me as an instructor, the English classroom under my teaching conditions, and no opinions on the teaching materials and activities I used to teach English as a target language.

Having such a diverse group of students enrolled in the course led to a stimulating academic semester. As an instructor I could not repeat activities from Basic English I because some of the students had already done them. Thus, most of the activities I did in class were new to all of the students and the resources I used to increase motivation were changed. I also found myself having to modify activities from one section to the next. Students in section 010 responded differently to those in section 020. Thus, in the 10 minutes I had in between sections I

had to adjust lesson plans and the way I would address students. Nonetheless, the activities per se did not change, with both sections receiving the same instruction and covering the same topics and arguments for class-discussion.

Thematic Units

Students were taught Basic English II through a series of 4 thematic units where each unit incorporated at least one component from each of the four categories of Dörnyei's Taxonomy of Motivational Teaching Practices. The four categories include creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. The class focused on the students' geographical knowledge of both the English and Spanish languages, on language-associated stereotypes, on ethnic and social stereotypes, and on stereotypes associated with immigrants and Latinos in the United States. Each class, regardless of the thematic unit, contained a timed writing component. Students had to write for a set period of time on either a topic of my choosing or on a reflection of a topic covered in class. This exercise helped students keep track of their progress in English writing, and it allowed them to identify improvements in their vocabulary and sentence structure. A majority of students connected with the thematic units and their overall motivation and attitudes increased. Nonetheless, some students did not engage with the class and their motivation relied on having to approve the course, as it was required for graduation. Thus, some motivation remained instrumental. A detailed description of each unit and how it covered Dörnyei's Taxonomy of Motivational Teaching Approaches follows.

A variety of resources were used to create the thematic units. Nonetheless, those resources had to be appropriate for the students enrolled in Basic English II. The official book that was provided by the university to be used as part of the course focused on a nine to tenth

grade English proficiency level. Thus, the readings used as part of the course were for an age range of 14-16 years old. As I designed the units, I researched and developed resources that were appropriate for English language learners in high school. However, the content of the resources was geared towards young adults, since my students were university level students and all of them were 17 years old or older.

Unit I: Geographic Knowledge of the Language

The first thematic unit I applied focused on the students' knowledge of geography and the geographical origins of both English and Spanish and the regions where they are most spoken. This was based on my belief that students required to learn a language should have a basic knowledge and understanding of where that language comes from, how many people speak it, where it is mainly spoken, and how that language reached or relates to their country, in this case Puerto Rico. Students in Puerto Rico should also explore how the target language is relevant to their everyday lives and how it became one of the island's official languages. This unit served to create basic initial motivation in the course.

Students drew maps, labeled countries with their respective official languages, and were able to identify why some countries have a greater influx of foreign languages. Likewise, students did research on Spanish in the United States and the historical factors that influenced Mexican migration towards Midwestern states, rather than remaining in southwestern states. They identified similarities and political patterns linked to language migration that helped them understand why English is spoken in Puerto Rico and what prompted bilingual education in the island's education system. Students also learned the importance of knowing where languages come from, as languages are influenced not only by geographical location but also by

surrounding cultures and societies. These activities helped them comprehend some grammar concepts they struggled to understand.

The main way this thematic unit created the basic conditions for motivation was by providing a space with a supportive and pleasant atmosphere. Their first impression of Basic English II was not that of a course where concepts and grammar rules were going to be discussed with no real application beyond the classroom. Students were introduced to a course where English was made relevant to them and they identified the knowledge they already possessed of the English language and it was made relevant to the class. Thus, it prompted students to want to partake in activities and show what they knew about the history of English and Spanish, as well as the history of Puerto Rico and its relationship with the United States. In a similar manner, this unit generated initial motivation and maintained the students' motivation by reinforcing students' previous knowledge and encouraging new knowledge and ideas to be discussed in class. Learning was made stimulating and enjoyable, which maintained students' motivation and prompted an increase in learner satisfaction.

Overall, this unit was effective at setting a mood for the course and getting students interested in Basic English II. Students had a dynamic class where the material and topics they would be learning about had external applications and where their previous knowledge was valued. Towards the end of the unit, a majority of students were practicing their English more and were asking for me to correct them whenever they made mistakes. An improvement from my observations from the previous semesters, where a majority of students avoided using the language because they would make pronunciations mistakes or they would not know the English words for certain Spanish terms.

Unit II: Language-Associated Stereotypes

The unit on language-associated stereotypes was applied throughout the length of a semester. Students were exposed to resources from this unit periodically to help them keep a positive image towards language learning and foster a cooperative and respectful language-learning environment. This unit was the one with which students engaged with the most. It prompted them to increase their English language use within the classroom and to become more active participants through the course of the semester. The objective of this thematic unit was to eliminate some of the most common language learning stereotypes related to speaking and writing, such as being considered less smart if you cannot pronounce words correctly or if you speak with an accent. As the unit began, it immediately created a supportive learning environment, conforming to the motivational practice of creating the basic motivational conditions. As students were exposed to language stereotypes and began to acknowledge their own language-associated stereotypes, they began letting go of some of those stereotypes and practiced the language without fear of being judged. Students became supportive amongst themselves in the language learning process.

The main set of resources used for this unit were linked to multimedia. I focused on a Latino/Hispanic YouTube channel called, Flama. There are a variety of videos on that channel that illustrate and amplify the interactions between Latinos and Spanish speakers amongst themselves and their interactions with English language speakers. Their videos usually address social stereotypes and language misconceptions. I emphasized a set of videos titled, *Spanish Words, 'White,' People can't Say*. In an attempt to not turn the discussion into a racial one, I embed the video into a presentation where I delete the title. A more suitable title would be, *Spanish Words English Speakers can't Say*. However, the videos serve the purpose of placing the

students in the Spanish learner's position, where they can easily identify similarities in the language learning process.

As an instructor, through the use of the aforementioned videos, I created the basic motivational conditions by illustrating how speakers of English face the same struggles with pronunciation and reading when learning Spanish as speakers of Spanish do when learning English. Some students expressed at the beginning of the course a fear of being judged for their English skills, however, after the initial video was shown they began saying words they struggled with in pronunciation and associated their learning process with a normal process of language learning. The first video used in the Basic English II classroom showed how Spanish-learning English speakers could not roll the "r", how they struggled with pronunciation that seems effortless to Spanish speakers, such as the different sounds of "j" and "g," and how English speakers also confuse false cognates. The mood inside the classroom was light and students did not feel ashamed of their mistakes, rather they all helped each other pronounce complicated words and encouraged me to correct their pronunciation and to use a varied vocabulary they could learn from.

Likewise, this unit and the materials used throughout it created realistic learner beliefs and it increased the students' expectancy of success, covering the second domain of Dörnyei's motivational teaching practices. Students knew it was not expected from them to have perfect or native like competence in English pronunciation or grammar by the end of the course. Conversely, they knew they could set achievable goals and work towards them throughout the semester and continue working on them outside of class. Thus, students' did not feel like they had failed when they did not dominate a speaking skill and they kept pushing themselves further to improve.

Regarding grammar, most students struggled with basic concepts of sentence structure and relied on direct translation when writing in English. Many students first wrote their essays in Spanish and then translated them to English, expressing that they had their thoughts in Spanish and did not possess an English vocabulary varied enough to fully express the message they wanted to convey. Therefore, I decided to implement the timed writing activity, an activity I practiced in a course for teaching and assessing English as a Second Language at the University of Puerto Rico at Mayagüez. At the beginning of each class students wrote nonstop for a predetermined amount of minutes, usually 3 to 5 minutes, on a topic I gave them. The topics went beyond the classroom into issues that affected their social lives, which aided in getting students engaged and writing freely. Students kept track of their writing progress throughout the course of the semester in a writing log I provided, where they were able to see how their writing in English changed throughout the semester. Thus, this writing exercise highly incentivized students to do their best and practice as they began seeing improvements in their grammar and writing skills.

Hence, this unit also served to protect the learner's self-esteem and increase their self-confidence, it allowed students to maintain a positive social image, it created learner autonomy, and it fostered a space of cooperation amongst peers. All of which fall under the third domain of Dörnyei's motivational teaching practices, maintaining and protecting motivation. As part of the fourth domain in the motivational teaching practices, this thematic unit highly increased learner satisfaction. By providing students a resources alternative to exams and grades to measure their learning and improvement in language learning they did not lose motivation through exam scores or quizzes. Students had evidence of their language skills improvement, which led to an increase

in language practice and use that went beyond instrumental motivation for the classroom. In this way, students had positive retrospective self-evaluation.

Unit III: Ethnic and Social Stereotypes

A unit on ethnic and social stereotypes was implemented after the unit on geographical language knowledge and while the unit on language-associated stereotypes was in place. This thematic unit was also reinforced with the use of multimedia resources. Sets of different ethnic stereotypes were incorporated within grammar units covered as part of Basic English II. This was a unit that provided a space for students to address stereotypes they might have been exposed to as Puerto Ricans and to address stereotypes they knew of and may have subscribed to pertaining to other ethnicities and social groups.

In Puerto Rico societal and cultural racism is not widely addressed and to a certain extent racial micro-aggressions have been normalized. Thus, this unit gave students a space where they could be honest about their experiences with racism in Puerto Rico and it also allowed for them to acknowledge their own racist behaviors, which were deemed as acceptable and sometimes considered normal in society. Setting appropriate group norms throughout the practice of this thematic unit created basic motivational conditions. Students were expected to be respectful and not address any of their classmates in despective or offensive ways. The classroom had a supporting atmosphere where students identified their use stereotypes and normalized racism and their classmates helped them move away from the use of said stereotypes and racist views instead of engaging in harmful arguments or taking offense by the stereotypes being discussed.



Figure 1. Social stereotypes in Puerto Rico, sec. 010. Labels of stereotypes associated with different regions of the island.



Figure 2. Social stereotypes in Puerto Rico, sec. 020. Labels of stereotypes associated with different regions of the island.

Figures 1 and 2, are an illustration of one of the activities performed as part of this unit. Students drew a map of Puerto Rico and labeled it with different things they associated with each town, rather than their proper names. The results showed strong racial and social stereotypes that

had been normalized. Some of the maps had multiple labels in common, which helped students acknowledge stereotypes. In Figure 1, obtained from a participant in section 010, there are labels such as “bullets,” “cacolandia” (thugland), and “gringolandia.” The locations of each label are generally associated with a high incidence of crime, thug music and an abundance of residential projects, and a small offshore island frequented by tourists and vacationers.

Likewise, Figure 2 has some stereotypical labels, however, the participant used language that may be considered offensive. In Figure 2, the labels “gays,” “negros” (blacks), and “mango,” emerged. The area labeled as “gays,” is known for celebrating a Pride parade, meanwhile, the area with the label “negros,” has been the object of many jokes and social injustices because of its larger concentration of dark-skinned Puerto Ricans. Those two labels clearly displayed social and racial stereotypes, even though racism is downplayed as an issue on the island.

Moreover, enhancing students’ values through the use of the English language generated initial motivation. Learning English was not only academically useful, it became an additional medium through which students could identify and fight against social and ethnic stereotypes. Likewise, students were learning how to form alternate statements in English, rather than using racial micro-aggressions and stereotypical references in their discourse. Students engaged with this unit and brought to the classroom multiple stereotypes they had been or were subject of, not only as Puerto Ricans or citizens of specific municipalities, but stereotypes assigned to them as students of the University of Puerto Rico at Mayagüez and its respective colleges and their concentrations. As a result, students were eager to challenge those stereotypes and create social awareness. Students achieved their goal of creating social awareness by creating projects

challenging stereotypical and racial ideologies not only in Puerto Rico but also towards other ethnic groups, minorities, and different social groups that have been marginalized.

In an effort to maintain and protect students' motivation in the Basic English II classroom and their motivation towards learning English, I gave personal examples of instances where I had either engaged in stereotypical use or I had been subject of cultural and social stereotypes. Thus, by seeing their instructor in a vulnerable position and identifying how I was able to correct my actions and defend myself using Basic English grammar skills mostly through written form, students' desire to acquire those language skills and expand their existing skills grew. Consequently, they produced projects that showed a significant improvement in their command of written English skills and were motivated to share in class their own experiences using English. Subsequently, they received grades and positive feedback on their work, which created the appropriate motivational conditions for positive retrospective self-evaluation.

Unit IV: Stereotypes towards Latinos and Immigrants

Finally, the semester concluded with a thematic unit exploring stereotypes towards Latinos and immigrants in North America. The unit on ethnic stereotypes towards Latinos and immigrants in North America was paired with the novella, *The House on Mango Street*, by Sandra Cisneros. Students found this unit particularly relevant, since there has been a mass migration of young professionals from Puerto Rico to the United States and they are part of the population that is migrating. Correspondingly, a majority of students at the University of Puerto Rico at Mayagüez participate in internships and COOPs in the United States and many relocate there permanently once they finish their bachelor's degree. Before reading the novella, students were asked to describe Latinos and immigrants and identify their descriptors as stereotypical or

non-stereotypical. The focus then shifted to studying how those stereotypes were portrayed in modern TV shows, television ads, and the novella.

An activity students did as part of this unit was creating their own chapter, as if it were part of the book. They had to narrate a specific event of their lives that conveyed an important aspect of their culture. The chapter was two to three pages long and had to be descriptive. Some students wrote about their fifteenth birthday celebration, others wrote about their first time drinking, while others chose to describe the day when they moved out of their parents' home. In the end, most of the chapters were related to their families or addressed some sort of family value. That made sense, given that family unity is important in the Puerto Rican culture. Afterwards, students were asked to rewrite their stories but positioning themselves in the United States, based on the impressions they had of the country. For some students, their stories drastically changed while for others they remained the same. Nonetheless, they had to think of how being in a different country as Latinos would impact their life stories. This unit, like the previous ones, covered the four categories of Dörnyei's Taxonomy of Motivational Teaching Practices.

The first category of the motivational teaching practices it covered focused on a supportive atmosphere in the classroom. Similarly to what was done with the other units, at the beginning of this unit students were asked to be respectful and mindful of their participation and response to others. This led to a cohesive learner group with appropriate group norms. Students were encouraged to share their opinions, experiences, and interpretations of the novella without being criticized for their point-of-view. Students were also encouraged to argument and explore their differences as a way of identifying how different groups, even in the same classroom,

experience and perceive stereotypes. This allowed students to feel comfortable sharing their thoughts and being more willing to participate in class discussion.

Furthermore, this thematic unit generated initial motivation by increasing the learners' expectancy of success, and making the teaching material relevant for the learners. The students' expectancy of success increased as the group read the novella and engaged with its content and vocabulary. *The House on Mango Street*, incorporates English and Spanish even though it is primarily written in English. Students were able to connect with the words, sayings, and phrases presented in the novella, and were enthusiastic about discussing the different ways and English terms the author used to describe events they were familiar with and could describe in Spanish. In turn, that increased their confidence in the use of the English language and was conducive for higher learning expectations. Furthermore, the material used in this thematic unit was highly relatable to the students and it showed through their increased engagement in class discussion and through their reading comprehension. Thus, motivation was maintained through the use of engaging tasks and the creation of a space for learner autonomy.

The creation of their own chapter, as if it were part of the novella, was an engaging task that prompted students to use the English language and maintained their motivation. Students were able to explore slang words and make connection between English, Spanish, and their cultures. This allowed them to connect English to Spanish and to find a use for English beyond education and academic purposes. Students were given a space to use another language to express and present themselves and their respective cultures in a positive manner with language terms that accurately portrayed the message they wanted to express.

Finally, positive retrospective self-evaluation was sustained by providing encouraging and honest feedback and by increasing learner satisfaction. As students presented their chapters

to the rest of the class, they related to the language their peers had chosen to describe events they had experienced, were familiar with, or had also described in their chapters but through the use of different vocabulary and language terms. Thus, they added terms to their repertoire and had a positive experience evaluating their use of English in their projects. This encouraged students to keep practicing their acquired English language skills outside the classroom, primarily through social media interactions. They were able to respond and comment on topics about Latinos, stereotypes, and racism in English without being self-conscious about their language use.

These were the four thematic units implemented as part of this research study. They formed the basis for creating and maintaining motivation in the Basic English II classroom. The thematic units were implemented using my teaching technique and style, therefore, if a student did not connect with my teaching style the effect of the unit on his motivation might have been affected. Consequently, for this reason, evaluating the students' perception of the instructor was an integral part of the data collected as part of this research study. Furthermore, data analysis examines how the students' perception of the English instructor correlated to their motivation to learn English and to their response and perception of the thematic units.

Chapter V: Data Results & Analysis

In order to accurately understand the data analysis and its findings it is important to consider the systemic strike at the University of Puerto Rico during the second semester of the 2016-2017 academic school year. The academic semester at the University of Puerto Rico at Mayagüez began on January 17, 2017 and was scheduled to end on May 11, 2017. Classes were interrupted from April 6, 2017, until June 1, 2017. The University of Puerto Rico at Mayagüez closed for two months, thus, students' exposure to the motivational language strategies and the environment created in the Basic English II classroom was affected. Furthermore, the strike took place under the administration of the political party that favors statehood and has strong ties to English language use and bilingualism in education. Therefore, the strike and the politics surrounding it might have had an influence on how students perceived English or their attitudes towards having to learn English.

Data for the qualitative component of the study was collected a week before the strike began, conversely, the second quantitative questionnaire was not administered until after classes resumed and it was done online. Administering the questionnaire after a two-month break resulted in some data inconsistencies when compared to the initial quantitative questionnaire and the responses provided on the qualitative questionnaire. A total of 36 codes were identified for section 010 (see Appendix F) and 30 codes for section 020 (see Appendix G). Some of the codes repeated through categories and between sections. Students answered the questionnaire in Spanish; thus, data examples provided for each code represent a translation of the students' original responses. The two words which were not translated were, '*confianza*' and '*Spanglish*.'

When compared to answers provided on both the first quantitative questionnaire and the qualitative questionnaire, some students' answers seem to have been made under a response bias

of extreme responding. Data showed how some students responded the questionnaire using only the extreme choice from one end of the Likert Scale questionnaire, contradicting at times data provided on the qualitative questionnaire. Three students from section 010 and 1 student from section 020 answered with extreme responses. These results were considered as outliers and were consequently not included nor analyzed as part of the data. Data on the figures and tables for each section and individual category shows the results without extreme responses. Thus, outliers were not included in the cross-case analysis. The effects on the data results were minimal, however, they were more indicative of what was expected after a semester of instruction and the use motivational language strategies through the thematic units.

The data was accounted for and analyzed, considering the strike as an independent variable that might have had an impact on data collected after classes resumed in June. A total of 23 participating students from section 010 and 24 participating students from section 020 completed the final quantitative questionnaire. Six students, 2 from section 010 and 4 from section 020, who answered the initial questionnaire did not answer the final quantitative questionnaire. Consequently, the number of responses from the first questionnaire is not proportional to the number of responses from the second questionnaire.

For section 010, category 1, statement 3 of the initial quantitative questionnaire, one student left the question blank, totaling 27 responses for that statement. Also, after category 2 of the first quantitative questionnaire in section 010, one student left all the responses blank. Thus, from category 3 onwards there were a total of 27 responses. For section 020, category 5, statement 3 of the initial quantitative questionnaire, one student left the question blank, totaling 28 responses for that statement. The answers presented in the first set of quantitative data illustrate the students' initial perceptions, motivators for learning English, and attitudes towards

the Basic English classroom without the use of any motivational language strategies. Data from the second quantitative questionnaire correlates to the students' perceptions, attitudes, and motivators after a semester of motivational language strategies in the Basic English II classroom.

Data from each section was presented as a set, with two graphs for each category. One graph presents data from the initial quantitative questionnaire, while the other graph presents data from the second quantitative questionnaire. Results were then calculated in percentages and compared through tables. The sets of data were then evaluated as a cross-case analysis. Each set from section 010 was compared to its corresponding set from section 020. Analyzed as a cross-case study, the results allowed for the evaluation of common factors, external to the motivational language strategies, which might have had an influence in the students' overall motivation, perception, and attitude towards the Basic English classroom. Results from section 010 were analyzed first, followed by section 020. Each section was supported by answers provided on the qualitative questionnaire.

The quantitative questionnaire was composed of 5 categories with 5 statements each, for a total of 25 statements. The first category of the questionnaire focused on the students' initial attitudes towards learning English and their attitudes towards learning English after a semester in the Basic English II classroom under the use of motivational language strategies. The five statements illustrated in figures 3-4 and figures 13-14 are: I like learning English as a second language, learning English is an important part of my culture, to communicate with other people it is important to learn English, I would like to be learning a language other than English, and I would encourage my friends to study English as a second language.

The second category of the quantitative questionnaire assessed the students' initial perceptions of the English instructor and their perceptions of the instructor after a semester in the

Basic English II classroom with the use of motivational language strategies. The five statements illustrated in figures 5-6 and 15-16 are: there is a good relationship between the English instructor and the students, the instructor presents the content in an engaging manner, the instructor fosters a supportive environment in the classroom, the instructor uses external resources that increase my values and attitude towards learning the language, and the activities practiced in class increase my motivation to learn English.

The third category on the questionnaire focused on the students' motivators for learning English. The five statements illustrated in figures 7-8 and 17-18 are: to get good grades in college, I need to know English, learning English helps me understand my other classes, I need English for my concentration courses, I can use English to communicate with my friends, and I use English more than Spanish when using technology.

The fourth category of the questionnaire focused on the students' initial attitudes towards the content. The five statements illustrated in figures 9-10 and 19-20 are: the class's content is relevant to me, I can apply to other classes what I'm learning in English class, the class's content is interesting, the material presented in class makes me want to learn more English, and the material presented in class makes me want to participate.

The fifth set of questions in the quantitative questionnaire focused on the students' perception of learning English and its importance in Puerto Rico. This section is also referred to as the students' perception of English in relation to Spanish. The five statements illustrated in figures 11-12 and 21-22 are: English helps me more than Spanish in my other classes, to get a job it is more important to know English than Spanish, if I want to be successful I must know English, my Spanish skills will decrease if I learn English, and knowing English in Puerto Rico is becoming more important.

The qualitative questionnaire (see Appendix C) consisted of the same 5 categories as the quantitative questionnaire (see Appendix B). Data results and analysis for each category of the quantitative questionnaires were accompanied by an analysis of their respective categories from the qualitative questionnaire. The purpose of the qualitative questionnaire was to inform the quantitative data. The effects of motivational language strategies were measured through quantitative data, qualitative codes were used for support. Each category had 2-3 open-ended questions designed to expand on the data gathered from the quantitative questionnaire. The results were analyzed through descriptive codes. A total of 27 out of 29 participating students from section 010 and 26 out of 29 participating students from section 020 answered the qualitative questionnaire.

Category 1 had three questions, which were: why is it important for you to learn English? How do you use English in daily activities? And, do you think knowing English is more important than knowing other languages, why? Category 2 had two questions, which had sub-questions. Question one was, what is your opinion about the teaching/learning environment in the classroom? How is this environment beneficial for you? And, what makes it different to other classes? The second question was, which are the most beneficial teaching methods used by the instructor?

Category 3 had three open-ended questions. The questions were: do you think that the teaching strategies used by the instructor are appropriate for you, why? Do those strategies make you want to learn more English, why? And, do those strategies encourage you to participate more in class, why? Category 4 had three open-ended questions, which were: for what do you use English outside of the classroom? How does the content from class help you in the other courses you are taking at the UPRM? And, for you to get good grades in your other classes, how

important is it that you know English, why? Lastly, category 5 had two open-ended questions. The questions were: how important is it to know English in Puerto Rico, why? And, do you think that learning English affects your knowledge of Spanish, how?

Data was presented and analyzed in the same manner for both section 010 and section 020. Section 010 was analyzed first as *Case Study #1*, followed by the section 020 as *Case Study #2*, and finally the cross-case analysis. The overall results for each category of the quantitative questionnaire were presented first, followed by a discussion of each individual section of the questionnaire. Results from each individual section of the quantitative questionnaire were followed by a discussion of the data from the qualitative questionnaire. Below are the results for each case study and the cross-case analysis.

Case Study #1 – Section 010

Data for section 010 was analyzed through percentages corresponding to the answer choices for each category. The percentages did not attempt to obtain an overall average of responses from the questionnaires; they showed the percentage of responses for each individual category. Table 1 is a direct comparison between the data collected on the first questionnaire and the data collected on the second questionnaire. The numbers on the top represent the values from the first questionnaire and the numbers on the bottom represent the values from the second questionnaire. The highest values from both questionnaires for each category are shown in bold; some categories had the same value for more than one response choice. Each category was analyzed in subsequent graphs, evaluating the responses with the highest percentages and how their values changed after a semester in the Basic English II classroom, using motivational language strategies.

Table 1					
<i>Categorical Results, Section 010</i>					
Section 010	<u>Category 1</u> Attitudes towards learning English	<u>Category 2</u> Perception of the instructor	<u>Category 3</u> Motivators for learning English	<u>Category 4</u> Attitudes towards content	<u>Category 5</u> English in relation to Spanish
Strongly Agree	41% 48%	74% 75%	41% 43%	35% 44%	24% 21%
Agree	28% 30%	22% 17%	31% 31%	38% 28%	24% 20%
Neutral	28% 11%	4% 4%	24% 17%	26% 17%	24% 21%
Disagree	2% 8%	0% 1%	3% 5%	1% 7%	13% 13%
Strongly Disagree	1% 3%	0% 3%	1% 4%	0% 4%	15% 25%

Data analysis showed an overall positive effect of the motivational language strategies on the students' attitudes and perceptions of the Basic English II classroom. The percentages of responses in *strongly agree* for categories 1-4 surpassed the percentage from the initial questionnaire. The percentage for *strongly agree* in category 1 increased from 41% to 48%, category 2 increased by 1% from 74% to 75%, category 3 increased from 41% to 43%, and category 4 increased from 35% to 44%. Thus, the highest increase in *strongly agree*, after applying motivational language strategies, corresponded to category 4, the students' attitudes towards the content. However, category 5 showed decreases from *strongly agree* and *neutral* of 3% and an increase in *strongly disagree* of 10% from 15% to 25%. The percentage of answers in *disagree* remained constant at 13%.

Therefore, motivational language strategies had an overall positive effect on the students' perception of the Basic English II classroom. They increased the students' attitudes towards learning English, increased their positive perception of the English instructor, positively influenced their motivators for learning English, and had a positive impact on the students' attitudes towards the content. Regarding the students perception of English in relation to Spanish, motivational language strategies only influenced how students perceived English language learning to affect their Spanish language skills. Overall, the courses students were taking and the political issues the island and university faced influenced their perception of the English classroom.

The following graphs show the students' response distribution for each individual statement of the five categories at the beginning of the semester and after a semester of instruction using motivational language strategies. Those results were then converted to percentages and compared in tables. The results were supported through the discussion of the codes retrieved from the qualitative questionnaire.

Section 010 – Category 1

Quantitative Data

Data distribution showed an overall response towards *agree* and *strongly agree* with the statements used to assess the students' attitudes towards learning English, both at the beginning of the semester and after a semester using motivational language strategies. Thus, motivational language strategies showed to have had a general positive impact on the students' attitudes towards learning English. Students neutrality on the importance of learning English as part of their culture decrease, while the percentage who *strongly agreed* they would have liked to be learning a language other than English increased by 29%. Data from statement three of the first

quantitative questionnaire was obtained from 27 responses, as one student skipped the question in his answers. Figure 3 shows the distribution of answers for the statements in category 1 of the quantitative questionnaire administered during the third week of classes, before motivational language strategies were applied. Figure 4 shows the distribution of answers for the quantitative questionnaire after the use of motivational language strategies, during the 18th week of class. Table 2 shows the answer distributions for both quantitative questionnaires in percentages.

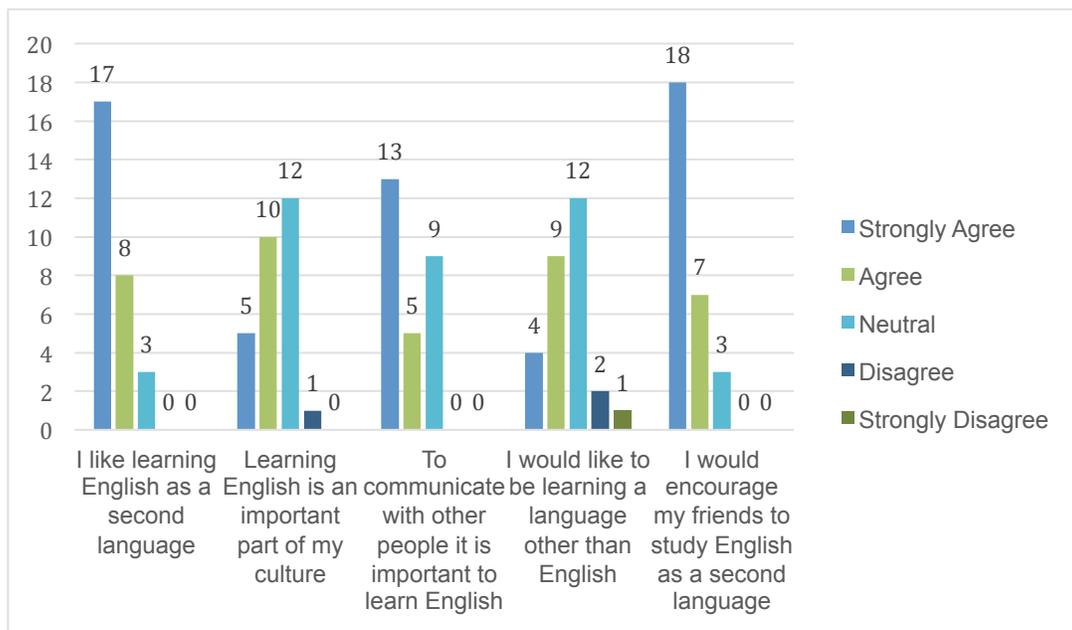


Figure 3. Students’ Initial Attitudes towards Learning English. Category 1, Section 010.

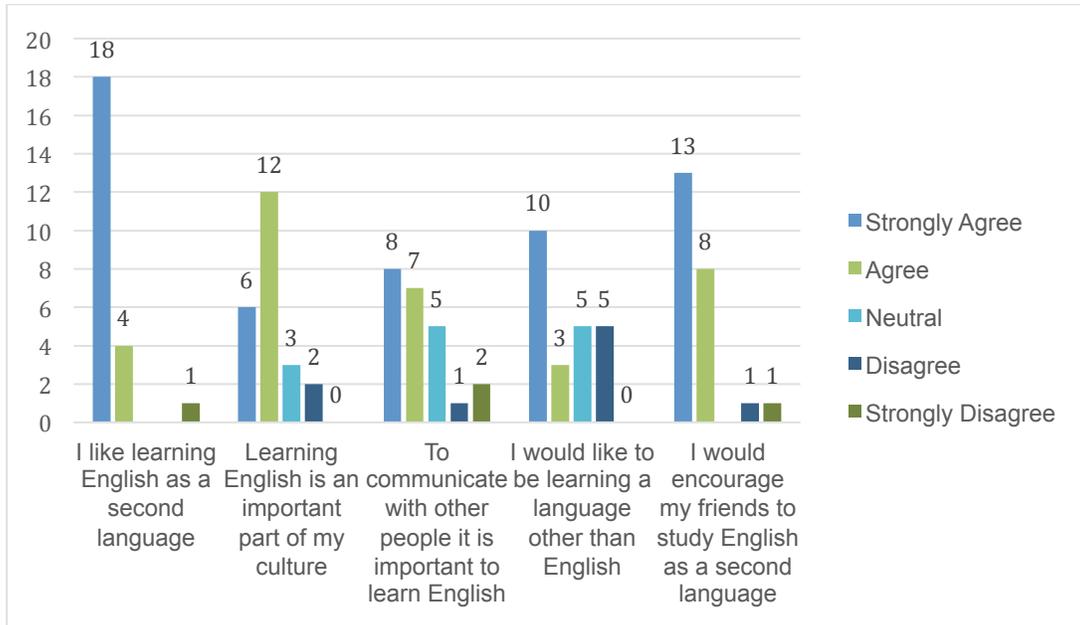


Figure 4. Students' Attitudes towards Learning English after Applying Motivational Language Strategies. Category 1, Section 010.

Category 1	Statement 1 I like learning English as a second language	Statement 2 Learning English is an important part of my culture	Statement 3 To communicate with other people it is important to learn English	Statement 4 I would like to be learning a language other than English	Statement 5 I would encourage my friends to study English as a second language
Strongly Agree	61% 78%	17% 26%	48% 35%	14% 43%	64% 57%
Agree	28% 18%	36% 52%	19% 30%	32% 13%	25% 35%
Neutral	11% 0%	43% 13%	33% 22%	43% 22%	11% 0%
Disagree	0% 0%	4% 9%	0% 4%	7% 22%	0% 4%

Strongly Disagree	0%	0%	0%	4%	0%
Disagree	4%	0%	9%	0%	4%

Students' responses showed a shift from *neutral* towards *agree* and *strongly agree*, including an increase in the percentage of students who considered learning English an important part of their culture. However, the percentage of students who considered English important to communicate with other people became more evenly distributed. There was an increase in the percentage of students who agreed they would have liked to be learning a language other than English, yet the percentage of students who *strongly agreed* decreased and the number of students who chose *neutral* increased.

For statement 1, I like learning English as a second language, the highest percentage of answers remained at *strongly agree* after an increase of 17%. The percentage of students who *agreed* decreased by 10%, the percentage of students who were *neutral* decreased to 0%, the percentage for *disagree* remained at 0%, while *strongly disagree* showed an increase from 0% to 4%. Statement 2 showed a higher shift in responses towards *agree*, increasing by 16% from 36% to 52%. Meanwhile, the percentage of students who were *neutral* decreased by 30% after a semester of motivational language strategies. *Strongly agree* had an increase of 7%, *disagree* increased by 5%, and *strongly disagree* remained at 0%.

Statement 3 had the highest percentage for *strongly agree*, however, it decreased from 48% to 35% after a semester in the Basic English II classroom. The percentage of students who *agreed* increased by 11% and the percentage that was *neutral* decreased by 11%. Yet, the percentage of answers for *disagree* increased by 4% and the percentage for *strongly disagree* increased by 9%. Statement 4 showed its highest shift towards *strongly agree* after a semester in the Basic English II classroom under motivational language strategies, increasing by 29% from

14% to 43%. Conversely, the percentage of responses for *disagree* increased from 7% to 22%. Congruently, the percentages for *agree*, *neutral*, and *strongly disagree* had a decrease.

Finally, statement 5 had the highest percentage of responses for *strongly agree*, even with a 7% decrease from 64% to 57%. The percentage of responses for *agree* increased by 10%, while the percentage of responses for *neutral* decreased to 0% and *disagree* and *strongly disagree* both increased from 0% to 4%.

Qualitative Data

A total of 11 codes were obtained from the qualitative questionnaire for category 1. Table 3 shows a list of the codes with their description and data samples. Results from the qualitative questionnaire showed that students' attitudes towards learning English after the use of motivational language strategies were influenced by what they considered learning English to be important for, such as *work*, *relocation*, *global communication*, and because it is the *second language of the island*. Students responded to using English in daily activities for *education*, *travel*, *technology*, as a form of *Spanglish*, and to communicate with *friends*. The responses regarding if learning English was more important than learning another language were coded as *universal language* and *citizenship*. Thus, their attitudes towards learning English were influenced by their perception of English and the importance of English in their daily lives, which was relevant in their social interactions in Puerto Rico. No student mentioned using English in their home, and those who said they used English with their family clarified that the family had moved to the United States.

The codes *relocation*, *global communication*, *travel*, and *universal language* linked English to interactions with non-Spanish speakers. *Education* and *work* pertained to a necessity of knowing English in order to succeed. The two codes, *citizenship* and *second language of the*

island, were influenced by Puerto Rico's relationship with the United States. None of the codes showed negative attitudes towards the learning of English, thus supporting the results obtained from the quantitative questionnaire regarding shifts in the students' attitudes towards learning English after applying motivational language strategies.

Statement 1, I like learning English as a second language, was supported through the codes *friends* and *travel*. It would be expected for the students to *strongly agree* with the statement if they used English to communicate with their friends and to travel. Statement 2, knowing English is an important part of my culture, was linked to the codes *second language of the island*, *citizenship*, and *Spanglish*. Overall, 52% of students agreed with the statement, which was also supported through the qualitative questionnaire. Students connected English to their American citizenship and Puerto Rico's political status. They also referenced English's official status on the island and their use of Spanglish. These factors influence the students' culture, though they did not show any negative connotations.

Statement 3, to communicate with other people it is important to learn English, was also increasingly supported by the qualitative questionnaire. Students identified *relocation*, *work*, *global communication* and *travel* as uses for English where they would have to interact with English speakers. Statement 4, I would like to be learning a language other than English, had 43% of its responses in *strongly agree* at the end of the semester. Those results do not reflect the answers the students provided in the qualitative questionnaire. Students considered learning English to be important because it is a universal language and they are American Citizens, yet they would have liked to be learning a different language. This could be a result of them associating English as a language of necessity rather than a language of choice.

Statement 5, I would encourage my friends to study English as a second language, had 57% of its responses in *strongly agree* at the end of the semester. Therefore, students identified value in learning English as a second language. That was expressed through the codes *work*, *education*, and *technology*. In order for students to succeed academically and professionally, they acknowledged the need of knowing English.

<i>Category 1 Codes, Section 010</i>		
Code	Description	Data Samples
<i>Work</i>	Students who wanted to obtain job and linked it to being professional	<p>“English is necessary in a professional setting.”</p> <p>“English is crucial for my engineering career.”</p> <p>“English gives me more job opportunities.”</p>
<i>Relocation</i>	Students who mentioned they would relocate to another country	<p>“I need to know English in case I decide to move to another country.”</p> <p>“I have to learn English because I might move to the U.S. and I need a job.”</p>
<i>Global communication</i>	Students who want to use English to communicate at an international level	<p>“English is the most spoken language.”</p> <p>“English is important because it is an international language.”</p> <p>“English helps me meet more people.”</p>
<i>Second language of the island</i>	English is Puerto Rico’s second language	<p>“It is important because Puerto Rico is part of the U.S.”</p> <p>“We should learn English, our second language.”</p>
<i>Education</i>	Students who use English to study, in other classes, and in the university	<p>“I need to know English to understand my textbooks.”</p> <p>“Many of my books are in English.”</p> <p>“It helps me understand concepts from my other classes.”</p>
<i>Travel</i>	Students who use English when they travel out of Puerto Rico	<p>“I use it when I travel.”</p> <p>“When I travel and I force myself to use it.”</p>

<i>Technology</i>	Students who use English to watch movies, TV shows, and to use the internet	“I use it to get information from the internet.”
<i>Spanglish</i>	Students who use English by mixing it with Spanish	“I use it with my friends, but it’s not really English, it’s ‘Spanglish.’”
<i>Friends</i>	Students that mentioned using English with their friends	“I use English with my friends and for hobbies.” “I use it the most when I’m with my friends. It is usually a few words, sometime complete phrases.”
<i>Universal language</i>	Students who described English as being global, universal, and the most commonly spoken language	“English is an international language and that is why it is a bit more important.” “I think English is more important because a majority of people in the world speak it.” “It is because most countries use it and it is used for almost everything.”
<i>Citizenship</i>	Students who mentioned being part of the United States	“For me it is because I am an American Citizen.” “It is a priority because we are a territory of the United States and Americanization affects us.”

Section 010 – Category 2

Quantitative Data

At the beginning of the semester, data showed the highest percentages of answers for *strongly agree* with regards to the relationship between the instructor and the students, the way the instructor presented class content, and how the use of external resources increased their values and attitudes towards learning the language. After a semester of classes and the use of motivational language strategies, data distribution was more varied, however, the highest percentage of responses corresponded to *strongly agree* for all 5 statements. Congruently, there was an increase in percentage of 21% towards *strongly agree* regarding the activities done in

class and their impact increasing the students’ motivation to learn English. Thus, motivational language strategies helped create and maintain a good perspective of the English instructor and the way the class was taught. Figure 5 shows the distribution of answers for the statements in category 2 of the quantitative questionnaire administered during the third week of classes, before motivational language strategies were applied. Figure 6 shows the distribution of answers for the quantitative questionnaire after the use of motivational language strategies, during the 18th week of class. Table 4 shows the answer distributions for both quantitative questionnaires in percentages.

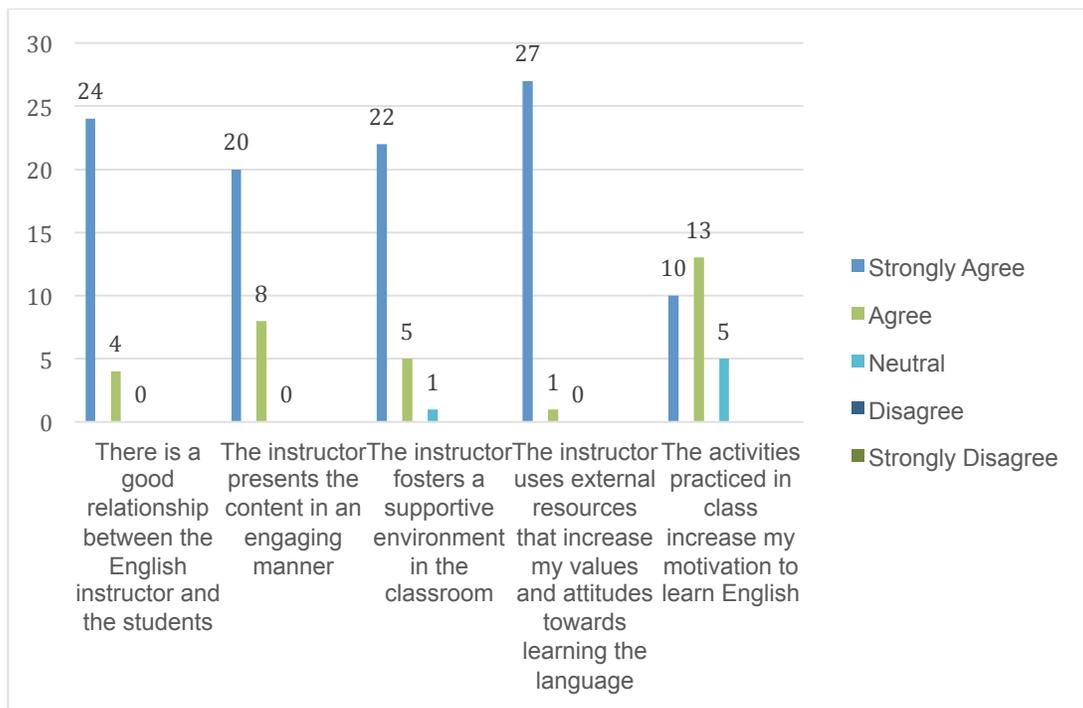


Figure 5. *Initial Perceptions of the English Instructor. Category 2, Section 010.*

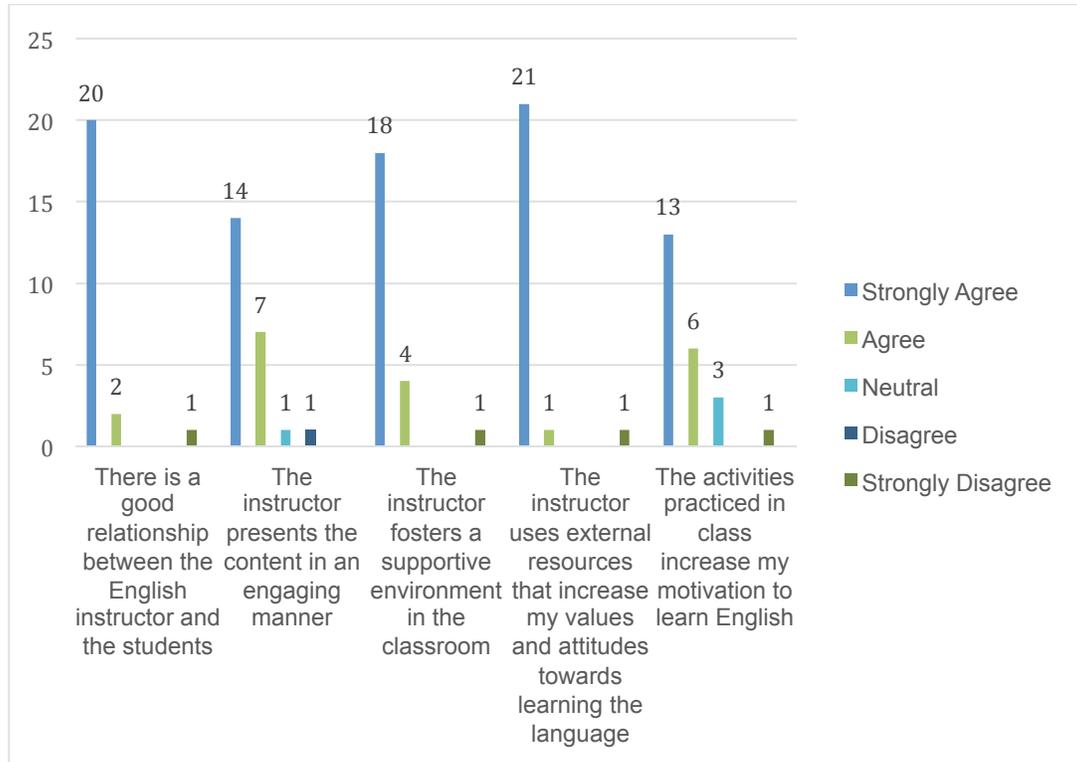


Figure 6. Perceptions of the English Instructor after Applying Motivational Language Strategies. Category 2, Section 010.

Category 2	Statement 1 There is a good relationship between the English instructor and the students	Statement 2 The instructor presents the content in an engaging manner	Statement 3 The instructor fosters a supportive environment in the classroom	Statement 4 The instructor uses external resources that increase my values and attitude towards learning the language	Statement 5 The activities practiced in class increase my motivation to learn English
Strongly Agree	86% 87%	71% 62%	78% 78%	96% 92%	36% 57%

Agree	14% 9%	29% 30%	18% 18%	5% 4%	46% 26%
Neutral	0% 0%	0% 4%	4% 0%	0% 0%	18% 13%
Disagree	0% 0%	0% 4%	0% 0%	0% 0%	0% 0%
Strongly Disagree	0% 4%	0% 0%	0% 4%	0% 4%	0% 4%

Statement 1 had an increase in *strongly agree* of 1% from 86% to 87%. Statement 2 had a decrease of 9% in *strongly agree*, yet it held the highest percentage of responses with 62%. Statement 3 did not change, staying constant at 78% for *strongly agree*. Statement 4 decreased from 96% to 94% for *strongly agree*, and statement 5 had an increase from 36% to 57% for *strongly agree*.

Qualitative Data

Results from the qualitative questionnaire for category 2 were analyzed in 7 codes. These codes are presented in Table 5 next to a description and data samples. The students' perceptions of the instructor were influenced by how they perceived the classroom environment and by the teaching methods the instructor used. Data analysis supports the results from the quantitative questionnaire that motivational language strategies had a positive effect on the students' perception of the English instructor. Statement 1, there is a good relationship between the English instructor and the students, was supported through the code *student-teacher relationship*. Students expressed that the instructor was social, sympathetic, and made the class enjoyable. Statement 2, the instructor presents the content in an engaging manner, was supported with the codes *interactive learning* and *cooperative learning*. Students expressed that the activities used

to teach were beneficial for their learning, having visual and auditory resources retained their attention, and group work made learning easier while it helped them practice their English without being put on the spot.

The code, *supportive*, was used to support statement 3, the instructor fosters a supportive environment in the classroom. Students felt they could participate without being judged, the environment motivated them to keep learning, and there was a relaxing atmosphere for better concentration. Statement 4, the instructor uses external resources that increase my values and attitude towards learning the language, was supported by the code *integrating technology*. Students expressed that the use of presentations and videos helped them practice their pronunciation and using the education platform Canvas was an asset for studying at home.

Statement 5, the activities practiced in class increase my motivation to learn English, was supported by the codes *individual practice* and *self-evaluation*. This statement had an increase from 36% to 57% for *strongly agree*. By being able to track their progress, students were motivated to keep practicing and learn more English. Likewise, individual practice exercises encourage the students to keep working on their English language skills outside the classroom.

<i>Category 2 Codes, Section 010</i>		
Code	Description	Data sample
<i>Student-teacher relationship</i>	Addressed the relationship and interactions between students and the instructor	<p>“The instructor is easy-going and does not expect us to be perfect.”</p> <p>“She is very social and you feel a better professor-student relationship.”</p> <p>“The instructor is very sympathetic with us and gets our attention at 7:30am.”</p> <p>“There’s a good dynamic with the instructor and she makes the class enjoyable.”</p>

<i>Interactive learning</i>	Mentioned class not being traditional, a lot of participation, and interaction	<p>“I have learned a lot because the instructor presents the material through activities.”</p> <p>“I like how she makes the class very dynamic with games and activities that keep me up at 7:00am.”</p> <p>“I am very visual and her presentations help me learn.”</p>
<i>Supportive</i>	Students who felt comfortable participating and sharing without being judged	<p>“The environment motivates me to keep learning.”</p> <p>“I don’t feel pressure to know everything and I can participate even if I don’t speak it well.”</p> <p>“The environment is relaxed and it helps us concentrate.”</p>
<i>Cooperative learning</i>	Working in groups and as a group	<p>“The best is group work because we interact in English and learn more things.”</p> <p>“Group work helps me lose my fear of speaking English.”</p>
<i>Integrating technology</i>	Students mentioned the use of videos, songs, the internet, and learning platforms	<p>“The videos she shows help me with pronunciation.”</p> <p>“I like the presentations she uses.”</p> <p>“The videos and clips make learning fun and we learn using different senses.”</p> <p>“Canvas helps because our presentations are there to study from.”</p>
<i>Individual practice</i>	Students work by themselves or complete assignments alone	<p>“I benefit from the worksheets to practice grammar.”</p> <p>“Grammar homework helps me the most to review and practice.”</p>
<i>Self-evaluation</i>	Students were able to correct their mistakes, track their progress, and improve	<p>“I like the ‘writing-log’ because I know if I am getting better and I practice every class.”</p> <p>“I do not like to write but the daily writing has helped me find words in English faster and I have been writing more.”</p>

Section 010 – Category 3***Quantitative Data***

Before the use of motivational language strategies, data showed a significant percentage of *neutral* responses; although, the highest percentage of responses for statements 1-3 and 5 were for *strongly agree* with *agree* for statement 4. After a semester of motivational language strategies, the percentage of responses that were *neutral* decreased and shifted towards *strongly agree*, *agree*, *disagree*, and *strongly disagree*. The highest percentages of responses for statements 1-3 and 5 were for *strongly agree*. The exception being statement 4, where the highest percentage of responses regarding the students' use of English to communicate with friends increased in *neutral*.

After the course of the semester, there was an equal percentage of answers towards *strongly agree* and *agree* for the need of English to obtain good grades. Therefore, the use of motivational language strategies had a positive influence on the students' motivators for learning English. Figure 7 shows the distribution of answers for the statements in category 3 of the quantitative questionnaire administered during the third week of classes, before motivational language strategies were applied. Figure 8 shows the distribution of answers for the quantitative questionnaire after the use of motivational language strategies, during the 18th week of class. Table 6 shows the answer distributions for both quantitative questionnaires in percentages.

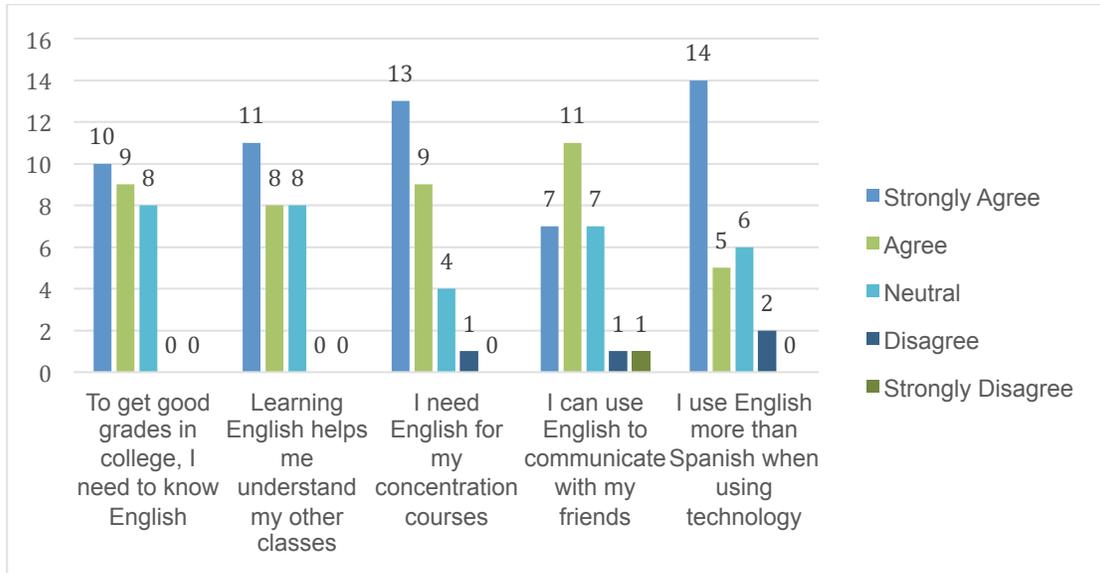


Figure 7. Students’ Motivators for Learning English. Category 3, Section 010.

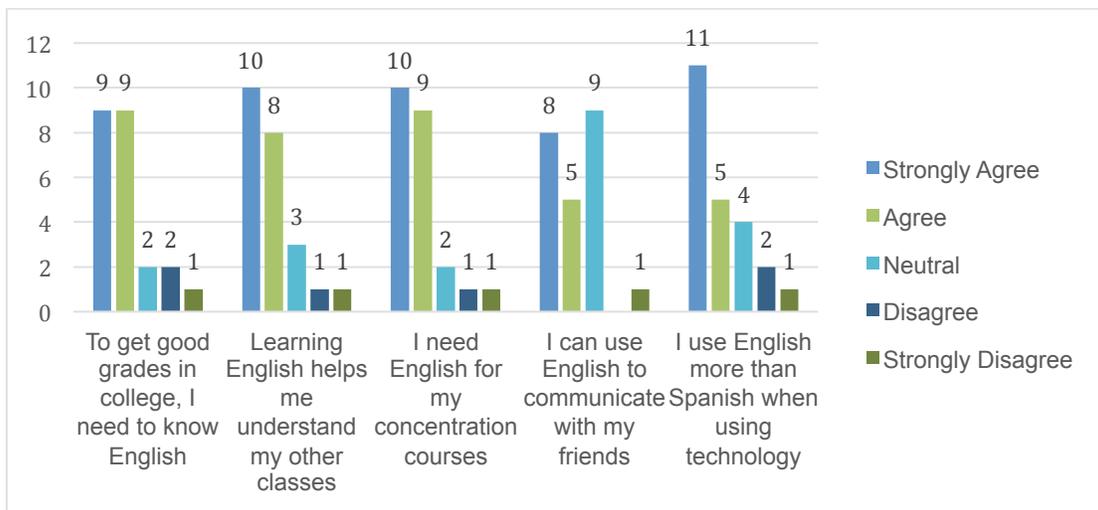


Figure 8. Students’ Motivators for Learning English after Applying Motivational Language Strategies. Category 3, Section 010.

Category 3	<u>Statement 1</u> To get good grades in college, I need to know English	<u>Statement 2</u> Learning English helps me understand my other classes	<u>Statement 3</u> I need English for my concentration courses	<u>Statement 4</u> I can use English to communicate with my friends	<u>Statement 5</u> I use English more than Spanish when using technology
Strongly Agree	37% 39%	40% 44%	48% 44%	26% 35%	52% 48%
Agree	33% 39%	30% 35%	33% 39%	40% 22%	19% 22%
Neutral	30% 9%	30% 13%	15% 9%	26% 39%	22% 17%
Disagree	0% 9%	0% 4%	4% 4%	4% 0%	7% 9%
Strongly Disagree	0% 4%	0% 4%	0% 4%	4% 4%	0% 4%

Statement 1 showed an overall agreement towards English being important to get good grades, decreasing the percentage that were *neutral* at the beginning of the semester by 21%. Yet, the percentage for *disagree* increased from 0% to 9% and the percentage for *strongly disagree* increased from 0% to 4% after a semester of classes. Similarly, statement 2 showed the same results towards *disagree* and *strongly disagree*. However, the percentage of responses for *strongly agree* increased by 4% and *agree* increased by 5%, with a decrease in *neutral* of 17%.

Statement 3 maintained the highest percentage of responses at *strongly agree*, even though it had a decrease of 4%. The percentage of answers for *neutral* decreased by 6%, while *agree* increased by 6%, *disagree* remained the same, and *strongly disagree* increased by 4%. For statement 2, the percentage of responses that were *neutral* about using English to communicate

to with friends increased and were the highest at 39%. However, the percentage for *strongly agree* increased from 26% to 35% as the percentage in *agree* decreased from 40% to 22%.

Finally, the percentage of students who chose *strongly agree* to use English more than Spanish with technology was the highest, even with a decrease of 4% from 52% to 48%. The percentage in *neutral* decreased, while the percentages in *agree*, *disagree*, and *strongly disagree* showed a minor increase.

Qualitative Data

Qualitative results from category 3 were analyzed through 7 codes and are presented in Table 7 with a detailed description and various data samples. Overall, students' responses showed that the motivational language strategies used in the Basic English II classroom had *relevant resources*, *encouraged practice*, they were *stimulating*, *motivating*, they inspired *confidence*, and there was an environment of '*confianza*.' Although, some students described themselves as *shy* and said that it affected their participation in the classroom.

The use of motivational language strategies did not have an impact on the students' external motivators for learning the language. However, within the classroom, students were motivated to learn through the aforementioned codes. The code, '*confianza*,' is significant as it shows that students considered the classroom to be a place where they were among friends and they could express themselves and practice the language without any embarrassment.

Table 7		
<i>Category 3 Codes, Section 010</i>		
Code	Description	Data sample
<i>Relevant resources</i>	Students connect with the material	<p>"Using the projector helps understand and visualize the content."</p> <p>Yes, I can relate what I am learning and I learn faster."</p>

		Yes, because the topics motivate the class to keep coming.”
<i>Encourages practice</i>	Students mentioned practicing more	“They make me understand better and I get support from the English Writing Center.” “Yes, I get to work more on my pronunciation.” “They are appropriate and thanks to her I have learned and she motivates me to keep studying.”
<i>Stimulating</i>	Students who like the content and want to keep learning	“Yes, because they are interactive.” “Yes, I like the videos and modern topics we discuss.”
<i>Motivating</i>	Students were motivated to keep learning	“Yes, I am <i>motivated</i> by her strategies.” “They <i>motivate</i> to want to keep learning more and more very time.” “Her strategies <i>motivate</i> me to keep practicing and participating.” “Yes, the games <i>motivate</i> us to keep reviewing and getting things right.”
<i>Confidence</i>	Students did not feel embarrassed about getting something wrong	“Yes, I feel secure answering the questions.” “Yes, they give me more <i>confidence</i> practicing English.”
<i>Shy</i>	Students were timid, did not like public speaking	“A little bit but I am very <i>shy</i> .” “I am <i>shy</i> but when she tells me to participate I like it.” “I want to participate but I am <i>shy</i> and feel embarrassed.”
<i>Confianza</i>	Students said there was <i>confianza</i> in the classroom that made participation easier	“Yes, there is a good professor-student relationship.” “Yes, I have more <i>confianza</i> .”

Section 010 – Category 4***Quantitative Data***

Data showed that students' attitudes towards content had an overall increase of answers for *strongly agree*, rather than *agree* and *neutral*, after a semester of motivational language strategies in the Basic English II classroom. Data also showed minor shifts towards *disagree* and *strongly disagree*. After the use of motivational language strategies and thematic units, there was a high percentage of answers for *strongly agree* regarding the relevance of the material to the students. There were also a higher number of students who strongly agreed that the material used to teach Basic English II made them want to learn English. There, too, was an increase towards *agree* with a decrease in the percentage of *neutral* regarding the content and how it made students want to participate in class. However, there was a decrease in the percentage of *strongly agree* for the transferability of the material being taught in the English class towards other classes.

As evidenced by the data, the transferability of the content, and the students' attitudes with regards to how interesting they found the material used in class, did not have a significant impact on the overall attitude towards the content presented through the use of thematic units and motivational language strategies. Data from section 010 suggests that the students' ability to relate with the content, coupled with motivational language strategies, were the basis for an overall positive attitude towards the materials and for the students to want to learn more English and participate more in class. However, there should be transferability to other classes as Basic English II focuses on improving grammar, reading, writing and speaking skills. Skills needed to read texts books in English, write essays, write lab reports, and research papers, and to give presentations. This claim is supported by data obtained from the qualitative questionnaire.

Overall, motivational language strategies helped maintain a positive attitude towards the content while encouraging participation and the learning of English. Data results in Figure 9 show the distribution of answers for the statements in category 4 of the quantitative questionnaire administered during the third week of classes, before motivational language strategies were applied. Figure 10 shows the distribution of answers for the quantitative questionnaire after the use of motivational language strategies, during the 18th week of class. Table 8 shows the answer distributions for both quantitative questionnaires in percentages.

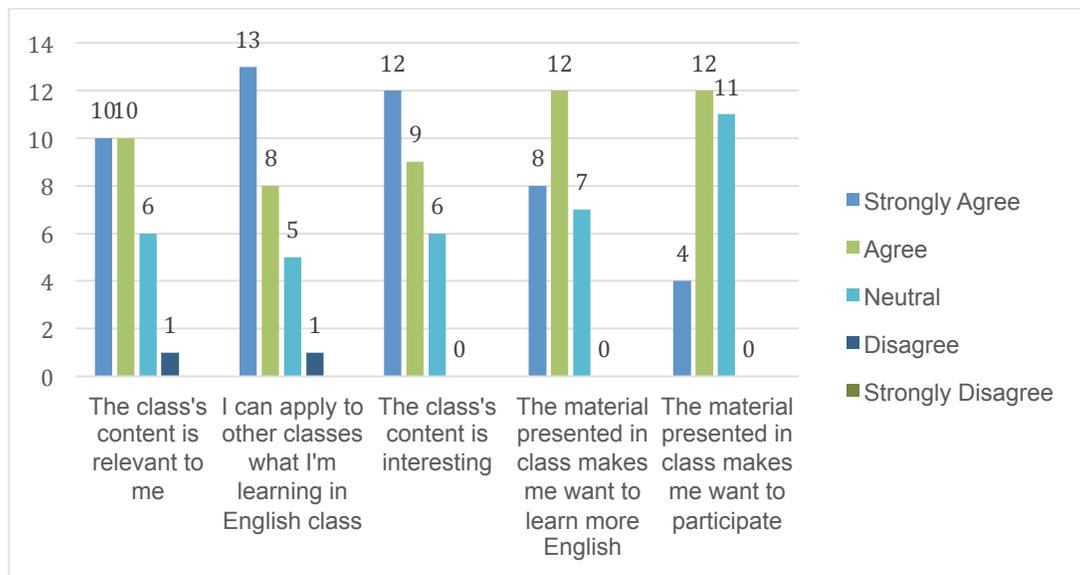


Figure 9. Students' Attitudes towards the Content of the Basic English Course. Category 4, Section 010.

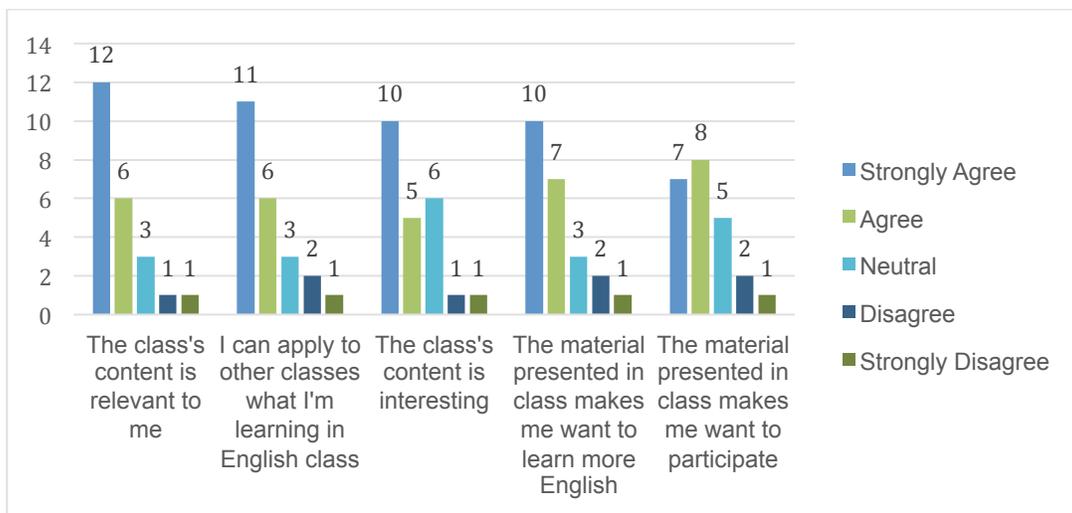


Figure 10. Students' Attitudes towards the Content of the Basic English Classroom after Applying Motivational Language Strategies. Category 4, Section 010.

Category 4	Statement 1 The class's content is relevant to me	Statement 2 I can apply to other classes what I'm learning in English class	Statement 3 The class's content is interesting	Statement 4 The material presented in class makes me want to learn more English	Statement 5 The material presented in class makes me want to participate
Strongly Agree	37% 52%	48% 48%	44% 44%	30% 44%	15% 30%
Agree	37% 26%	29% 26%	33% 22%	44% 30%	44% 35%
Neutral	22% 13%	19% 13%	22% 26%	26% 13%	41% 22%
Disagree	4% 4%	4% 9%	0% 4%	0% 9%	0% 9%
Strongly Disagree	0% 4%	0% 4%	0% 4%	0% 4%	0% 4%

At the beginning of the semester, data from category 4 showed the highest percentages for *strongly agree* in statements 1-3. The highest percentages for statements 4 and 5 were in *agree*. Consistently, the highest percentages after the use of motivational teaching approaches remained in *strongly agree* for statements 1-3, while statement 4 increased to *strongly agree*. There was a substantial increase towards *strongly agree* in statements 1, 4, and 5. The percentage of responses for *strongly agree* regarding the relevance of the content from Basic English II with their lives increased by 15% from 37% to 52%.

Likewise, the percentage of responses for *strongly agree*, for the material making students want to learn more English, increased by 14%. The percentage of responses in statement 5, the material presented in class makes me want to participate, increased from 15% to 30% towards *strongly agree*, with a decrease from 44% to 35% in *agree*. However, the highest percentage of answers at the end of the semester was for *agree*, while *disagree* had an increase of 9% and *strongly disagree* had an increase of 4%.

Qualitative Data

Data results from category 4 were analyzed through 5 distinct codes. Each code, its description, and a data sample are shown in Table 9. The codes pertained to the students' use of English outside the classroom, how the content helped in other classes, and the importance of English for getting good grades. Students identified *technology*, *friends*, and *textbooks* as the main sources they used English for outside the classroom. Statements 1 and 2 were supported by the codes *understand textbooks*, *important* and not *important*. A majority of students expressed that the material presented in class was relevant to them and they could apply it to other classes because the textbooks were in English. Students also expressed that what they were learning in class was important because some of their professors did not speak Spanish and others gave

exams in English. There were a group of students who did not consider English important for their other classes or to get good grades, though they did identify it as important for understanding vocabulary.

Thus, in the quantitative questionnaire data should have showed an increase in percentage towards strongly agree regarding the transferability of content. However, students might have been thinking about the thematic units instead of grammar and vocabulary when answering the questionnaire.

Table 9		
<i>Category 4 Codes, Section 010</i>		
Code	Description	Data Sample
<i>Technology</i>	For the internet, cellphone, social media	<p>“I mostly use it to watch movies.”</p> <p>“I use English to talk to Americans playing videogames, and to use the internet.”</p> <p>“I listen to music in English, I watch videos, and I look at memes in English.”</p>
<i>Friends</i>	To communicate with friends mixing it with Spanish or using both languages	<p>“I don’t really use it expect if I’m talking to a <i>friend</i> and I use ‘Spanglish’”.</p> <p>“I use ‘Spanglish’ with my <i>friends</i>.”</p> <p>“Sometime I use it with my <i>friends</i>.”</p>
<i>Understand textbooks</i>	When the books used in other classes are in English	<p>“This class has given me the basics to understand my concentration classes that have all the <i>books</i> in English.”</p> <p>“It helps me read the <i>books</i> and do projects.”</p> <p>“It helps you understand what is in the <i>books</i>.”</p>
<i>Important</i>	Students who considered English important for their classes and grades	<p>“It is extremely necessary because my classes and books are in English, and sometime other professors don’t know Spanish.”</p> <p>“It helps me because all of my other classes are in English.”</p>

		<p>“Almost all of my books are in English even though we are in Puerto Rico.”</p> <p>“100% because my books are in English.”</p>
<i>Not important</i>	Students who did not consider English important for their classes and grades	<p>“It is important for class discussions and vocabulary but I don’t need it to get a good grade.”</p> <p>“I don’t think it is necessary to know English to get good grades.”</p> <p>“I don’t need it for anything other than English class.”</p>

Section 010 – Category 5

Quantitative Data

The students’ perception of learning English and its importance in Puerto Rico showed a wide distribution of responses both before and after a semester in the Basic English II classroom under motivational language strategies. Statement 5, knowing English is becoming more important in Puerto Rico, was the only one where the highest percentage of responses remained in *strongly agree*. The responses with the highest percentages were consistent throughout the semester, except for statement 3 which shifted to *agree*. Thus, motivational language strategies maintained the students’ perception of English in relation to Spanish constant throughout the semester. Figure 11 shows the distribution of answers for the statements in category 5 of the quantitative questionnaire administered during the third week of classes, before motivational language strategies were applied. Figure 12 shows the distribution of answers for the quantitative questionnaire after the use of motivational language strategies, during the 18th week of class. Table 10 shows the answer distributions for both quantitative questionnaires in percentages.

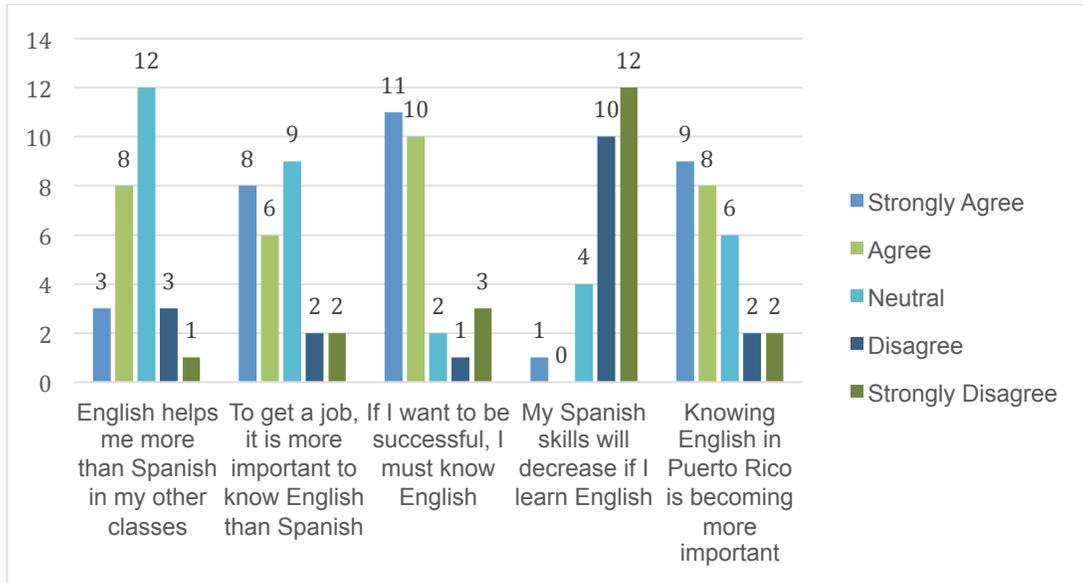


Figure 11. Students’ Perception of Learning English and its Importance in Puerto Rico.

Category 5, Section 010.

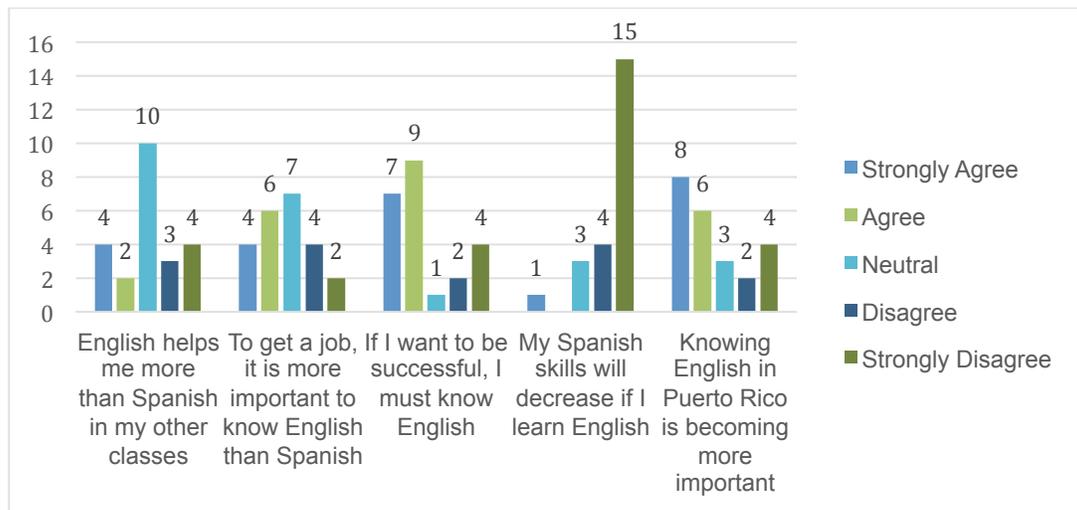


Figure 12. Students’ Perception of Learning English and its Importance in Puerto Rico after

Applying Motivational Language Strategies. Category 5, Section 010.

Table 10					
<i>Category 5 Quantitative Results, Section 010</i>					
Category 5	<u>Statement 1</u> English helps me more than Spanish in my other classes	<u>Statement 2</u> To get a job, it is more important to know English than Spanish	<u>Statement 3</u> If I want to be successful, I must know English	<u>Statement 4</u> My Spanish skills will decrease if I learn English	<u>Statement 5</u> Knowing English in Puerto Rico is becoming more important
Strongly Agree	11% 17%	30% 17%	41% 30%	4% 4%	34% 35%
Agree	30% 9%	22% 27%	37% 39%	0% 0%	30% 26%
Neutral	44% 44%	34% 30%	7% 4%	15% 13%	22% 13%
Disagree	11% 13%	7% 17%	4% 9%	37% 18%	7% 9%
Strongly Disagree	4% 17%	7% 9%	11% 18%	44% 65%	7% 17%

Statement 1, English helps me more than Spanish in my other classes, showed no change in its response with the highest percentage, 44% of students remained *neutral* throughout the course of the semester. However, the percentage of students who agreed that English helped them more in their other classes decreased by 21%, while the percentage of those who chose *strongly disagree* increased by 13%. There was a slight increase of 6% for *strongly agree* and 2% for *disagree*. Similarly, the percentage of responses that were *neutral* for statement 2 remained the highest. There was a decrease of 13% in students who considered English to be more important than Spanish to get a job. However, the percentage of students who chose *agree* increased by 5%. The percentage that was *neutral* decreased by 4%, yet it remained the highest

at 30%. *Disagree* and *strongly disagree* both had a percentage increase of 10% and 2% respectively.

For statement 3, the highest percentages of responses were for *strongly agree* at the beginning of the semester with 41% and *agree* at the end of the semester with 39%. Overall, students agreed that they must know English if they want to be successful. However, in statement 4, the percentage of students who *strongly agreed* that learning English would decrease their Spanish skills remained unchanged at 4%. The percentage of responses for *agree* also remained unchanged at 0%. Meanwhile, the percentages of responses for *neutral* at the beginning of the semester decreased by 2% and those for *disagree* decreased by 19%. Congruently, the percentage of responses for *strongly disagree*, after a semester in the Basic English II classroom, increased by 21%.

As expected, a majority of students did not have the perception that learning English would decrease their Spanish language skills. Students' perception of the importance of knowing English in Puerto Rico was highly towards *agree*, while their perceptions of English in relation to Spanish regarding the importance of learning English to obtain a job and it helping them in other classes were predominantly *neutral*.

Qualitative Data

Category 5 was analyzed through 7 codes, shown next to their description and various data samples in table 11. Data results did not directly support the results from the quantitative questionnaire. For statement 1, English helps me more than Spanish in my other classes; students were *neutral*, however, through codes from category 4 students listed textbooks as one of the main reasons why they needed English. For statement 2, to get a job, it is more important to know English than Spanish, students were also *neutral*. Conversely, getting a job was one of the

main reasons they gave for the importance of English in Puerto Rico. Statement 3, if I want to be successful, I must know English, was supported through the qualitative questionnaire. A majority of students agreed with the statement and they identified English as being important for work.

Results for statement 4 were strongly supported by the results from the qualitative questionnaire. Students did not believe that learning English would decrease their Spanish skills. On the contrary, many students expressed that learning another language would improve their knowledge of Spanish. Some students believed that English did not decrease their knowledge of Spanish but it made speaking Spanish more confusing. They mentioned an increase in the use of Spanglish because they would forget certain terms in Spanish.

Likewise, statement 5 was strongly supported through the qualitative questionnaire. Students considered English to be important in Puerto Rico. The main reasons they gave were immigration, tourism, and the colonial status of the island. Students expressed that the economic crisis of the island would lead to a greater immigration towards the United States, which would require knowledge of English. They also considered English to be important on the island due to the amount of non-Spanish speaking tourists that visit and have a positive impact on the economy. Finally, students mentioned how English is important in Puerto Rico because it is a colony of the United States and English is imposed on the people. They stated how the colonial status of the island meant that English could be used in education and at work, causing students who do not have knowledge of the language to fail or not be competitive enough for jobs.

Table 11		
<i>Category 5 Codes, Section 010</i>		
Code	Description	Data Sample
<i>Immigration</i>	Need English because they will have to leave Puerto Rico	“It is necessary if you want to progress because Puerto Rico is failing economically and we will have to leave.”
<i>Tourists</i>	Students who believe it is important to communicate with visitors	<p>“We need English for the <i>tourists</i> that do not speak Spanish.”</p> <p>“It is important to communicate all the <i>tourists</i> that visit and offer better services.”</p> <p>“We need to know it because many Americans visit Puerto Rico.”</p>
<i>Colony</i>	Students who mentioned the colonial status as being related to the language	<p>“It is important because we are a <i>colony</i> of the United States.”</p> <p>“Even though our language is Spanish, English is imposed on us and not knowing it means you might fail in college and not be able to get a job.”</p> <p>“Yes because we are a <i>colony</i> of the U.S. and get most products and services from them.”</p> <p>“We need to have that knowledge because we are a <i>colony</i> of the Unites States.”</p>
<i>Work</i>	Students consider English important to get a job in Puerto Rico	<p>“It is important because many of our employers come from the United States.”</p> <p>“It is not that important but it can be used to get better <i>jobs</i>.”</p> <p>“Some towns have many English speakers and you must know English to get a <i>job</i> there.”</p>
<i>Increases knowledge</i>	English enhances their knowledge of Spanish	<p>“English increases my knowledge of other languages.”</p> <p>“English helps to learn the origin of some Spanish words.”</p> <p>“It helps make comparisons and have more knowledge.”</p>

<i>Confusing</i>	English makes them mix-up words and confuse rules	<p>“Sometimes, there are different words in English that have more than one word in Spanish.”</p> <p>“It makes people speak a form of ‘Spanglish’ and they forget how to translate words.”</p> <p>So-so. Some rules are contradicting.”</p> <p>“I forget words in Spanish because I think in English, but then I remember.”</p>
<i>No</i>	Students who did not consider English to have an effect on their knowledge of Spanish	<p>“I do not think it affects my knowledge of Spanish.”</p> <p>“One language does not affect the other, and I use them both daily.”</p> <p>“It won’t have any effect unless you decide to stop being part of Spanish.”</p>

Case Study #2 – Section 020

Data results from section 020 showed consistent results throughout the semester. Although, the percentage of responses for each option changed throughout the course of the semester, the answer choices with the highest percentages were the same. Thus, motivational language strategies helped maintain the students’ motivation for learning English. Table 12 shows a direct comparison between the average distribution of answers for both quantitative questionnaires of section 010 and section 020. Analyzing the data from section 020, 4 out of the 5 categories had the highest percentage of responses at the end of the semester for *strongly agree*, while one category remained *neutral*. However, there was a consistent decrease in the percentage of responses for *strongly agree* and *agree*.

Section 020	Category 1 Attitudes towards learning English	Category 2 Perception of the instructor	Category 3 Motivators for learning English	Category 4 Attitudes towards content	Category 5 English in relation to Spanish
Strongly Agree	43% 38%	90% 65%	45% 45%	44% 42%	19% 26%
Agree	34% 16%	10% 17%	30% 16%	45% 16%	26% 22%
Neutral	20% 27%	0% 6%	19% 21%	10% 27%	34% 29%
Disagree	3% 9%	0% 6%	4% 12%	1% 10%	8% 9%
Strongly Disagree	0% 10%	0% 6%	2% 6%	0% 5%	13% 14%

The percentages of responses for *strongly disagree* decreased by 4% and the percentages for the other response options either increased by 1% or remained the same. Students entered Basic English II strongly agreeing with the statements that assessed for their attitudes, perceptions, and motivators towards the instructor, learning English, and the English classroom. Although there were some decreases towards *strongly agree* and increases in *strongly disagree*, the highest percentage of responses remained with *strongly agree* for categories 1-3. The students' highest percentage of responses *agreed* with the statements on category 4, students' attitude towards the content, however, after a semester of motivational language strategies the highest percentage of responses shifted towards *strongly agrees*. On the other hand, when asked about their perception of English in relation to Spanish, students' highest percentage of responses remained *neutral*, even with a 6% increase towards *strongly agree*.

Therefore, motivational language strategies maintained the students' positive perception of the Basic English II classroom in section 020. They helped preserve the students' attitudes towards learning English and their perception of the English instructor in *strongly agree*. Likewise, motivational language strategies positively influenced the students' motivators for learning English and had a positive impact on their attitudes towards the content, shifting the answer with the highest percentage from *agree* to *strongly agree*. Regarding the students' perception of English in relation to Spanish, motivational language strategies only influenced how students perceived English language learning to affect their Spanish language skills. Students' opinions remained *neutral* throughout the course of the semester. Similar to section 010, the students' perceptions might have been influenced by the classes they were taking and the political issues the island and university faced, however, those factors were not directly addressed through the questionnaire.

Data for each individual statement of the 5 categories was analyzed and graphed. The results were then converted to percentages and shown in subsequent tables. The following graphs show the students' answer distribution for each statement of the 5 categories at the beginning of the semester and after a semester of instruction with the use of motivational language strategies. The results were then supported through a discussion of the codes retrieved from the qualitative questionnaire.

Section 020 – Category 1

Quantitative Questionnaire

Data distribution showed an overall attitude of *agree* and *strongly agree* with the statements used to assess the students' attitudes towards learning English at the beginning of the semester, and after a semester using motivational language strategies. Motivational teaching

approaches showed to have had an overall positive impact on the students’ attitudes towards learning English as the highest percentage of answers for statement 1, 4, and 5 were between *agree* and *strongly agree*. The percentage of students who were *neutral* on the importance of learning English as part of their culture increased, while the percentage who were *neutral* about wanting to be learning a language other than English was equal with *agree*. Likewise, the highest percentage of responses for statement 3 changed from *strongly agree* to *neutral*. Figure 13 shows the distribution of answers for the statements in category 1 of the quantitative questionnaire administered during the third week of classes, before motivational language strategies were applied. Figure 14 shows the distribution of answers for the quantitative questionnaire after the use of motivational language strategies, during the 18th week of class. Table 13 shows the answer distributions for both quantitative questionnaires in percentages.

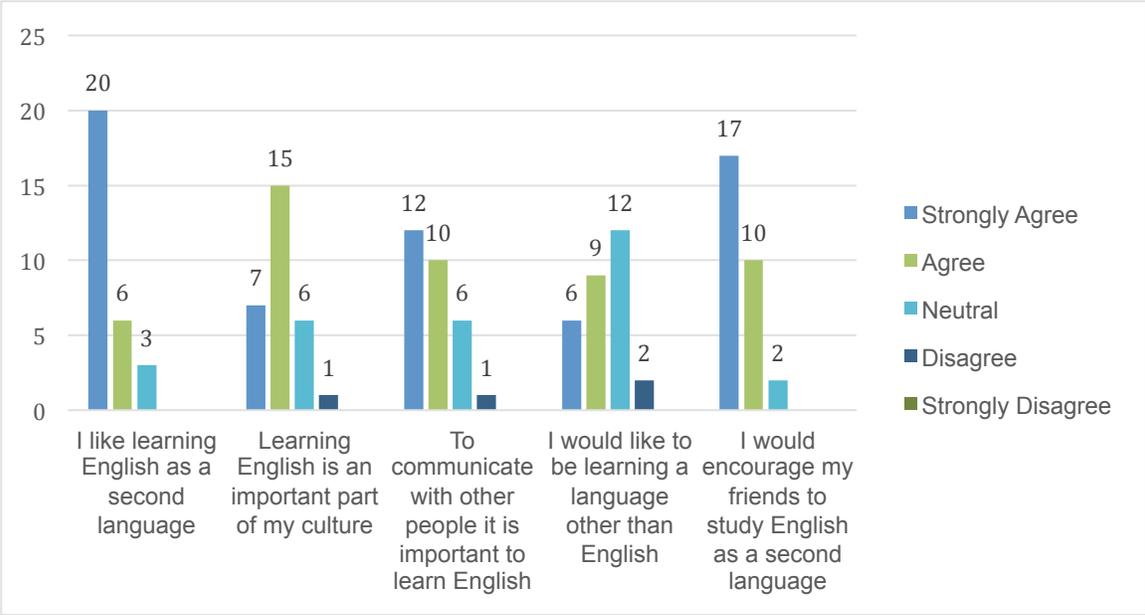


Figure 13. Students’ Initial Attitudes towards Learning English. Category 1, Section 020.

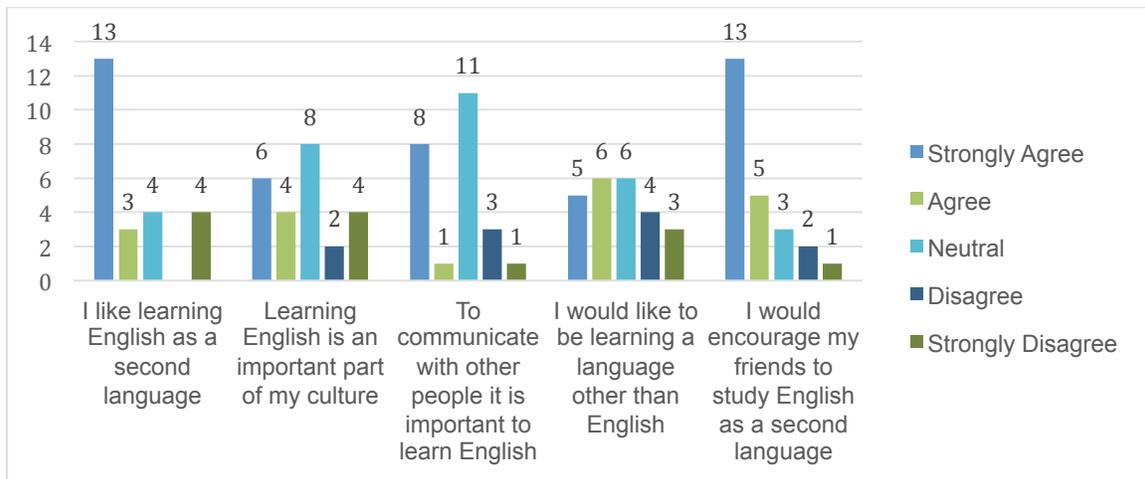


Figure 14. Students' Attitudes towards Learning English after Applying Motivational Language Strategies. Category 1, Section 020.

Category 1	Statement 1 I like learning English as a second language	Statement 2 Learning English is an important part of my culture	Statement 3 To communicate with other people it is important to learn English	Statement 4 I would like to be learning a language other than English	Statement 5 I would encourage my friends to study English as a second language
Strongly Agree	69% 54%	24% 25%	41% 33%	21% 21%	59% 54%
Agree	21% 12%	52% 17%	35% 4%	31% 25%	34% 21%
Neutral	10% 17%	21% 33%	21% 46%	41% 25%	7% 13%
Disagree	0% 0%	3% 8%	3% 13%	7% 17%	0% 8%
Strongly Disagree	0% 17%	0% 17%	0% 4%	0% 12%	0% 4%

At the beginning of the semester, 69% of students *strongly agreed* with statement 1, however, at the end of the semester it decreased to 54%. Even so, the highest percentage of responses was for *strongly agree*, while the percentage of responses for *neutral* increased 7% and for *strongly disagree* increased 17%. For statement 2, learning English is an important part of my culture, 52% of students' responses were for *agree* at the beginning of the semester. That percentage decreased by 35% to 17%. Conversely, the percentage of students who *strongly agreed* increased by 1%, the percentage who *disagreed* increased by 10%, and the percentage for *strongly disagree* increased 17%. The highest percentage at the end of the semester was for *neutral*, which had an increase from 21% to 33%.

For statement 3, at the beginning of the semester, 41% of students *strongly agreed* that learning English was important to communicate with other people. At the end of the semester that percentage decreased to 33%, the percentage that *agreed* decreased from 35% to 4% and the percentage of answers for *neutral* were highest at 46%, increasing by 25%. Likewise, the percentage of responses for *disagree* increased by 10% and the percentage for *strongly disagree* increased by 4%. Statement 4 had a more varied distribution of answers after the end of the semester. 41% of students responded to be *neutral* about wanting to be learning a language other than English. At the end of the semester, the highest percentage of answers was split between *agree* and *neutral* at 25%, while *strongly agree* remained unchanged at 21%, *disagree* increased by 10% to 13%, and *strongly disagree* increased to 4%. Meanwhile, in statement 5, *strongly agree* had the highest percentage of responses at the beginning and at the end of the semester. 59% of students *strongly agreed* at the beginning of the semester, while 54% *strongly agreed* at the end of the semester that they would encourage a friend to study English as a second

language. The percentage that *agreed* decreased by 13% and the percentages for *neutral*, *disagree*, and *strongly disagree* increased by 6%, 8%, and 4% respectively.

Qualitative Data

A total of 8 codes were obtained from the qualitative questionnaire for category 1. Those codes, along with an individual description and data samples are shown in Table 14. Results from the qualitative questionnaire showed that students' attitudes towards learning English after the use of motivational language strategies were influenced by their necessity to use of English. The codes *work*, *progress*, *relocation*, *education*, *travel*, and *technology* identified learning English as necessary in the students' lives. The responses regarding if learning English was more important than learning another language were coded as *universal language* and *not more important*. Students expressed a need for English to communicate with relatives that had moved or were born in the United States. They did not express a need for English to communicate with friends other than through text messages.

The codes *relocation*, *travel*, and *universal language* link English with interactions between non-Spanish speakers. *Education*, *progress*, and *work* pertain to a necessity of knowing English in order to succeed. The codes *education* and *technology* describe the uses of English that are most relevant to daily activities. An analysis of the codes supports the results obtained from the quantitative questionnaire, regarding shifts in the students' attitudes towards learning English after applying motivational language strategies.

Statement 1, I like learning English as a second language, was supported through the code *travel*. It would be expected for the students to *strongly agree* with this statement if they use English to travel to places that interest them. Statement 2, knowing English is an important part of my culture, was not linked to any of the codes from the qualitative questionnaire. When

the semester began, 52% of students *agreed* with the statement. At the end of the semester, 33% of students were *neutral* about it and the percentage that *agreed* decreased to 17%. Students did not show any evidence that they linked English to their culture. Statement 3, to communicate with other people it is important to learn English, was linked to 5 codes from the qualitative questionnaire. Students identified *technology*, *relocation*, *work*, *universal language* and *travel* as uses for English where they would have to interactive with English speakers.

Results from statement 4, I would like to be learning a language other than English, were supported by the codes *progress*, *relocation*, and *work* from the qualitative questionnaire. There was an equal amount of students who *agreed* and were *neutral* in their responses, however, the amount that *strongly agreed* and *agreed* decreased while *disagree* and *strongly disagree* increased. If students consider English as a necessary language for their future, then they would not want to be learning a different language. Students also considered learning English to be important because it is a universal language and it would provide them with more opportunities.

Statement 5, I would encourage my friends to study English as a second language, had 54% of responses for *strongly agree* at the end of the semester. Therefore, students identified a value in learning English as a second language. That was expressed through the codes *work*, *education*, *progress*, and *technology*. In order for students to succeed academically and professionally, they acknowledged a need of knowing English.

Table 14		
<i>Category 1 Codes, Section 020</i>		
Code	Description	Data Sample
<i>Work</i>	Students who wanted to obtain job and linked it to being professional	<p>“I use English for <i>job</i> interviews.”</p> <p>“Being bilingual is very important to get better <i>jobs</i>.”</p> <p>“I know I can get a <i>job</i> faster if I know English.”</p>

<i>Education</i>	Students who use English to study, in other classes, and in the university	<p>“English helps me understand the books I use in my other classes.”</p> <p>“I use English to study for my other classes.”</p> <p>“Most of my books are in English, so I need understand them to get good grades.”</p>
<i>Progress</i>	Students who identify English as a language necessary for a better quality of life	<p>“Knowing English will give me better opportunities and I will be able to do more things. It has become a necessity, it’s no longer a luxury”</p> <p>“With English I can have a better lifestyle.”</p> <p>“If you know English you will have more opportunities in life.”</p>
<i>Technology</i>	Students who use English to watch movies, TV shows, and to use the internet	<p>“I use it to watch TV shows and movies which are mostly in English.”</p> <p>“I always watch Netflix in English, and the internet is in English.”</p> <p>“I use English a lot when I’m texting.”</p>
<i>Travel</i>	Students who use English when they travel out of Puerto Rico	<p>“I use English when I visit my family in the United States.”</p> <p>“I use English to talk to my family that comes visit from the United States.”</p> <p>“English is important to meet new people when you <i>travel</i>.”</p>
<i>Universal language</i>	Students who described English as being global, universal, and the most commonly spoken language	<p>“Almost everyone in the world knows English, even if it is not their first language.”</p> <p>“English is the most important language. Everything can always be found in English.”</p>
<i>Relocation</i>	Students who mentioned they would relocate to another country	<p>“I would like to work in the United States and I need to know English.”</p> <p>“I want a job outside of Puerto Rico.”</p>
<i>Not more important</i>	Students who did not consider learning English to be important	<p>“It is a language like any other.”</p> <p>“I think knowing Spanish is more important than English because more people speak Spanish in the world.”</p>

		“English is not more important, that is relative to your geographical location.”
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Section 020 – Category 2

Quantitative Data

At the beginning of the semester, data showed the highest percentages for *strongly agree* with regards to the relationship between the instructor and the students, the way the instructor presented class content, and how the use of external resources increased their values and attitudes towards learning the language. After a semester of classes and motivational teaching approaches, data distribution was more varied and the percentages for *strongly agree* decreased. However, the highest percentage of responses still corresponded to *strongly agree* for all 5 statements. Thus, motivational teaching approaches helped maintain a positive perception of the English instructor. Figure 15 shows the distribution of answers for the statements in category 2 of the quantitative questionnaire administered during the third week of classes, before motivational language strategies were applied. Figure 16 shows the distribution of answers for the quantitative questionnaire after the use of motivational language strategies, during the 18th week of class. Table 15 shows the answer distributions for both quantitative questionnaires in percentages.

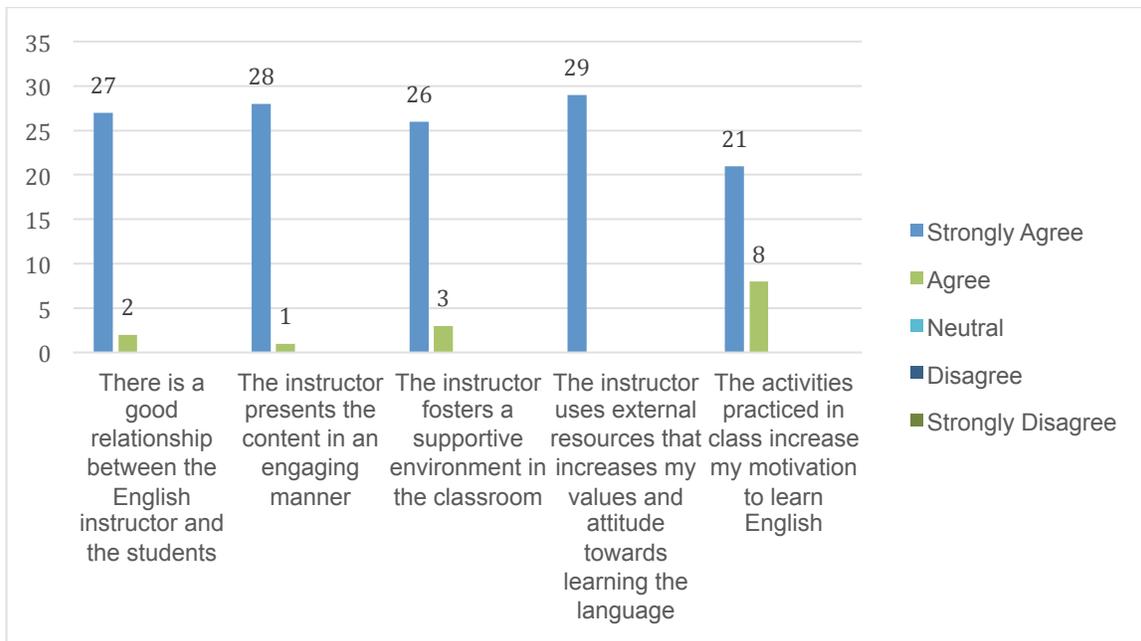


Figure 15. Initial Perceptions of the English Instructor. Category 2, Section 020.

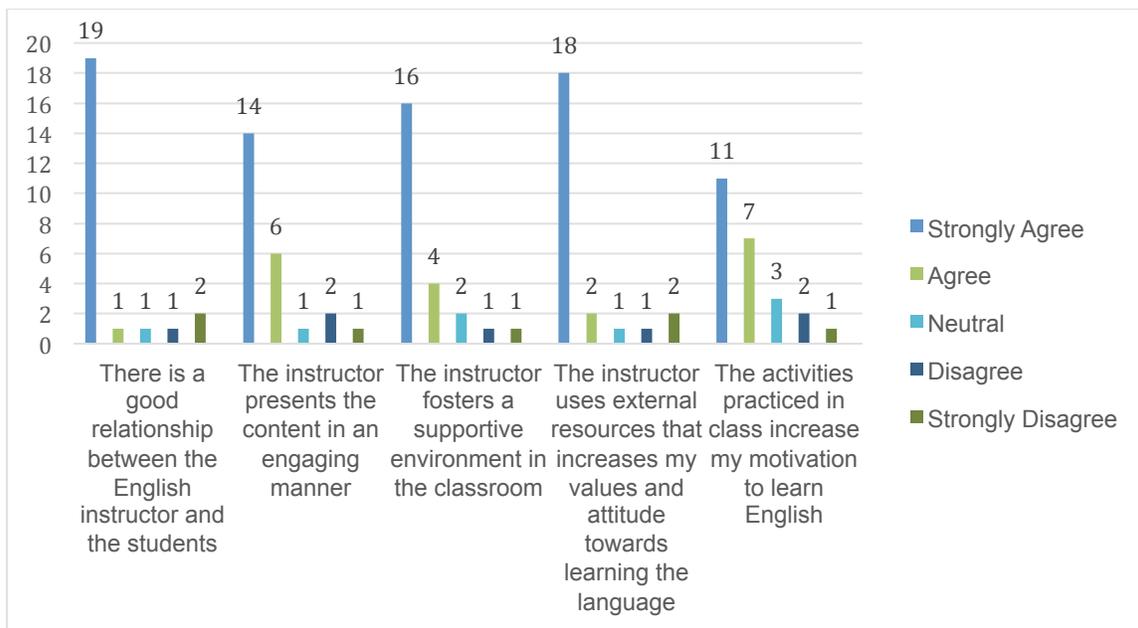


Figure 16. Perceptions of the English Instructor after Applying Motivational Language Strategies. Category 2, Section 020.

Category 2	<u>Statement 1</u> There is a good relationship between the English instructor and the students	<u>Statement 2</u> The instructor presents the content in an engaging manner	<u>Statement 3</u> The instructor fosters a supportive environment in the classroom	<u>Statement 4</u> The instructor uses external resources that increase my values and attitude towards learning the language	<u>Statement 5</u> The activities practiced in class increase my motivation to learn English
Strongly Agree	93% 80%	97% 59%	90% 67%	100% 76%	72% 46%
Agree	7% 4%	3% 25%	10% 17%	0% 8%	28% 29%
Neutral	0% 4%	0% 4%	0% 8%	0% 4%	0% 13%
Disagree	0% 4%	0% 8%	0% 4%	0% 4%	0% 8%
Strongly Disagree	0% 8%	0% 4%	0% 4%	0% 8%	0% 4%

Data from category 2 responds to the students' perception of the English instructor at the beginning of the semester and after a semester using motivational teaching approaches. When the semester began, 93% of responses *strongly agreed* with statement 1. At the end of the semester that percentage decreased to 80%, yet, it was still the highest percentage for that statement. For statement 2, the highest percentage of responses at the beginning of the semester was 97% for *strongly agree* and 59% at the end of the semester for *strongly agree*. The percentage of students who *agreed* that content was presented in an engaging manner increased from 3% to 25% at the end of the semester.

90% of students *strongly agreed* with statement 3 at the beginning of the semester. That percentage decreased to 67% at the end of the semester, however, it still had the highest percentage of answers. The percentage for *agree* increased to 17%, *neutral* increased to 8%, and both *disagree* and *strongly disagree* increased to 4%. For statement 4, the instructor uses external resources that increase my values and attitudes towards learning the language, 100% *strongly agreed* when the semester began. At the end of the semester, 76% *strongly agreed*, 8% *agreed*, 4% were *neutral* and *disagreed*, and 8% *strongly disagreed* that the external resources used in class increased their values and attitude towards learning the language.

Lastly, 72% initially responded to *strongly agree* with statement 5, the activities practiced in class increase my motivation to learn English, which decreased to 46% at the end of the semester. The percentage that *agreed* increased from 28% to 29%, and the percentages for *neutral*, *disagree*, and *strongly disagree* increased to 13%, 8%, and 4% respectively. Thus, the highest percentage remained for *strongly agree*, regarding if the activities increased the students' motivation to learn English. Overall, students mostly *agreed* and *strongly agreed* with the statements assessing their perception of the instructor at the beginning and at the end of the semester.

Qualitative Data

Results from the qualitative questionnaire were analyzed in 5 distinct codes, outlined in Table 16. The students' perceptions of the instructor were influenced by how they perceived the classroom environment and by the teaching methods that were used. Data analysis supports the results from the quantitative questionnaire that motivational language strategies had a positive effect on the students' perception of the English instructor. Statement 1, there is a good relationship between the English instructor and the students, was supported through the codes

support and '*confianza*'. Students expressed that the instructor was supportive and interacted with the students in a way in which they felt comfortable participating in class. Statement 2, the instructor presents the content in an engaging manner, was supported with the code *cooperative learning*. Students expressed that group activities were the most beneficial for their learning and it made learning easier while helping them practice English without being on the spot.

The code, *supportive*, was also used to support statement 3, the instructor fosters a supportive environment in the classroom. Students felt they could participate without being judged, the environment motivated them to keep learning, and there was a relaxing environment for better concentration. Statement 4, the instructor uses external resources that increase my values and attitude towards learning the language, was supported by the code *integrating technology*. Students expressed that the use of presentations and videos helped them practice their pronunciation and it kept them engaged with the material.

Statement 5, the activities practiced in class increase my motivation to learn English, was supported by all 5 codes. This statement had a decrease from 72% to 46% for *strongly agree* which correlates to the students who mentioned that the class was too dynamic and it was not the most beneficial learning style for them. Overall, students were motivated to keep practicing and learning more English.

Table 16		
<i>Category 2 Codes, Section 020</i>		
Code	Description	Data Sample
<i>Support</i>	Students who felt comfortable participating and sharing without being judged	<p>“I am not afraid of participating in English.”</p> <p>“I like that there is no judging or criticizing of other students when they practice.”</p> <p>“The class has helped me lose my fear of English.”</p>

<i>Confianza</i>	Students said there was <i>confianza</i> in the classroom that made participation easier	<p>“There’s a comfortable environment with <i>confianza</i>.”</p> <p>“The instructor gives students the <i>confianza</i> to express themselves without being afraid of making mistakes.”</p>
<i>Too dynamic</i>	Mentioned they would benefit from a more traditional class, there was too much participation, and interaction	<p>“I benefit more from individual work. This is not my style of learning.”</p> <p>“I learn better through lectures.”</p>
<i>Cooperative learning</i>	Working in groups and as a group	<p>“I like working in groups and learning together.”</p> <p>“Group work helps me learn and practice more.”</p> <p>“When we work together we all use the language and improve our pronunciation.”</p>
<i>Integrating technology</i>	Students mentioned the use of videos, songs, the internet, and learning platforms	<p>“The videos and presentations help with grammar and speaking.”</p> <p>“Visual presentations are very important for me. They help me learn faster.”</p> <p>“The presentations and videos help me concentrate.”</p>

Section 020 – Category 3

Quantitative Data

Before the use of motivational teaching approaches, data showed a high percentage of *neutral* responses, although, the highest percentages for statements 1-3 and 5 were for *strongly agree*, while statement 4 had the highest percentage for *agree*. After a semester of motivational teaching approaches, responses shifted from *neutral* towards *strongly agree*, *agree*, *disagree*, and *strongly disagree*. The exception being statement 4, where the highest percentage of responses increased in neutrality regarding the students’ use of English to communicate with friends. After

the course of the semester, there was an equal percentage of answers towards *strongly agree* and *agree* for the need of English to obtain good grades. Motivational teaching approaches with the use of thematic units helped the students define their motivators for learning English. Figure 17 shows the distribution of answers for the statements in category 3 of the quantitative questionnaire administered during the third week of classes, before motivational language strategies were applied. Figure 18 shows the distribution of answers for the quantitative questionnaire after the use of motivational language strategies, during the 18th week of class. Table 17 shows the answer distributions for both quantitative questionnaires in percentages.

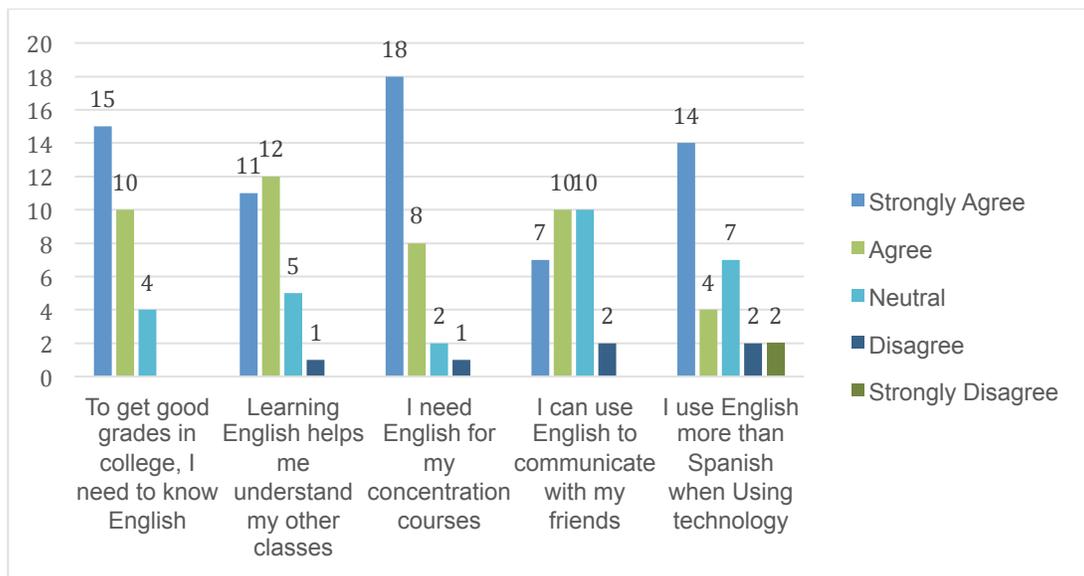


Figure 17. Students’ Motivators for Learning English. Category 3, Section 020.

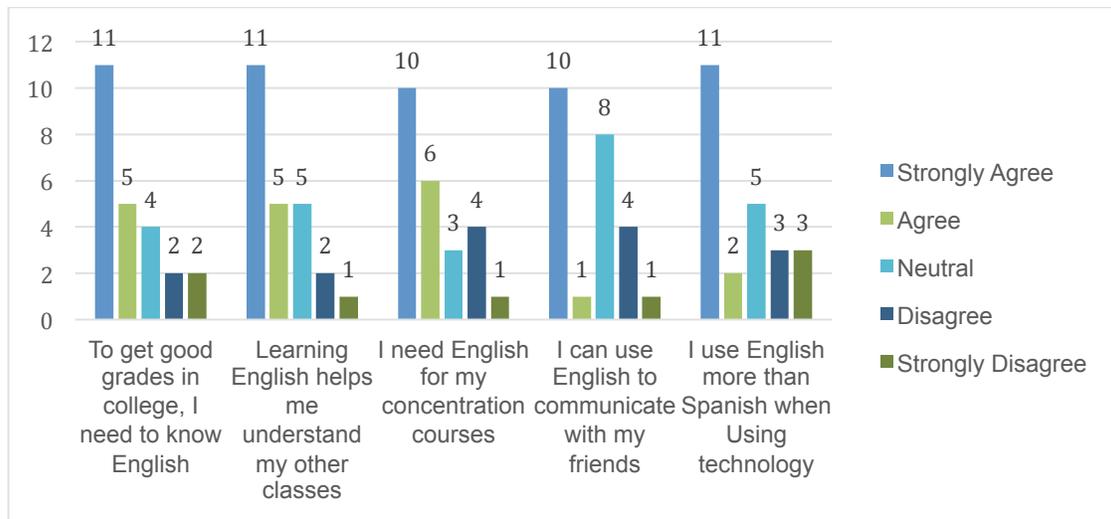


Figure 18. Students’ Motivators for Learning English after Applying Motivational Language Strategies. Category 3, Section 020.

Category 3	Statement 1 To get good grades in college, I need to know English	Statement 2 Learning English helps me understand my other classes	Statement 3 I need English for my concentration courses	Statement 4 I can use English to communicate with my friends	Statement 5 I use English more than Spanish when using technology
Strongly Agree	52% 45%	38% 46%	62% 41%	25% 41%	47% 45%
Agree	34% 21%	42% 21%	28% 25%	34% 4%	14% 8%
Neutral	14% 18%	17% 21%	7% 13%	34% 33%	25% 21%
Disagree	0% 8%	3% 8%	3% 17%	7% 18%	7% 13%
Strongly Disagree	0% 8%	0% 4%	0% 4%	0% 4%	7% 13%

Initially, for statement 1, 52% of students *strongly agreed* that they had to know English in order to get good grades. That percentage decreased to 45% at the end of the semester, however, it was the answer with the highest percentage of responses for both questionnaires. The percentage of students who *agreed* also decreased by 13%, while the percentage of responses for *neutral*, *disagree*, and *strongly disagree* showed increases of 4% and 8%. In statement 2, the percentage of responses for *strongly agree* increased by 8% to 46%. Thus, the highest percentage of responses shifted from *agree*, with 42% at the beginning of the semester, to *strongly agree* at the end of the semester. The percentage of responses for *agree* decreased by 11%, while the percentages for *neutral*, *disagree*, and *strongly disagree* had increases of 4%, 8%, and 4% respectively. Hence, 88% of students *agreed/strongly agreed* that English helped them understand their other classes.

Consistently, for statement 3, I need English for my concentration courses, the highest percentage of responses remained with *strongly agree*, yet, there was a decrease of 21% from 62% to 41%. The percentage of responses for *agree* decreased by 3% and the percentage of responses for *neutral*, *disagree*, and *strongly disagree* increased to 13%, 17% and 4% respectively. Conversely, for statement 4, the percentage of students who *strongly agreed* that they could use English to communicate with their friends increased from 25% to 41%, having the highest percentage of responses at the end of the semester. The highest percentage of responses at the beginning of the semester was split at 34% between *agree* and *neutral*. Those percentages both decreased and the percentages of responses for *disagree* and *strongly disagree* increased.

Lastly, the highest percentage of responses for statement 5, using English more than Spanish with technology, remained in *strongly agree*. It showed a slight decrease of 2% from

47% to 45% with similar decreases of 6% and 3% for *agree* and *neutral*. Meanwhile, *disagree* and *strongly disagree* both increased to 13%.

Qualitative Data

Qualitative results from category 3 were analyzed through 5 codes. Table 18 shows each code next to their description and data samples. Overall, students' responses showed that the motivational language strategies used in the Basic English II classroom had *relevant resources*, *encouraged practice*, they were *motivating*, they created an environment of '*confianza*,' and they facilitated language learning through code-switching. The use of motivational language strategies did not have an impact on the students' external motivators for learning the language. However, within the classroom, students were motivated to learn through the codes identified from the qualitative questionnaire and they showed the highest percentage of responses after the use of motivational language strategies at *strongly agree*. The code, '*confianza*,' shows that students considered the classroom to be a place where they were among friends and they could express themselves and practice the language without any embarrassment.

Table 18		
<i>Category 3 Codes, Section 020</i>		
Code	Description	Data sample
<i>Encourages Practice</i>	Students mentioned practicing more	<p>"There is a lot of <i>practice</i> and exercises to improve."</p> <p>"We <i>practice</i> writing that helps with grammar."</p> <p>"If you say something wrong she keeps working with you until you say it right."</p>
<i>Code-switching</i>	Students mentioned the use of Spanish and English during teaching as beneficial	<p>"I like that she uses Spanish to help us who don't understand everything in English."</p> <p>"If I don't understand she says it in English and I get to learn more."</p>

<i>Relevant Resources</i>	Students connect with the material	<p>“I want to apply what I am learning.”</p> <p>“The activities make what we are learning seem beneficial for us, rather than an obligation.”</p> <p>“I am more interested and I see that I need English and I can use it in my life.”</p>
<i>Motivating</i>	Students were motivated to keep learning	<p>“The strategies <i>motivate</i> me to keep learning and pay attention.”</p> <p>“She <i>motivates</i> me to learn English by making the class fun and presenting English as an extraordinary language.”</p> <p>“I get more <i>motivated</i> to practice when I keep seeing <i>my</i> progress.”</p>
<i>Confianza</i>	Students said there was <i>confianza</i> in the classroom that made participation easier	<p>“Being able to understand the material gives me the <i>confianza</i> to participate.”</p> <p>“The instructor motivates me because she looks <i>de confianza</i>.”</p>

Section 020 – Category 4

Quantitative Questionnaire

Data showed that the students’ attitudes towards the content had an overall increase in percentage towards *strongly agree*, rather than *agree* and *neutral*, after a semester of motivational language strategies in the Basic English II classroom. Data also showed minor shifts towards *disagree* and *strongly disagree*, and it showed that the students’ interest towards the content and their attitudes with regards to how it was presented in the classroom had an impact on the overall attitude towards the content taught through the use of thematic units and motivational teaching approaches. Data from section 020 suggests that the students’ perception of the topics, coupled with motivational language strategies, were the basis for an overall positive attitude towards the content and for the students to want to learn more English and participate more in class. Figure 19 shows the distribution of answers for the statements in

category 4 of the quantitative questionnaire administered during the third week of classes, before motivational language strategies were applied. Figure 20 shows the distribution of answers for the quantitative questionnaire after the use of motivational language strategies, during the 18th week of class. Table 19 shows the answer distributions for both quantitative questionnaires in percentages.

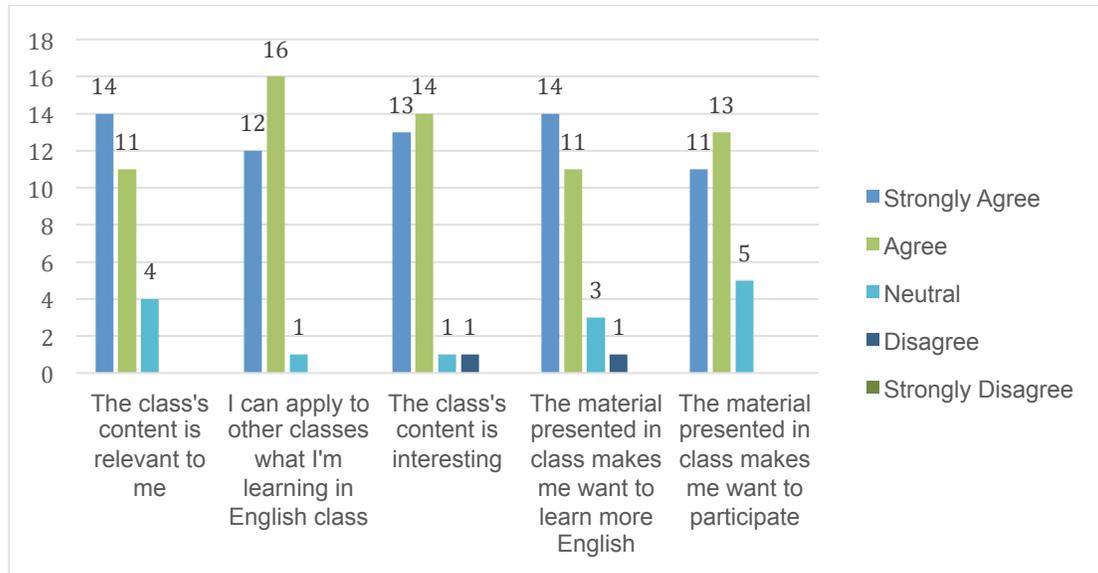


Figure 19. Students' Attitudes towards the Content of the Basic English Course. Category 4, Section 020.

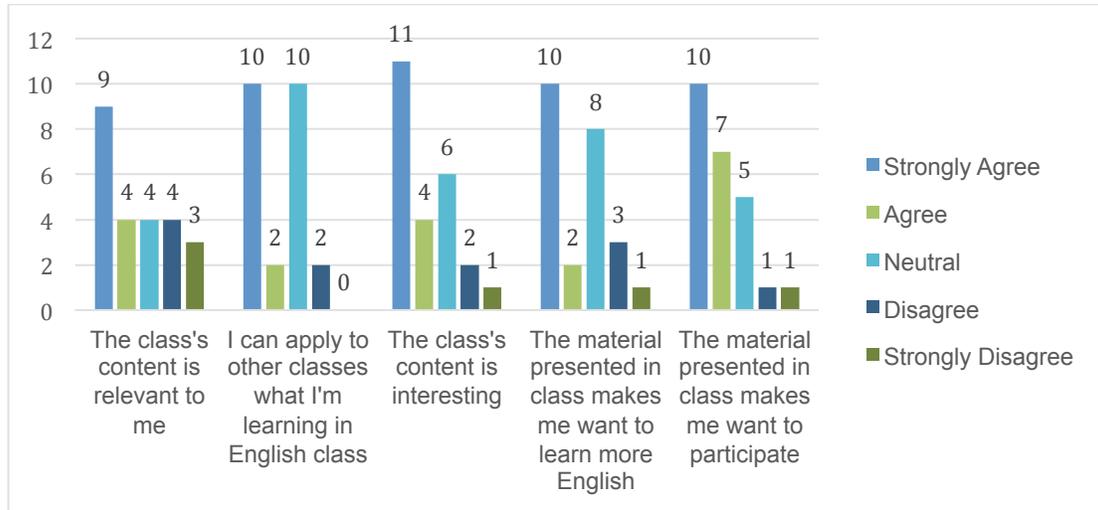


Figure 20. Students' Attitudes towards the Content of the Basic English Course after Applying Motivational Language Strategies. Category 4, Section 020.

Category 4	Statement 1 The class's content is relevant to me	Statement 2 I can apply to other classes what I'm learning in English class	Statement 3 The class's content is interesting	Statement 4 The material presented in class makes me want to learn more English	Statement 5 The material presented in class makes me want to participate
Strongly Agree	48% 37%	41% 42%	44% 46%	48% 42%	38% 42%
Agree	38% 17%	55% 8%	48% 17%	38% 8%	45% 29%
Neutral	14% 17%	4% 46%	4% 25%	10% 33%	17% 21%
Disagree	0% 17%	0% 4%	4% 8%	4% 13%	0% 4%
Strongly Disagree	0% 12%	0% 0%	0% 4%	0% 4%	0% 4%

Four statements in category 4 showed consistent data results. The highest percentage of responses remained in *strongly agree* or shifted from *agree* to *strongly agree* except for statement 2. At the beginning of the semester, 55% of students *agreed* that the content from the Basic English II classroom was transferable to their other classes. At the end of the semester that percentage decreased to 8% and the percentage of students who were *neutral* increased from 4% to 46%. However, the percentage of students who *strongly agreed* showed an increase of 1% from 41% to 42%.

In a similar manner, the highest percentage of responses for statement 4 remained at *strongly agree*. Yet, the percentage of responses that *agreed* that the material in class made them want to learn more English decreased from 38% to 8% after the use of motivational language strategies, and the percentage of responses for *neutral* increased from 10% to 33%. However, the highest percentage of responses for statement 5, the material presented in class makes me want to participate, shifted from *agree* to *strongly agree*.

Qualitative Questionnaire

Data results from category 4 were analyzed through 5 codes. Table 20 outlines each code next to its description and data samples. The codes pertained to the students' use of English outside the classroom, how the content helped in other classes, and the importance of English for getting good grades. Students identified *technology*, *textbooks*, and *STEM* courses as the main sources they used English for outside the classroom. Students were specific when mentioning the classes that required knowledge of English and they were all STEM courses. Statements 1 and 2 were supported by the codes *understand textbooks*, *important* and not *important*. A majority of students expressed that the class was helping them understand their textbooks and get better grades. Some students mentioned they had failed or were not doing well in their other classes

because they were not able to comprehend all of the definitions in their books. There were a group of students who did not consider English important for their other classes or to get good grades, though one student knew English would be necessary for future concentration courses.

Thus, the results from the qualitative questionnaire supported the data from the quantitative questionnaire. However, quantitative data should have shown an increase in percentage towards *strongly agree* regarding the transferability of content. However, similar to section 010, students might have been thinking about the thematic units instead of grammar and vocabulary when answering the questionnaire, shifting the answer towards *neutral*.

Table 20		
<i>Category 4 Codes, Section 020</i>		
Code	Description	Data Sample
<i>STEM</i>	Students specifically mentioned using English in their STEM classes	<p>“I only use it when I study for Chemistry and Calculus.”</p> <p>“I need English to understand the scientific papers o have to read for my other classes.”</p> <p>“It helps me complete my math quizzes that have all of the instructions in English.”</p> <p>“My Zoology class is completely in English.”</p>
<i>Understand textbooks</i>	When the books used in other classes are in English	<p>“More than 50% of my <i>books</i> are in English.”</p> <p>“All of the explanation in the <i>books</i> are in English and I have to study from them.”</p>
<i>Technology</i>	For the internet, cellphone, social media	<p>“Most of why I look up on the internet is in English and I use it on social media.”</p> <p>“I like watching videos and tutorials that are always in English.”</p> <p>“I like TV shows in English, they help me get better.”</p>
<i>Important</i>	Students who considered English important for their classes and grades	<p>“English is extremely important. I have gotten bad grades because I can’t understand what is in the books.”</p> <p>“All of my concentration classes are in English.”</p>

		“I would fail if I could not read my books.”
<i>Not important</i>	Students who did not consider English important for their classes and grades	“I am not using English in my other classes, but they are not concentration classes.” “I don’t need it to get good grades.”

Section 020 – Category 5

Quantitative Data

The students’ perception of learning English and its importance in Puerto Rico showed a wide distribution of responses between statements both before and after a semester in Basic English II. Statements 1 and 2 remained *neutral*. The highest percentage of responses in statement 3, knowing English is important for being successful, shifted from *neutral* to *strongly agree*. Statement 4 remained consistent for *strongly disagree* and statement 5 remained consistent for *agree*. Motivational language strategies helped maintain a stable perception towards learning English in relation to Spanish even if they did not affect the different factors that made knowing English important. Figure 21 shows the distribution of answers for the statements in category 5 of the quantitative questionnaire administered during the third week of classes, before motivational language strategies were applied. Figure 22 shows the distribution of answers for the quantitative questionnaire after the use of motivational language strategies, during the 18th week of class. Table 21 shows the answer distributions for both quantitative questionnaires in percentages.

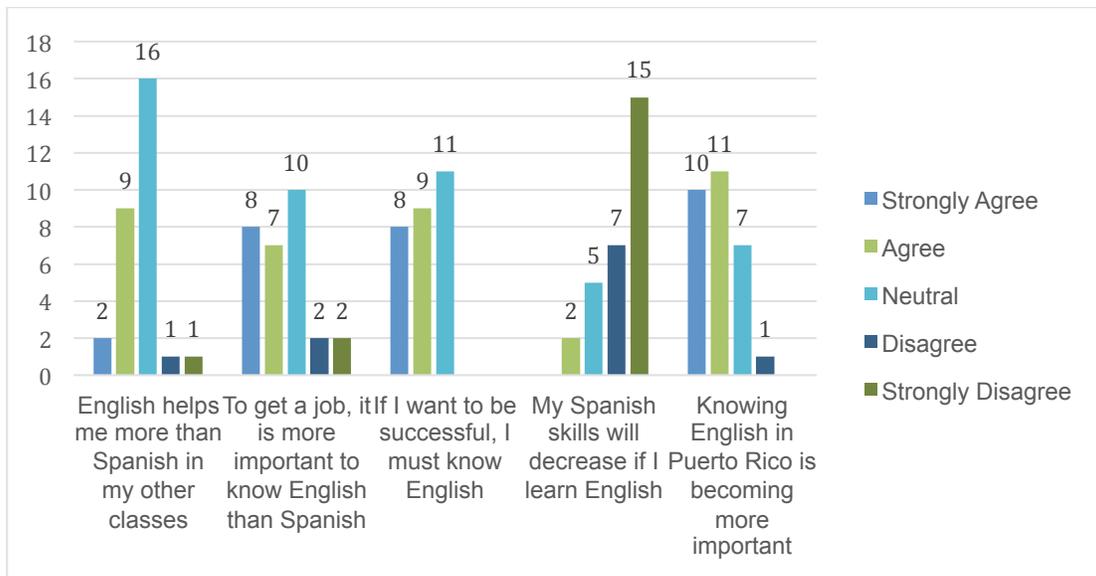


Figure 21. Students’ Perception of Learning English and its Importance in Puerto Rico.

Category 5, Section 020.

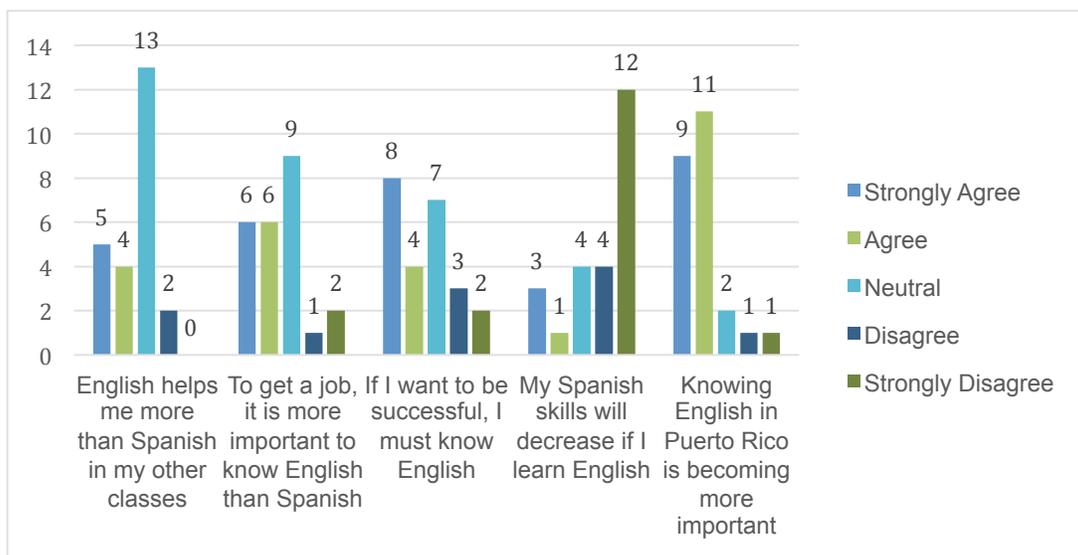


Figure 22. Students’ Perception of Learning English and its Importance in Puerto Rico after Applying Motivational Language Strategies. Category 5, Section 020.

Category 5	<u>Statement 1</u> English helps me more than Spanish in my other classes	<u>Statement 2</u> To get a job, it is more important to know English than Spanish	<u>Statement 3</u> If I want to be successful, I must know English	<u>Statement 4</u> My Spanish skills will decrease if I learn English	<u>Statement 5</u> Knowing English in Puerto Rico is becoming more important
Strongly Agree	7% 21%	27% 25%	29% 33%	0% 12%	35% 38%
Agree	31% 17%	24% 25%	32% 17%	7% 4%	38% 46%
Neutral	56% 54%	35% 38%	39% 29%	17% 17%	24% 8%
Disagree	3% 8%	7% 4%	0% 13%	24% 17%	3% 4%
Strongly Disagree	3% 0%	7% 8%	0% 8%	52% 50%	0% 4%

In statement 1, the percentage of students who were *neutral* about English helping them more than Spanish in their other classes remained over 50%. However, the percentage of responses for *strongly agree* increased from 7% to 21%, and the percentage of responses for *strongly disagree* decreased to 0%. In a similar manner, the highest percentage of responses for statement 2 pertained to *neutral*. Nonetheless, if the percentage of responses for *agree* and *strongly agree* were added it would be greater than 50% both at the beginning and at the end of the semester.

Results for statement 3, if I want to be successful I must know English, showed changes from *neutral* towards *strongly agree*. At the beginning of the semester, 39% of responses were *neutral*, 32% were for *agree*, 29% were for *strongly agree*, and 0% were for *disagree* and

strongly disagree. After a semester in the Basic English II classroom, *strongly agree* had the highest percentage of responses with 33%, *agree* decreased to 17%, *neutral* decreased to 29%, *disagree* increased to 13%, and *strongly disagree* increased to 8%.

Statement 4, my Spanish skills will decrease if I learn English, showed expected results, although, there was a noteworthy change. When the semester began, *strongly agree* had 0% of the responses, *agree* had 7%, 17% of responses were *neutral*, 24% were in *disagree*, and 52% were in *strongly disagree*. At the end of the semester, *strongly agree* had an increase in responses of 12%, *agree* decreased to 4%, *neutral* remained at 17%, and *strongly disagree* decreased to 50%. Thus, the majority of responses *strongly disagreed* with this statement; yet, 12% of students *strongly agreed* with it after a semester in the Basic English II classroom.

Likewise, quantitative results for statement 5 were also supported through data from the qualitative questionnaire. At the beginning of the semester, 35% of responses *strongly agreed* that knowing English in Puerto Rico is becoming more important. 38% of responses were for *agree*, 24% were *neutral*, 3% *disagreed*, and 0% *strongly disagreed*. When the semester ended, *strongly agree* had 38% of the responses, *agree* had 46%, *neutral* had decreased to 8%, and *disagree* and *strongly disagree* increased to 4%, showing a higher shift towards *agree*.

Qualitative Data

Category 5 was analyzed through 6 codes, presented in Table 22 next to their corresponding descriptions and various data samples. Data results supported the data from the quantitative questionnaire, except for statement 1. The answer with the highest percentage after the use motivational language strategies for statement 1, English helps me more than Spanish in my other classes, was *neutral*. However, students had listed *textbooks* as one of the main reasons for them needing English. For statement 2, to get a job, it is more important to know English

than Spanish, the highest percent of answers were also *neutral*. Although, *agree* and *strongly agree* combined totaled 50% of the answers. *Work* was one of the main reasons students gave for the importance of knowing English in Puerto Rico. Statement 3, if I want to be successful, I must know English, was also supported through the qualitative questionnaire.

Results for statement 4 were strongly supported by the results from the qualitative questionnaire. Students did not believe that learning English would decrease their Spanish skills. On the contrary, many students expressed that learning another language would *improve* their knowledge of Spanish. Some students believed that English did not decrease their knowledge of Spanish but it made speaking Spanish more *confusing*. They mentioned an increase in the use of Spanglish because they would forget certain terms in Spanish.

Likewise, statement 5 was strongly supported through the qualitative questionnaire. Students considered English to be increasingly important in Puerto Rico. The main reasons they gave were for *work*, *tourisms*, and because of the *colonial status* of the island. Students expressed how politics could lead to Puerto Rico becoming a state and English as its only official language. They also considered English to be important on the island due to the amount of non-Spanish speaking tourists that visit and have a positive impact on the economy. Finally, one student said knowing English was important because it makes you superior to the people who do not speak it.

Table 22		
<i>Category 5 Codes, Section 020</i>		
Code	Description	Data Sample
<i>Tourists</i>	Students who believe it is important to communicate with visitors	<p>“English in Puerto Rico is important for the island’s <i>tourism</i>.”</p> <p>“Puerto Rico is a <i>tourist</i> island and English is necessary.”</p>

		<p>“English is important for <i>tourism</i> and economic growth.”</p>
<i>Colony</i>	Students who mentioned the colonial status as being related to the language	<p>“We are like another state and we need English.”</p> <p>“English is necessary to know what is happening with the government in the United States.”</p> <p>“Our political status is complicated, if we become a state English will be our official language.”</p> <p>“Puerto Rico is going through a process where English is presented as being more important.”</p>
<i>Work</i>	Students consider English important to get a job in Puerto Rico	<p>“English is important to get <i>jobs</i>.”</p> <p>“Many <i>jobs</i> require people to be bilingual.”</p> <p>“Due to the low availability of <i>jobs</i> on the island, knowing English is more important.”</p>
<i>Superior</i>	Students who expressed that learning English made them superior	<p>“Knowing English makes you <i>superior</i> to the rest of the people.”</p>
<i>Increases knowledge</i>	English enhances their knowledge of Spanish	<p>“Knowing English helps me have more knowledge.”</p> <p>“English helps you learn more.”</p>
<i>Confusing</i>	English makes them mix-up words and confuse rules	<p>“I get confused when I see words that look alike in English and Spanish.”</p> <p>“I forget many words in Spanish when I practice English.”</p> <p>“Sometime you mix the languages and end up with ‘Spanglish.’”</p>
<i>No</i>	Students who did not consider English to have an effect on their knowledge of Spanish	<p>“In no way.”</p> <p>“No, some people speak 3 languages fluently.”</p>

Cross-Case Analysis

After individually analyzing the results obtained from sections 010 and 020, a cross-case analysis was conducted. Data results for both sections was consistent and showed similar results. The majority of students from sections 010 and 020 had comparable initial perceptions, attitudes, and motivators towards learning English, the instructor and the Basic English II classroom. At the end of a semester in Basic English II, both sections showed similar responses to the use of motivational language strategies. Data results from both sections at the beginning of the semester showed the highest response percentages for categories 1-3 at *strongly agree*. Following a semester in Basic English II with the use of motivational language strategies, the highest percentage of responses for categories 1-3 remained at *strongly agree*. However, the percentage of responses for section 010 showed an increasing trend towards *agree* and *strongly agree*, while the percentage of responses from section 020 showed a decreasing trend from *agree* and *strongly agree* after a semester of motivational language strategies in the Basic English II classroom.

For category 4, responses from both sections were initially highest for *agree* and shifted to *strongly agree* at the end of the semester. For category 5, section 010 had students' initial responses congruently split between *strongly agree*, *agree*, and *neutral*. At the end for the semester, the highest percent of responses had shifted towards *strongly disagree*. Student responses from section 020 remained consistent towards *neutral*, even when *neutral* had a 5% decrease and there was 6% increase towards *strongly agree*. Thus, responses to the statements in category 5 showed the highest variances between sections. The different factors that were believed to have influenced the responses for each section were discussed below.

Category 1

Motivational language strategies had a greater positive effect on the students' attitudes towards learning English in section 010. Table 23 shows a side-by-side analysis of the responses obtained for category 1 from section 010 and section 020. After a semester in the Basic English II classroom under motivational language strategies, section 010 had a combined percentage of answers of 78% for *agree/strongly agree*. Section 020 had a combined percentage of 54%. The percentage of *neutral* answers in section 010 decreased to 11% while section 020 increased to 27%. The combined percentage of answers for *disagree/strongly disagree* was 11% for section 010 and 19% for section 020. Two of the main factors that influenced students' responses for category 1 were if they considered learning English to be an important part of their culture and if they considered English important to communicate with other people. Students from section 020 were *neutral* on both statements, while students from section 010 *agreed* with English being an important part of their culture and *strongly agreeing* with the need of English to communicate with other people.

<i>Category 1 Cross-Case Analysis</i>		
	Section 010	Section 020
Strongly Agree	41% 48%	43% 38%
Agree	28% 30%	34% 16%
Neutral	28% 11%	20% 27%
Disagree	2% 8%	3% 9%

Strongly Disagree	1% 3%	0% 10%
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External factors that influenced the students’ attitudes towards learning English had an effect on how motivational language strategies impacted the students’ overall attitudes towards learning English after a semester in the Basic English II classroom. Both sections had 6 codes in common; section 010 had 5 additional codes while section 020 had 2. The codes for both sections are shown in Table 24. Section 010 showed a greater use of English to communicate with friends, in their daily lives, and on the island, which had a greater positive effect on their attitudes towards learning the English.

Table 24	
<i>Codes, Cross-Case Analysis, Category 1</i>	
Section 010 Codes	Section 020 Codes
<u>Work</u>	<u>Work</u>
<u>Relocation</u>	<u>Relocation</u>
<u>Education</u>	<u>Education</u>
<u>Travel</u>	<u>Travel</u>
<u>Technology</u>	<u>Technology</u>
<u>Universal language</u>	<u>Universal language</u>
<i>Global communication</i>	<i>Progress</i>
<i>Spanglish</i>	<i>Not more important</i>
<i>Friends</i>	
<i>Second language of the island</i>	

Category 2

Motivational language strategies had a greater positive influence on the students' perception of the English instructor in section 010. The percentage of responses for category 2 from both sections is shown in Table 25. Both sections had the highest percentage of responses in *strongly agree*, however, the percentage for section 020 decreased from 90% to 65%. Section 010 increased by 1% to 75%. The main factor that influenced the students' perceptions of the instructor in section 020 was cooperative learning. Some students expressed a dislike of group work and group activities that were not displayed in section 010. Therefore, there was a decrease on how the students perceived the English instructor, since they were not benefiting as much from the teaching strategies.

Table 25		
<i>Category 2 Cross-Case Analysis</i>		
	Section 010	Section 020
Strongly Agree	74% 75%	90% 65%
Agree	22% 17%	10% 17%
Neutral	4% 4%	0% 6%
Disagree	0% 1%	0% 6%
Strongly Disagree	0% 3%	0% 6%

Table 26 compares the codes obtained from section 010 to those obtained from section 020. Sections 010 and 020 shared 3 factors in which motivational language strategies improved their perception of the English instructor. They were through the use of technology, cooperative

learning, and creating a supportive environment. Students in section 010 also identified interactive learning activities, individual practice, and self-evaluation opportunities as strategies used by the instructor that helped them learn and created a positive learning atmosphere. Section 010 also identified a good student-teacher relationship in the classroom. Students in section 020 mentioned ‘*confianza*’ as a main factor for their positive perception of the English instructor and the Basic English II classroom.

Table 26	
<i>Codes, Cross-Case Analysis, Category 2</i>	
Section 010 Codes	Section 020 Codes
<i>Integrating technology</i>	<i>Integrating technology</i>
<i>Cooperative learning</i>	<i>Cooperative learning</i>
<i>Support</i>	<i>Support</i>
<i>Interactive learning</i>	<i>Confianza</i>
<i>Individual practice</i>	<i>Too dynamic</i>
<i>Self-evaluation</i>	
<i>Student-teacher relationship</i>	

Category 3

Results for the student’s motivators for learning English were similar in both sections. Table 27 shows a side-by-side analysis of the responses obtained for category 3 from section 010 and section 020. The percentage of responses for *strongly agree* after a semester in the Basic English II classroom under motivational language strategies was 43% in section 010 and 45% in section 020. Students in section 020 expressed an increased need of English for their STEM courses and textbooks. Consequently, they needed English to good grades. The motivators for

both section were primarily instrumental, with an integrative motivational component to be able communicate with people from other countries who do not speak Spanish.

Motivational language strategies helped increase the students' motivation towards learning English through the use of engaging lessons and resources, and they maintained the positive motivation students had brought to the classroom. However, motivational language strategies did not have any direct influence on the students' motivators such as to obtain good grades, to be able to read textbooks, to understand professors, and for the use of technology. These factors defined the students' instrumental motivation for learning English, while the motivational teaching strategies had a more integrative effect. Students were exploring different cultures and connecting with the language through the use of motivational language strategies.

<i>Category 3 Cross-Case Analysis</i>		
	Section 010	Section 020
Strongly Agree	41% 43%	45% 45%
Agree	31% 31%	30% 16%
Neutral	24% 17%	19% 21%
Disagree	3% 5%	4% 12%
Strongly Disagree	1% 4%	2% 6%

There were 3 common factors that influenced the students' motivation towards learning English through the use of motivational language strategies. Table 28 outlines all of the codes obtained from section 010 and section 020. Students showed a positive reaction towards

language strategies and identified the resources used in class as relevant for their interests and learning. Students also considered that the strategies encouraged their practice of the language and they mentioned how the strategies motivated them and increased their desire to learn and practice English. Motivational language strategies created an environment of ‘*confianza*’ in both classrooms that encouraged participation from the students. In section 010, some students said the strategies were stimulating and kept them awake, but they identified themselves as shy and were not as willing to participate. Students from section 020 were motivated by the use of code-switching to keep practicing their English and were able to understand the material better.

Table 28	
<i>Codes, Cross-Case Analysis, Category 3</i>	
Section 010 Codes	Section 020 Codes
<i>Relevant resources</i>	<i>Relevant resources</i>
<i>Encourages practice</i>	<i>Encourages practice</i>
<i>Motivating</i>	<i>Motivating</i>
<i>‘Confianza’</i>	<i>‘Confianza’</i>
<i>Confidence</i>	<i>Code-switching</i>
<i>Stimulating</i>	
<i>Shy</i>	

Category 4

Motivational language strategies had a direct effect on the students’ attitudes towards the content taught in Basic English II. Table 29 compares the change in responses for category 4 between section 010 and section 020. Two of the most significant impacts motivational language strategies had was that they increased the students’ desire to learn English and they made the

students want to participate more and practice their English. Results from section 020 showed greater changes towards *neutral*, *disagree*, and *strongly disagree*, yet, the highest percentage of responses was for *strongly agree*. Students in section 010 increased their responses for *strongly agree* by 9%. Both sections had positive attitudes towards the content, which were increased and maintained through the use of motivational language strategies.

	Section 010	Section 020
Strongly Agree	35% 44%	44% 42%
Agree	38% 28%	45% 16%
Neutral	26% 17%	10% 27%
Disagree	1% 7%	1% 10%
Strongly Disagree	0% 4%	0% 5%

The students' attitudes towards the content were influenced by similar needs for learning the language. All codes obtained for category 4 from both sections are shown in Table 30. Students from both sections identified a need of English for the use of technology and to understand their textbooks from other classes. There were students from both sections who considered English to be important and who considered it not important to get good grades. Section 020 showed a greater need of English for STEM courses, while section 010 students used the language to communicate with friends outside the classroom. Section 010 had an

integrative component to their motivation for learning English which section 020 did not show, supporting the data results from the quantitative questionnaire.

Table 30	
<i>Codes, Cross-Case Analysis, Category 4</i>	
Section 010 Codes	Section 020 Codes
<i>Technology</i>	<i>Technology</i>
<i>Understand textbooks</i>	<i>Understand textbooks</i>
<i>Important</i>	<i>Important</i>
<i>Not important</i>	<i>Not important</i>
<i>Friends</i>	<i>STEM</i>

Category 5

The students' perception of English in relation to Spanish at the beginning and at the end of the semester showed the highest variances between sections. Those variations of responses from both sections are outlined in Table 31. Overall, students in section 010 *strongly disagreed* with the statements, while students in section 020 were neutral. The majority of students in section 010 began Basic English II feeling *neutral* about English being more important than Spanish for their other classes and to get a job. Their responses did not change by the end of the semester. Students in section 020 showed similar results. At the end of the semester, students in section 010 *agreed* that they must know English if they want to be successful, while students in section 020 *strongly agreed* with the statement. After a semester of motivational language strategies in the Basic English II classroom, 65% of responses from section 010 were for *strongly disagree* and 4% for *strongly agree*. The percentage of responses from section 020 for *strongly disagree* was 50%, however, *strongly agree* increased to 12%. A total of 35% of students from

section 010 *strongly agreed* that knowing English is becoming more important in Puerto Rico at the end of the semester, while 38% of students from section 020 *strongly agreed*, but the highest percentage of responses were for *agree* with 46%.

Motivational language strategies maintained section 020’s perception of learning English and its importance in Puerto Rico *neutral*. The perceptions from section 010 decreased from a split between *strongly agree*, *agree*, and *neutral* to *strongly disagree*. Students in section 010 did not perceive learning English as being as important in Puerto Rico as students in section 020. Student’s perceptions and why they considered learning English to be important in Puerto Rico were influenced by factors external to the Basic English II classroom. Students in section 020 expressed a greater need of English for their STEM courses and mentioned more political factors for the importance of knowing English on the island.

Table 31		
<i>Category 5 Cross-Case Analysis</i>		
	Section 010	Section 020
Strongly Agree	24% 21%	19% 26%
Agree	24% 20%	26% 22%
Neutral	24% 21%	34% 29%
Disagree	13% 13%	8% 9%
Strongly Disagree	15% 25%	13% 14%

Table 32 compares the codes obtained from section 010 and section 020 for category 5. Similar factors influenced how students perceived the learning of English in Puerto Rico and its

importance on the island. Two of the main reasons students considered English to be important in Puerto Rico were to communicate with tourists and for work. The colonial status of the island was also mentioned as a factor for the importance of knowing English; however, section 020 expressed a greater need for English because the island might become a state. Work was also a factor as students said that knowing English meant getting a job faster and qualifying for more competitive positions. Most students agreed that knowing English increased their knowledge of Spanish and it helped them understand other concepts, while some said that learning English led to confusion in Spanish and the mixing up of words in both languages. Students said that the confusion between both languages led to their use of Spanglish.

The two factors the sections did not have in common had a significant influence on the quantitative results. Section 010 identified immigration as an important factor for learning English. Therefore, they considered English necessary due to the amount of Puerto Ricans leaving the island. Conversely, section 020 identified a sense of superiority in knowing English on the island. Thus, it supports how section 020 had an increase in *strongly agree* on the quantitative questionnaire while section 010 did not and its highest percentage of answers was for *strongly disagree*. Students in 010 identified the need for English, but it did not mean it was the language they wanted to learn. A code both sections had in common, *no*, responds to how some students clearly stated that learning English did not affect their proficiency and knowledge of Spanish.

Table 32	
<i>Cross-Case Analysis, Category 5</i>	
Section 010 Codes	Section 020 Codes
<i>Tourists</i>	<i>Tourists</i>

<i>Work</i>	<i>Work</i>
<i>Colony</i>	<i>Colony</i>
<i>Increase knowledge</i>	<i>Increases knowledge</i>
<i>Confusing</i>	<i>Confusing</i>
<i>No</i>	<i>No</i>
<i>Immigration</i>	<i>Superior</i>

Chapter VI: Conclusion

Previous research on motivational language strategies following a multilevel motivational construct lacked a detailed description of the diverse motivational teaching approaches educators implement in the language classroom. As a result, it was unclear how applying those motivational language strategies in the language classroom would impact students' overall motivation towards learning a language, their perception of the language classroom, and their attitude towards the target language. Thus, this study included a description of how motivational language strategies were implemented through the use of thematic units, including a detailed analysis of how the four categories of Dörnyei's taxonomy of motivational teaching practices were covered. The effects of the strategies were analyzed through quantitative and qualitative data. This study based the importance of using motivational language strategies and thematic units on a lack of engaging and context relevant resources for the teaching of English as a second language at the University of Puerto Rico at Mayagüez. When this study began, the textbooks used to teach English had standard examples with no real connections to Puerto Rican students and no cultural relevance. I addressed this by implementing thematic units and using sociocultural-relevant examples to explain the grammar rules in the textbooks.

Overall, motivational language strategies increased and maintained the main attitudes, perceptions, and motivations the students had towards learning English in the Basic English II classroom. Applying motivational language strategies in two Basic English II sections, at the University of Puerto Rico at Mayagüez, produced varied data. Responses varied due to different learning styles, there were students who required different teaching approaches. As evidenced through data results, some students did not benefit from interactive teaching strategies while others found them increasingly helpful. The different times both sections were taught at did not

seem to have an impact on the effects of motivational language strategies, as students from section 010 mentioned how the interactive strategies kept them awake and motivated to learn at 7:30a.m. Likewise, students from section 020 mentioned being motivated to learn and engaged in participation.

A factor that influenced the students' instrumental motivation for learning English and their attitude towards the class and content was their college major. A significant amount of students from section 020 mentioned STEM courses as a primary reasons for them having to learn English. Conversely, students from section 010 mentioned an increasing use of English to communicate with their friends and also read textbooks. Thus, there was more transferability of the content being taught towards students from section 010. Students whose primary purpose of learning English was for reading textbooks were mostly concerned with vocabulary, not the thematic units used as part of the motivational language strategies.

The use of motivational language strategies showed to have achieved the four categories of Dörnyei's Taxonomy of motivational approaches. Supported through qualitative data, the use of motivational language strategies created basic motivational conditions, generated initial motivation and maintained and protected motivation. Lastly, motivational language strategies helped encourage positive retrospective self-evaluation, which leads to an increase in language learning outside the classroom and greater intrinsic motivation. This was all achieved through the use of thematic units. Students' engaged with the socio-cultural relevant material and wanted to express their own thoughts and opinions on the cultural issues being discussed. The first unit got them to place English in a global scope, rather than simply associating it with the United States, vacations, school, or traveling. The same was accomplished with Spanish. As their native language, it is important for students to know why Spanish is the language they grew up

speaking and what impact does it have on the world. This was an effective unit that received positive responses and increased the students' language values. This is a basic unit that can be adapted for any language course.

Units two and three, *Language Associated Stereotypes* and *Ethnic and Social Stereotypes* were fundamental in promoting language use and contributed to the development of '*confianza*' in the classroom. By addressing and acknowledging existing stereotypes, students were forced to be nonjudgmental and supportive. Hence, they developed a community where honest opinions and ideas were valued and accepted, and the mistakes made during the language learning process were seen as normal steps towards achieving language acquisition. These units positively impacted the students' attitudes, motivations (if there were any integrative), and perceptions of the English language classroom. It would be beneficial to conduct a study where the units are implemented for a fully consecutive 18 weeks. The outcomes at the end of the semester would better reflect the effects they have on students.

However, each unit would have to be adapted for the students' current social influences and pertinent cultural factors. New research in Puerto Rico can develop thematic units accounting for the mass migration that took place after hurricane Maria in 2017, also accounting for the drastic changes in daily activities and their impact in Puerto Rican culture. Thus, researchers have to be constantly aware of the changing environment when designing units to use alongside motivational language strategies.

The students' perception of the instructor also influenced how they responded to the use of motivational language strategies. Students described the instructor as supportive, approachable, and engaging, which facilitated a positive interaction with the language strategies. A major contributing factor was the development of '*confianza*' within

the classroom. '*Confianza*,' for the purpose of this research, is defined as, "...a feeling of mutual understanding, respect, and emotional closeness..." (Soto-Santiago, Rivera & Mazak, 2015, p. 11). Previous research conducted in the University of Puerto Rico at Mayagüez by Soto-Santiago, Rivera, and Mazak (2015), also identified '*confianza*' as a factor that increased students' English language learning by developing the zone of proximal development (Vygotsky, 1978), leading to collaborative language learning within the classroom. This same phenomenon arose in the Basic English II classroom after the use of motivational language strategies through thematic units.

No direct translation exists for the term, '*confianza*.' Students developed a sense of security and closeness with each other and myself as their instructor that allowed them to practice the language, even when they knew their pronunciation was off or they did not know specific terms for what they wanted to express. That increase in English language practice within the classroom further led to the emergence of confidence to practice the language outside of the classroom. This phenomenon helped students achieve an integral level in the taxonomy of motivational teaching practices, positive retrospective self-evaluation. By gaining the confidence, through '*confianza*,' to use the language outside the classroom, the students' learner satisfaction increased; thus, decreasing the dependency on the instructor to foster and maintain motivation. Students who possessed a higher integrative motivation for learning English highly benefited from the use of motivational language strategies and thematic units. They enjoyed practicing English and interacting with the language in different settings. Therefore, their overall language acquisition continued to increase. Although, students whose motivation was highly instrumental still benefited from the development of '*confianza*' they did not

The students' attitudes towards the Basic English II classroom had a positive change after the use of motivational language strategies. The main differences between sections seem to have been the external factors that led students to be learning English and their perceptions of English in relation to Spanish in Puerto Rico. There was a shift in how important the students perceived English to be in Puerto Rico. However, due to the political events that took place during the academic semester and the strike of 2017, which was highly political in nature, the strategies and thematic units alone cannot be attributed as the factors that influenced a change in the students' perceptions. A broader study that accounts for external factors has to be conducted to analyze what caused a shift in the students' perceptions of English in relation to Spanish.

Implications for Educators and Learners

Data results from this research showed how motivational language strategies designed for a specific group of students have a positive effect on students' language learning motivations. Thus, better understanding the students' learning context, social background, and cultural background will aid in the development of teaching strategies that are beneficial for specific classrooms settings. In Puerto Rico, educators would benefit from using educational resources and designing units that connect with the students' living experiences. Educators of English as a second language in Puerto Rico should teach grammar concepts and writing techniques through thematic units that make English language learning relevant for the students outside the school and classroom.

An important factor educators must consider is how they create basic motivational conditions in the classroom. Positive teacher behaviors are essential for effective motivational language strategies outcomes. If students do not feel a sense of '*confianza*' in their learning environment, they will not interact with the language and engage with content in a positive, self-

motivating form. Thus, English language learners in Puerto Rico not only benefit from culturally informed language teaching strategies, but also from a learning environment that fosters respect and inclusion of diverse points of views and encourages practice and collaboration.

Implications for Researchers

Language learning motivation researchers should continue to study different strategies educators use to foster and sustain motivation in their students. The methods used are important in their own context and serve to inform and expand current data on what different cultures value most when learning a new language and what resources increase their motivation to keep learning the language. Further factors researchers must consider is the emergence cultural codes and behaviors such as, '*confianza*' and how it promotes and becomes integral in the process of language acquisition.

Each thematic unit used as part of this study can be further developed and adjust for the specific educational context and the language learner. By personalizing second language education, researches can continue to identify strategies that work best for certain language learners and develop better language teaching resources. The units used in Basic English II were effective for my students' socio-cultural context at this point in time. Given that environments are constantly changing, and the magnitude of influencing factors impacting students' motivations, attitudes, and perceptions are greater than educators are able to keep up with, there should be a periodical reevaluation and assessment of the resources being used to teach the language.

Limitations

A significant limitation of this study was the limited number of participants. A total of 58 students gave their consent to participate in the study, not enough to provide a thoroughly

informed study of the effects motivational language strategies have on students' motivation for learning a second language. There were also students who missed class and did not complete the questionnaires. The strike is another factor to consider for the second qualitative questionnaire. Students stopped interacting with the strategies and their exposure to English in the classroom was also put on hold during that time, which might have changed their perception of the instructor, their attitudes towards the classroom, and their motivation for learning English.

Another significant limitation of this research is the fluidity of motivation and the variability of participants. If this research were replicated, even within the same groups, the results are expected to fluctuate. Motivation, even within the same individual, is being continuously molded by external factors. Hence, the current socio-cultural context of participants, setting of the study, and their progressive interactions with the language are among some of the factors that must be considered to modify the motivational language strategies and thematic units before they are implemented within the language classroom. Therefore, no single strategy is universal.

Suggestion for Further Research

This study could be replicated by including a control group to assess how the students' motivation to learn English and their attitudes towards the English classroom change without the use of motivational language strategy and thematic units. A cross-case analysis of those two groups would determine if the use of thematic units through motivational language strategies have a positive effect on the students' motivation to learn English and their attitudes towards the Basic English II classroom. Another variation can be through the use of thematic units that focus on English language learning for educational purposes only. Grammar exercise, textual readings, and writing projects would take a content-based approach. This content-based instruction can be

centered in science, engineering, art, or any academic field. The researcher would have to conduct an initial assessment with the students' intended majors to then design a course that connects English language learning to their academic interests.

This study can also be done on a larger scale in Puerto Rico's Department of Education. The efficiency of teaching English through motivational language strategies and thematic units can be measured alongside their effects on students' bilingual proficiency. Results could help inform policies and decision-making regarding textbooks and ESL teaching resources. It should be done at an elementary level, middle school level, and high school level to assess where students are more prone to respond in a positive manner towards ESL learning and develop motivation towards learning the language.

As a researcher I collected more qualitative data than that which was presented and analyzed as part of this study. A total of three student journals were collected throughout the semester. Each prompt related to a different thematic unit while also addressing language or political ideologies that might have had an underlying influence on the students' motivation. The additional data samples were described in the informed consent forms and received IRB approval. If I want to fully understand how each particular unit impacted both section 010 and section 020, I have to go back to the collected journals and analyze them through the process of coding. Due to time limitation, those samples were not included in this study. A detailed analysis of the responses in those journals would significantly expand the knowledge researchers have on language ideologies in Puerto Rico and it would shed light on the effects culturally relevant thematic units have on those ideologies. That, in turn, would have an impact on how language planning in education takes place and the factors being considered when implementing new guidelines for bilingual education in the Basic English classroom.

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Appendix A

4 Level Taxonomy for Motivation Teaching Practices

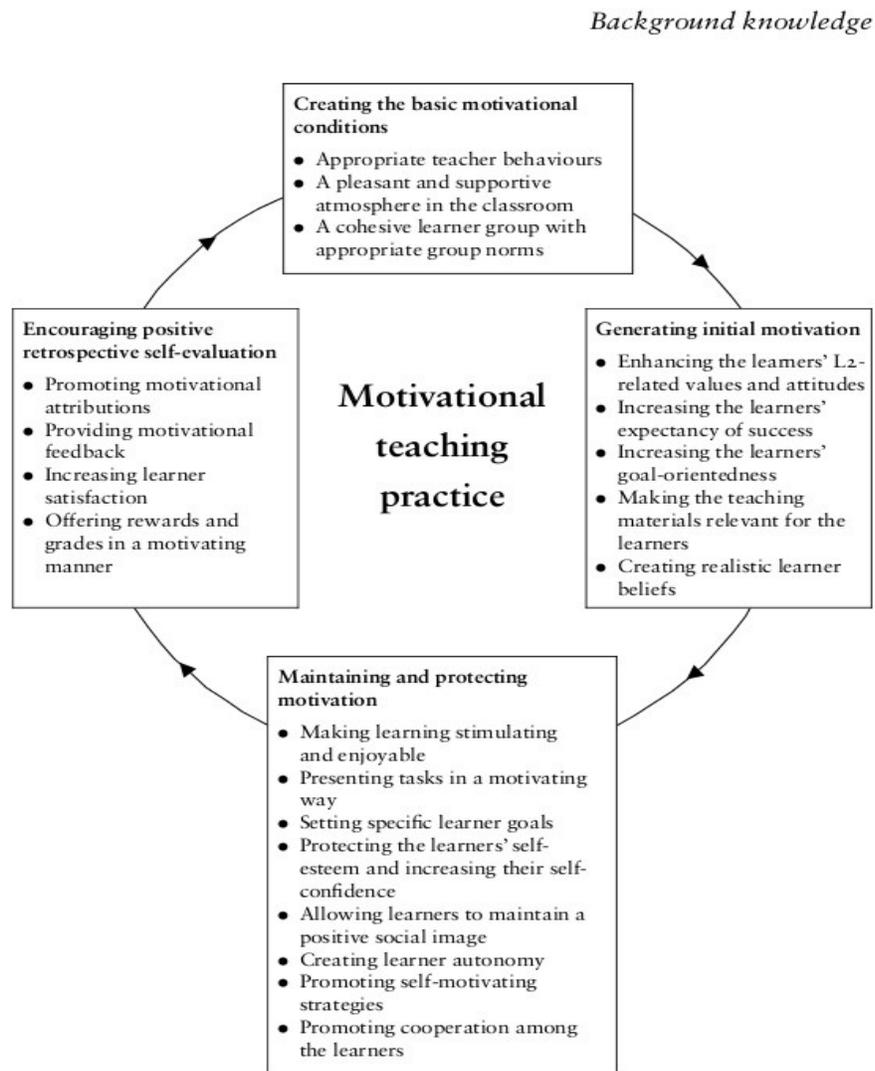


Figure 3 The components of motivational teaching practice in the L2 classroom

Appendix B

Quantitative Questionnaire

Código: _____

Edad: _____

Género: FEMENINO / MASCULINO

Concentración: _____

Cuestionario: **Motivation and Attitudes in a Basic English Classroom in Puerto Rico**

El siguiente cuestionario tiene el propósito de informar al instructor sobre las actitudes de los estudiantes de Inglés Básico hacia la clase y su contenido. Su participación es voluntaria y anónima, el participar en este estudio no afectara su nota final en el curso.

No.	Ítem	Muy de Acuerdo	De Acuerdo	Neutral	En Desacuerdo	Muy en Desacuerdo
CATEGORÍA #1						
1	Me gusta aprender inglés como un segundo idioma.					
2	Aprender inglés es una parte importante de mi cultura.					
3	Para comunicarse con otras personas es importante aprender inglés.					
4	Me gustaría estar aprendiendo otro idioma que no sea inglés.					
5	Le recomendaría a mis amigos a que estudien inglés como un segundo idioma.					
CATEGORÍA #2						
1	Hay una buena relación entre la instructora de inglés y los estudiantes.					
2	El material de clase es presentado por la instructora de una manera que crea interés.					
3	La instructora genera un ambiente de apoyo en el					

	salón de inglés.					
4	La instructora utiliza recursos externos (videos/power points) que aumentan mis valores y actitudes hacia el aprendizaje del idioma.					
5	Las actividades hechas en clase aumentan mi motivación para aprender inglés.					
CATEGORÍA #3						
1	Necesito inglés para obtener buenas notas en la universidad.					
2	El inglés me ayuda a entender en mis otras clases.					
3	Para mis clases de concentración necesito inglés.					
4	Para comunicarme con mis amigos, puedo utilizar inglés.					
5	Cuando utilizo tecnología (apps, laptop, tv, internet) uso inglés más que español.					
CATEGORÍA #4						
1	El material presentado en clase es relevante para mí.					
2	Puedo aplicar en otras clases lo que estoy aprendiendo en la clase de inglés.					
3	El contenido presentado en clase es interesante.					
4	El material presentado en					

	clase me hace querer aprender inglés.					
5	El contenido presentado en clase me hace querer participar.					
CATEGORÍA #5						
1	El inglés me ayuda más en las clases que el español.					
2	Para obtener un empleo saber inglés es más importante que saber español.					
3	Necesito saber inglés si quiero tener éxito.					
4	Si aprendo inglés mis habilidades en español va a bajar.					
5	En Puerto Rico saber inglés se está convirtiendo más importante.					

Appendix C

Qualitative Questionnaire

Código: _____

Edad: _____

Género: FEMENINO / MASCULINO

Concentración: _____

Cuestionario: **Motivation and Attitudes in a Basic English Classroom in Puerto Rico**

El siguiente cuestionario tiene el propósito de informar al instructor sobre las actitudes de los estudiantes de Inglés Básico hacia la clase y su contenido. Su participación es voluntaria y anónima, el participar en este estudio no afectara su nota final en el curso.

No.	Ítem	
CATEGORÍA #1		
1	¿Por qué es importante para ti saber inglés?	
2	¿De qué forma utilizas este idioma en tu diario vivir? (trabajo, amigos, viajar)	
3	¿Cree usted que saber inglés es más importante que saber otros idiomas y por qué?	
CATEGORÍA #2		
1	¿Cuál es su opinión sobre el ambiente de enseñanza-aprendizaje en el salón de clases? ¿En qué forma es beneficioso este ambiente para usted? ¿Que lo hace distinto a otras clases?	
2	¿Qué métodos de enseñanza que usa la instructora son más beneficiosos para usted? ¿Por qué?	
CATEGORÍA #3		
1	¿Crees que las estrategias de enseñanza utilizadas por la instructora son apropiadas para ti? ¿De qué forma?	

2	¿Estas estrategias te hacen querer aprender más inglés? ¿Por qué?	
3	¿Estas estrategias te hacen querer participar en la clase? ¿Por qué?	
CATEGORÍA #4		
1	¿Para qué utilizas el inglés fuera de esta clase? (otras clases, amigos, entretenimiento. Etc.)	
2	¿Cómo te ayuda el contenido de esta clase en otras clases que tomas en el RUM?	
3	¿Cuán necesario es saber inglés para obtener buenas notas en tus clases? Explica.	
CATEGORÍA #5		
1	¿Cuán importante es saber inglés en Puerto Rico? ¿Por qué?	
2	¿Crees que aprender inglés afecta tu conocimiento del español? ¿En qué formas?	

Appendix D

IRB Consent Form

Universidad de Puerto Rico Recinto de Mayagüez

Consentimiento para participar en un estudio de investigación

Participantes: Estudiantes (Inglés Básico II, INGL 3102)

Formulario de conducta social

Título del estudio: Motivational Teaching Strategies in a Basic English Classroom in the University of Puerto Rico at Mayagüez

Investigador principal: Jessie L. Mundo González

Departamento de Inglés

Número telefónico del contacto del estudio: 787-568-1521

Correo electrónico del contacto del estudio: Jessie.mundo@upr.edu

¿Cuáles son algunas de las cuestiones generales que usted debe saber sobre los estudios de investigación?

Se le solicita que participe en un estudio de investigación. La participación en este estudio es voluntaria. Puede negarse a participar, o puede retirar su consentimiento para participar en el estudio, por cualquier motivo y en cualquier momento, sin sufrir sanciones.

Las investigaciones están diseñados para obtener nueva información. Es posible que esta nueva información ayude a otras personas en el futuro. Es posible que no reciba ningún beneficio directo por participar en este estudio de investigación. También pueden existir riesgos asociados con la participación en estudios de investigación.

Los detalles sobre este estudio se analizan a continuación. Es importante que entienda esta información de modo que pueda decidir en forma fundamentada acerca de la participación en este estudio de investigación.

Si participa de este estudio se le entregará una copia de este formulario de consentimiento. Debe preguntar a los investigadores mencionados anteriormente, o a los miembros del personal que los asisten, cualquier consulta que tenga acerca de este estudio en cualquier momento.

¿Cuál es el objetivo de este estudio?

El objetivo de este estudio de investigación es evaluar la efectividad de las estrategias de enseñanza utilizadas por la instructora en la motivación de los estudiantes en INGL 3102.

¿Cuánto tiempo participará en este estudio?

El estudio se llevará a cabo desde enero 2017 hasta mayo 2017. Su participación fuera del salón de clases no será necesaria.

¿Qué ocurrirá si participa en este estudio?

Durante su clase de inglés, la investigadora pondrá en práctica una combinación de estrategias para la enseñanza de inglés como segundo idioma. Bisemanalmente se evaluará anónimamente la efectividad de dichas estrategias.

Su identidad se mantendrá anónima en caso de publicación o presentación de los resultados.

¿Cuáles son los posibles beneficios por participar en este estudio?

No hay ningún beneficio directo para usted por participar.

¿Cuáles son los posibles riesgos que implica la participación en este estudio?

Los riesgos de participar en este estudio son iguales que los riesgos de participar en su clase de inglés.

¿De qué manera se protegerá su privacidad?

Los participantes no serán identificados en los datos recopilados ni en informes o publicaciones sobre este estudio.

- **Evaluaciones y cuestionarios:**

Ambos documentos serán anónimos.

Se guardaran los documentos bajo llave para proteger su privacidad.

¿Le costará algo la participación en este estudio?

No existirá ningún costo por participar en este estudio.

¿Qué sucede si desea formular preguntas sobre este estudio?

Tiene el derecho de preguntar, y que le respondan, cualquier duda que tenga acerca de esta investigación. Si tienen preguntas o inquietudes, deben ponerse en contacto con los investigadores mencionados en la primera página de este formulario.

Acuerdo del participante:

He leído la información proporcionada más arriba. He realizado todas las preguntas que tengo en este momento. Acepto voluntariamente participar en este estudio de investigación.

Firma del participante de la investigación

Fecha

Nombre del participante de la investigación en molde

Firma de la persona que obtiene el consentimiento

Fecha

Nombre de la persona que obtiene el consentimiento en molde

Appendix E

IRB Approval



Institutional Review Board
CPSHI/IRB 00002053
 University of Puerto Rico – Mayagüez Campus
 Dean of Academic Affairs
 Call Box 9000
 Mayagüez, PR 00681-9000



December 13, 2016

Mundo Gonzalez, Jessie
 English
 RUM

Dear student:

As Director of the Institutional Review Board of the University of Puerto Rico - Mayagüez Campus, I have considered your application for the project titled *Motivational Teaching Strategies in a Basic English Classroom in the University of Puerto Rico* (Protocol num. 20161211).

After evaluating your research protocol and supporting documents, I have determined that your research represents minimal risk to participants and qualifies under Category 7 of 45.CFR.46.110 for an expedited review process. For this reason, we are happy to approve your project effective today and expiring December 12, 2017. We also remind you that our approval does not exempt you from complying with other institutional and governmental requirements related to your research topic and/or funding source.

Federal regulations demand that our office supervise all active research projects. We consider a research project to be active if participants are still being recruited or if recruitment has ceased but data gathering and analysis are not yet complete. If you anticipate that your project will be active beyond the approval expiration date, we ask that you submit an application of extension no later than one month before your approval expires.

Attached please find copies of your consent form stamped with our committee's official seal of approval. We ask that you used these documents during your research project. We remind you that you need to hand a copy of the signed consent form to all research participants.

Any modifications or amendments to the approved protocol or its methodology must be reviewed and approved by the IRB before they are implemented, except in cases where the change is necessary to reduce or eliminate a potential risk for participants. The IRB must be informed immediately if an adverse event or unexpected problem arises related to the risk to human subjects. The IRB must likewise be notified immediately if any breach of confidentiality occurs.

We appreciate your commitment to uphold the highest standards of human research protections and remain.

Sincerely,

Dr. Rafael A. Boggio Martínez
 President, Institutional Review Board (IRB)
 University of Puerto Rico,
 Mayagüez Campus
 Office: Celis 108
 Tel.: (787) 832-4040 Ext. 6277

Telephone: (787) 832 - 4040 x 6277, 3807, 3808 – Fax: (787) 831-2085 – Webpage: www.uprm.edu/cpsi
 Email: cpsi@uprm.edu

Universidad de Puerto Rico Recinto de Mayaguez
Consentimiento para participar en un estudio de investigación
Participantes: Estudiantes (Inglés Básico II, INGL 3102)
Formulario de conducta social
Título del estudio: Motivational Teaching Strategies in a Basic English Classroom in the University of Puerto Rico at Mayaguez
Investigador principal: Jessie L. Mundo González
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Correo electrónico del contacto del estudio: Jessie.mundo@upr.edu

¿Cuáles son algunas de las cuestiones generales que usted debe saber sobre los estudios de investigación?

Se le solicita que participe en un estudio de investigación. La participación en este estudio es voluntaria. Puede negarse a participar, o puede retirar su consentimiento para participar en el estudio, por cualquier motivo y en cualquier momento, sin sufrir sanciones.

Las investigaciones están diseñados para obtener nueva información. Es posible que esta nueva información ayude a otras personas en el futuro. Es posible que no reciba ningún beneficio directo por participar en este estudio de investigación. También pueden existir riesgos asociados con la participación en estudios de investigación.

Los detalles sobre este estudio están detallados a continuación. Es importante que entienda esta información de modo que pueda decidir en forma informada acerca de la participación en este estudio de investigación.

Si participa de este estudio se le entregará una copia de este acuerdo de consentimiento. Debe preguntar a los investigadores mencionados anteriormente, o a los miembros del personal que los asisten, cualquier consulta que tenga acerca de este estudio en cualquier momento.

¿Cuál es el objetivo de este estudio?

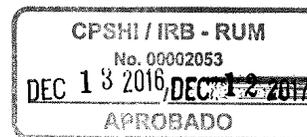
El objetivo de este estudio es evaluar la efectividad de las estrategias de motivación utilizadas por la instructora en la motivación y actitud de los estudiantes en INGL 3102, secciones 010 y 020.

¿Cuánto tiempo participará en este estudio?

El estudio se llevará a cabo desde enero 2017 hasta mayo 2017. Su participación fuera del salón de clases no será necesaria.

¿Qué ocurrirá si participa en este estudio?

Durante su clase de inglés, la investigadora pondrá en práctica una combinación de estrategias para la enseñanza de inglés como segundo idioma. A cada participante se le asignará un código como identificador que solo la instructora y el participante conocerán. Ese código se usará como identificador en los cuestionarios y reflexiones. Bisemanalmente se evaluará la efectividad de dichas estrategias mediante reflexiones de una página que tomarán aproximadamente 10 minutos.



Adicionalmente, contestará dos cuestionarios. Un cuestionario se administrará al comienzo del semestre, en medio del semestre y al finalizar el semestre, mientras el segundo cuestionario se contestará al finalizar el semestre. Se estima que ambos cuestionarios tomen 15 minutos en contestar.

Su identidad se mantendrá anónima en caso de publicación o presentación de los resultados.

¿Cuáles son los posibles beneficios por participar en este estudio?

No hay ningún beneficio directo para usted por participar.

¿Cuáles son los posibles riesgos que implica la participación en este estudio?

Los riesgos de participar en este estudio son iguales que los riesgos de participar en su clase de inglés.

¿De qué manera se protegerá su privacidad?

Los participantes no serán identificados en los datos recopilados ni en informes o publicaciones sobre este estudio.

- **Evaluaciones y cuestionarios:**
Ambos documentos serán anónimos.
Se guardaran los documentos bajo llave para proteger su privacidad.

¿Le costará algo la participación en este estudio?

No existirá ningún costo por participar en este estudio.

¿Qué sucede si desea formular preguntas sobre este estudio?

Tiene el derecho de preguntar, y que le respondan, cualquier duda que tenga acerca de esta investigación. Si tienen preguntas o inquietudes, deben ponerse en contacto con los investigadores mencionados en la primera página de este formulario.

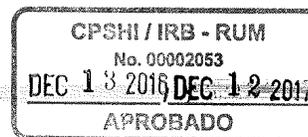
Acuerdo del participante:

He leído la información proporcionada más arriba. He realizado todas las preguntas que tengo en este momento. Acepto voluntariamente participar en este estudio de investigación.

Firma del participante de la investigación

Fecha

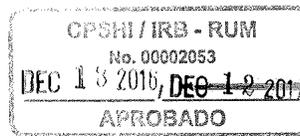
Nombre del participante de la investigación en molde



Firma de la persona que obtiene el consentimiento

Fecha

Nombre de la persona que obtiene el consentimiento en molde



Appendix F

Section 010 Codes

<i>Section 010 codes</i>	
Code	Description
<i>Work</i>	Students who wanted to obtain job and linked it to being professional
<i>Relocation</i>	Students who mentioned they would relocate to another country
<i>Global communication</i>	Students who want to use English to communicate at an international level
<i>Second language of the island</i>	English is Puerto Rico's second language
<i>Education</i>	Students who use English to study, in other classes, and in the university
<i>Travel</i>	Students who use English when they travel out of Puerto Rico
<i>Technology</i>	Students who use English to watch movies, TV shows, and to use the internet
<i>Spanglish</i>	Students who use English by mixing it with Spanish
<i>Friends</i>	Students that mentioned using English with their friends
<i>Universal language</i>	Students who described English as being global, universal, and the most commonly spoken language
<i>Citizenship</i>	Students who mentioned being part of the United States
<i>Student-teacher relationship</i>	Addressed the relationship and interactions between students and the instructor
<i>Interactive learning</i>	Mentioned class not being traditional, a lot of participation, and interaction

<i>Supportive</i>	Students who felt comfortable participating and sharing without being judged
<i>Cooperative learning</i>	Working in groups and as a group
<i>Integrating technology</i>	Students mentioned the use of videos, songs, the internet, and learning platforms
<i>Individual practice</i>	Students work by themselves or complete assignments alone
<i>Self-evaluation</i>	Students were able to correct their mistakes, track their progress, and improve
<i>Relevant resources</i>	Students connect with the material
<i>Encourages practice</i>	Students mentioned practicing more
<i>Stimulating</i>	Students who like the content and want to keep learning
<i>Motivating</i>	Students were motivated to keep learning
<i>Confidence</i>	Students did not feel embarrassed about getting something wrong
<i>Shy</i>	Students were timid, did not like public speaking
<i>Confianza</i>	Students said there was <i>confianza</i> in the classroom that made participation easier
<i>Understand textbooks</i>	When the books used in other classes are in English
<i>Important</i>	Students who considered English important for their classes and grades
<i>Not important</i>	Students who did not consider English important for their classes and grades
<i>Immigration</i>	Need English because they will have to leave Puerto Rico
<i>Tourists</i>	Students who believe it is important to communicate with visitors

<i>Colony</i>	Students who mentioned the colonial status as being related to the language
<i>Increases knowledge</i>	English enhances their knowledge of Spanish
<i>Confusing</i>	English makes them mix-up words and confuse rules

Appendix G

Section 20 Codes

<i>Section 020 codes</i>	
Code	Description
<i>Work</i>	Students who wanted to obtain job and linked it to being professional
<i>Education</i>	Students who use English to study, in other classes, and in the university
<i>Progress</i>	Students who identify English as a language necessary for a better quality of life
<i>Technology</i>	Students who use English to watch movies, TV shows, and to use the internet
<i>Travel</i>	Students who use English when they travel out of Puerto Rico
<i>Universal language</i>	Students who described English as being global, universal, and the most commonly spoken language
<i>Relocation</i>	Students who mentioned they would relocate to another country
<i>Not more important</i>	Students who did not consider learning English to be important
<i>Support</i>	Students who felt comfortable participating and sharing without being judged
<i>Confianza</i>	Students said there was <i>confianza</i> in the classroom that made participation easier
<i>Too dynamic</i>	Mentioned they would benefit from a more traditional class, there was too much participation, and interaction
<i>Cooperative learning</i>	Working in groups and as a group
<i>Integrating technology</i>	Students mentioned the use of videos, songs, the internet, and learning platforms

<i>Encourages practice</i>	Students mentioned practicing more
<i>Code-switching</i>	Students mentioned the use of Spanish and English during teaching as beneficial
<i>Relevant resources</i>	Students connect with the material
<i>Motivating</i>	Students were motivated to keep learning
<i>STEM</i>	Students specifically mentioned using English in their STEM classes
<i>Understand textbooks</i>	When the books used in other classes are in English
<i>Important</i>	Students who considered English important for their classes and grades
<i>Not important</i>	Students who did not consider English important for their classes and grades
<i>Tourists</i>	Students who believe it is important to communicate with visitors
<i>Colony</i>	Students who mentioned the colonial status as being related to the language
<i>Superior</i>	Students who expressed that learning English made them superior
<i>Increases knowledge</i>	English enhances their knowledge of Spanish
<i>Confusing</i>	English makes them mix-up words and confuse rules
<i>No</i>	Students who did not consider English to have an effect on their knowledge of Spanish