

**STUDENTS' MOTIVATION
AT UNIVERSIDAD
EMPRESARIAL SIGLO 21**

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LICENCIATURA EN LENGUA INGLESA

2010

"Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover."

Mark Twain

Decido empezar mis agradecimientos con estas palabras, ya que me identifican profundamente. Mis papás siempre me guiaron para que me maneje así en la vida, explorando, soñando, descubriendo día a día la vida. Quiero agradecerles más que nada a ellos, por hacerme ser quién soy y hacer de esto una realidad.

También quiero agradecerle al resto de mi familia: mi hermano, abuelos, primos, tíos...por acompañarme y hacerme feliz cada día de alguna forma. Y por estar presentes en este, y en cada momento.

A mis amigos, que lejos o cerca, en este o en otro mundo...hicieron que mis ideales y mi persona terminen de formarse, dándome de cada uno lo mejor, y que es eso que hoy llevo conmigo, además de su incondicional amistad, PARA SIEMPRE.

A Pablo, por estar conmigo siempre, y sobre todo en este momento en el que mis sentimientos iban y venían. Por acompañarme en cada día, por estar ahí, y por creer siempre en mí.

Por último, a mis profesores: desde el primero hasta el último, hicieron que ame esto y lo haga con pasión. Especialmente, a Alicia, Ana y Belén que terminaron de moldear este proyecto de la mejor forma.

A todos ellos...gracias!

juli

Resumen del TFG en español:

El fin de mi trabajo es analizar el grado de motivación y cuáles son los aspectos que deberían mejorarse para lograr incrementarla. Sin embargo, cuando hablo de motivación, no lo estoy haciendo de manera general, en cualquier contexto y lugar. Me refiero precisamente al ámbito del Área de Inglés de esta universidad. Entonces, mi objetivo final es estudiar la MOTIVACIÓN DE LOS ESTUDIANTES EN LA UNIVERSIDAD EMPRESARIAL SIGLO 21.

El primer paso es averiguar por qué es importante la motivación para adquirir conocimiento. Luego, necesito definir motivación y algunas de sus diferentes teorías. Previamente, se necesitan investigar distintos autores que debatieron este tema, para así poder conocer los diferentes puntos de vista y opiniones que tienen, además de aportar diferentes perspectivas. Algunos de los autores de los que leí fueron J. Harmer, J.D. Brown, J. Guthrie y Z. Dörnyei. Posteriormente, establezco los factores que influyen la motivación en los alumnos. Es decir, comencé por lo más general del tema: motivación en sí, para terminar hablando de los factores que afectan la motivación de los estudiantes dentro de un aula, lo particular. Con toda la información sobre el tema, y a través del uso de la herramienta “Análisis de Necesidades”, establezco cuáles son, además de los alumnos –que serían los protagonistas de este proyecto-, los grupos de personas que inciden en el grado de motivación en esta Universidad, y de los cuáles podría obtener datos importantes. A partir de estos grupos, creo instrumentos para recolectar la información necesaria sobre el tema. Los instrumentos elegidos fueron cuestionarios, entrevistas y el uso de la lista de asistencias. Luego, examino los resultados, siendo el más importante y básico, conocer el grado de motivación que tienen los alumnos en la Universidad Empresarial Siglo 21, para partir de allí a establecer relaciones entre todos los datos recaudados. Como consecuencia de esta investigación exhaustiva, concluyo en que los factores que afectan la motivación son: la bibliografía usada, el contenido de las clases y la tecnología disponible. A sí mismo, muchas docentes tampoco están del todo motivadas, y también ellas coinciden en los factores recientemente nombrados como algunas de las causas de desmotivación.

Finalmente, y luego de establecer los factores que afectan la motivación de los estudiantes, concluyo en que las propuestas posibles a realizar para lograr potenciar dicha motivación son: actualizar e incrementar el uso de tecnología en clase, cambiar la bibliografía usada actualmente y reducir el número de alumnos en cada curso. Las propuestas de cambio de bibliografía y actualización e incremento de nuevas tecnologías van de la mano, ya que dicha bibliografía propuesta tiene, como parte de sus componentes, dos materiales básicos dentro de la propuesta de tecnología. Con respecto a la reducción de cantidad de alumnos en cada clase, no está ligada directamente a los resultados expuestos por los alumnos, pero sí por las docentes y la Encargada del Departamento de Inglés, ya que ellas consideran que el número impide realizar determinadas actividades. Por esta razón es la que decido implementar este cambio también, ya que si las docentes logran cumplir de mejor manera sus objetivos y están más cómodas durante el dictado de clases, los estudiantes también estarán mejor y, como consecuencia, más motivados.

Abstract del TFG en inglés:

The aim of this Project is to analyze motivation and which are the aspects that should be changed in order to increase it. However, when I talk about motivation, I am not talking about this issue in general, in any context and place. I am referring to the English Language Department at this University. That is to say, my final objective is to study STUDENTS' MOTIVATION AT UNIVERSIDAD EMPRESARIAL SIGLO 21.

The first step is to know why motivation is important to acquire knowledge. Then, I need to define motivation and some of its theories. Previously, it is necessary to investigate different authors that debate this topic in order to see their points of view and opinions, and also to have different perspectives. Some of the authors who I have investigated are: J. Harmer, J.D. Brown, J. Guthrie and Z. Dörnyei. Then, I set the factors that influence students' motivation. That is to say, I started from the most general aspect: motivation per se, and I ended up doing research about the aspects that affect students' motivation in a classroom, which is specific. Having all the information about this topic, and using the tool "Needs Analysis", I set which are, besides students –who are the main characters of this project-, the groups of people that affect motivation in this university. After having the different groups, I create tools to collect all the information necessary of the topic. Those tools are: questionnaires, interviews and the attendance record. Then, I analyze the information in a detailed way, being the most important and basic data, to know how motivated students at Universidad Empresarial Siglo 21 are; from there, I connect all the data collected. As a consequence of this research, I conclude that the factors that affect motivation are: the bibliography used nowadays, the content of the classes and the technology available. Besides, many teachers are not motivated as well, y they also agree on the factors that I have recently named as some of the causes of their de-motivation.

Finally, and after having set the aspects that affect students' motivation, I conclude on these possible proposals to increase motivation: to update and increase the technology in class, to change the bibliography used and to reduce the number of students per course. The proposals of changing bibliography and

updating and using new technologies depend one on the other; this bibliography proposed has, as some of its components, two basic materials that are part of the technology proposal too. Regarding the one of reducing the number of students in each class, this is not related directly to the results of the students' questionnaire; however, it is a strong point for teachers' and for the Head of the Department opinions because they consider the number of students a problem to deliver some activities. This is the reason why I have decided to implement this change as well, if the teachers reach their class objectives and they are more comfortable during the delivery of the lesson, students will be better and, as a consequence, more motivated too.

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INTRODUCTION

As a student of Universidad Siglo 21 during the last years, I have decided to do my final research project on this institution because I want to leave something useful for my own place. Universidad Siglo 21 is a private organization placed in the suburbs of Cordoba city. Although it is a relatively new institution, it has gained a lot of prestige and renown within the local market. The university offers 22 different undergraduate programs, all of them oriented to create a professional capable of playing a leading role in organizations; that is why it is known as a university with a business orientation. Besides, it has three study modes, each one for different students' needs and, also, it offers post-graduate courses that are given at Nueva Córdoba's headquarters. Today, the organization has approximately 10,000 students from different programs of studies and modes.

One of the most important differences between Universidad Siglo 21 and its competitors is that it offers a totally different approach by integrating different under-graduate programs into common subjects. In contrast with all the other institutions in its field, this institution organizes its subjects trying to integrate the different under-graduate programs when the content of the subject allows it. The objective of this integration is to encourage multidisciplinary debate. Besides, this integration reflects the motto of the university "Forging leaders" because it encourages students to reach agreement through debate, to defend their ideas, to persuade others to see things as you do and, also, give a multiplicity of perspectives about different issues. All of these are some major qualities that a good leader must have.

Then, what is this research going to be about and what is its link with my under-graduate program? One of the courses that groups students from a greater range of programs within the university is English Language, a subject that is closely related to me. I wanted to do my final project in this institution because I think that this integration of programs of studies is one of the strongest advantages of the university. As a consequence, having a language curriculum that addresses the needs of all the programs of studies is a must in the institution. A curriculum that provides motivation and allows the students to

talk about a variety of interests of all the students is one of the principal needs of Universidad Siglo 21. This very useful curriculum design is done within the Language Department and, as I have been (and I still am) in close contact with this department, and also with Marcela Rodriguez, who is the Head of this area, my Final Project is based on this university, as a gift for all these years of education and also, years of company and support.

Why have I decided to encourage motivation in students at Universidad Siglo 21? During my years as a student, I have noticed that a great number of my peers are not satisfied or motivated by the English Language subject, despite its importance for their future professional development. This lack of satisfaction has encouraged me to look for answers to this big issue: where does the students' motivation lie? This question was in my mind until I had the opportunity to deliver some classes for the subjects Methodology I and II. I taught in two different courses, one of Business English and the other of General English. The teaching of the English language was oriented to Business first in the university, and it consisted in teaching only specific parts of the language that can be used in companies (for example, expressions used in formal meetings or language used when delivering a speech). This use of the language for specific purposes was chosen because of the orientation that the university has. However, when it was put into practice, this Business English was not useful for all the different programs of studies of a rapidly expanding university. Consequently, it was changed to the current curriculum: General English. This curriculum is more general –as the name expresses-, just as the type of language taught in it is, and more helpful for the entire under-graduate programs that the university offers. My teaching practice classes helped me a lot because I could notice many differences regarding students' perspective of the language. For example, Sociology students felt that Business English was not very useful for their future profession. With the first observations of the different courses, I concluded that the change from Business English to General English was a good one because it created more motivation for those undergraduates whose objectives were not related to business, as it was the case of, for example, Sociology or Psychology. However, lack of motivation is perceived in both, Business and General English classes. When I taught my General English practice classes, I still noticed in some students a lack of

motivation or a need to find a clear purpose for learning English. I think that, in general, they need to be convinced of the importance of English in their undergraduate program of studies.

I think that this research will help all the community of Universidad Empresarial Siglo 21. First, and most importantly, it will help students to feel more motivated to study English. Having a good language experience will probably help them keep on studying after they graduate. As English gets to enrich their curricula, students will realize its importance for their careers. Therefore, this will be helpful for them not only as undergraduate students, but also as professionals. Moreover, and as I have already mentioned, the university offers post-graduate courses, so if students have a rich experience in all aspects within the university, they will have more motivation to take a post-graduate course here; not only because of the awareness of the need of a complete professional profile, but also because they will enjoy the classes at the university.

Furthermore, this enrichment of students' motivation will be useful for teachers because they will feel better when taking a class where everybody is willing to learn. As a consequence of this enrichment in students' motivation, teachers' motivation will increase and this will be seen in all aspects of their development in the organization. Besides, this teacher development in the Language Department will be useful for the university itself because it will create a very good image for the potential teachers that seek admittance at the institution.

I think my final project will also help because a motivated student will set up a chain that contributes to the satisfaction of the whole university community and those members of the chain that are affected in an indirect way, such as the parents themselves; if their children are motivated and satisfied with their choice, they will be more satisfied with this investment and they will even recommend the organization to other parents.

Regarding the university community itself, I think this project will help the institution itself in one academic aspect in particular that would help other significant aspects. If students are motivated to learn, their attendance rate will be better and their grades will be higher. Those two aspects will show a better perception of the excellence of the Language Department in the organization.

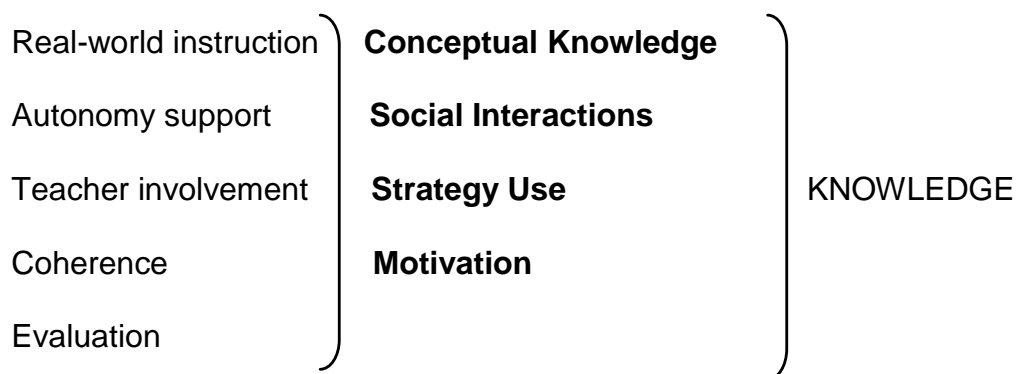
Consequently, the university will invest more in this Department, such as in human resources, bibliography or comfort. Furthermore, these statistics could be exploited by the University for its Corporate Image. Thus, not only will parents recommend the organization, recommendation being one of the most important means of advertising, but also the students themselves of the university will promote the advantages of studying at Universidad Siglo 21.

To conclude this section, I will personally benefit from this final project because the results of it will be important for my career. Besides, I will take advantage of this research because the motivation factor is involved in every class in the world and, even though I will probably not teach in the university context, I will profit by researching the resources that are involved in increasing motivation as a whole. Besides, this project will give me more knowledge and experience as a future professional and, my final hope is that this university will find this research interesting because it will not only give me good support in my profession (being proud that my recommendation is taken into account), but I will also feel honoured for having contribute to MY university. In short, I will feel proud of my accomplishment al both the professional and personal levels.

THEORETICAL FRAMEWORK

Every classroom is different in various aspects. However, all of them share some general features. Those characteristics are the foundation for every analysis of classrooms.

According to John Guthrie (2000), this set of aspects is developed to reach four main items that lead to knowledge. As I represent it in the diagram below, if these first aspects are properly exploited, they will lead to the four main items that, when developed, guide to knowledge:



As I have already mentioned, the development of these four features in every classroom leads to the achievement of knowledge. Consequently, if these four factors are a must in every classroom, we need to investigate and develop them in the best manner we can make possible knowledge of the taught content. That is the reason why I have chosen to analyze motivation in Universidad Empresarial Siglo 21, knowing that if there is lack of it, the main objective of every classroom (learning) is not achieved.

However, the features mentioned above are not the only aspects leading to the achievement of knowledge. We have to take into account, besides, the learner and their characteristics that contribute to “work” in a classroom. As the

expert Jeremy Harmer explained (2004), a good learner must have the desire to:

- listen
- experiment (in the sense of taking risks)
- ask questions (when it is correct to do it)
- invent his or her own study and learning skills
- accept corrections

It is important to identify these characteristics in every student, and if some of them are not well developed (or developed at all), teachers need to encourage them, in an indirect way, so that they will develop.

Nevertheless, not only the characteristics of the classroom, but also the students are important to acquire knowledge. The teacher is a central aspect of development, also.

One of the main tasks for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it. (Harmer, 2004: 52).

As I have already said, the teacher is also one of the factors that contribute to motivate students towards the ultimate goal, to acquire knowledge. Every teacher has the job not only of delivering the class and developing the content of the syllabus, but also of motivating learners to participate in the class development.

Motivation definitely concerns students, the teacher and the content to be taught, as well as the environment in which the process of learning is taking place. Only having all those features connected, we are going to reach the final objective of a good learning: knowledge.

Definitions of motivation

According to H. Douglas Brown (2001), motivation is “the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.” (Brown, 2001: 72). Another author, Bonny Norton (2000) defines motivation as a type of investment. For her, investment is closely linked to motivation because learners invest their time and money in studying a language when they realize they need it for a particular purpose in their job, in their life, etc.

If learners invest in a second language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital. Learners expect or hope to have a good return on that investment –a return that will give them access to hitherto unattainable resources (Norton, 2000: 10)

This shows that there always exists a purpose for the learning, a definite need to start a second language course. Finally, Zoltán Dornyi's (2001) definition of motivation is related to a constant and accumulative change in a person, who initiates, coordinates, amplifies, terminates and evaluates the cognitive processes, beginning with desires and wishes and, then, prioritizing and acting depending on them. If we highlight the most important parts of these definitions, we will find some aspects in common: (a) it always requires a person for motivation to take place; (b) based on desires, wishes or goals; (c) those desires or goals need to be satisfied or accomplished; (d) with some effort and (e) in a period of time. Consequently, we conclude that motivation involves a person that has a need or desire and wants to satisfy it in a definite period of time involving an amount of effort to do it.

Theories of motivation

However, as a matter of fact, it is important to learn what motivation involves. One of the most well known theories is the one created by Abraham Maslow (1943), in which he establishes a pyramid of needs, which Brown views as

(...) a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of needs, three of which are solidly grounded in community, belonging, and social status. Maslow saw motivation as dependent on the satisfaction first of fundamental physical necessities (air, water, food) then on community, security, identity and self-esteem, the fulfillment of which finally leads to self-actualization (Brown, 2000: 85).

This theory is the best known one and it is the basis for all the theories that were developed later. With the concept of Maslow, we conclude and add that motivation is a dynamic process because we (as human beings) are always having desires or goals to accomplish and this pyramid shows us that whenever a desire is satisfied, another one appears; and the cycle begins again, constantly and dynamically.

As Maslow developed and studied motivation years ago, his theory was based on individual's desires and goals. He created an "individualistic view" to explain and understand it. Years later, some new currents changed this perspective of motivation into a broader, more social and cultural view, where individual desires was not the only aspect that influences motivation. This new current of theories, based on the one created by Weiner, cited by Dörnyei (2001), is called Social Motivation. This perspective expresses the need of every person when accomplishing a goal of being approved of and productive in society, and not only based on the satisfaction of personal needs. Besides, in this new view of motivation the component of cultural influences on people appears. According to these new researchers, Dörnyei mentions that the values, at a socio-cultural level depend on the value that every person gives to education, the beliefs about learning, and the support received from family and

peers for academic objectives. Furthermore, the context of learning influences and takes part in the social aspect of motivation. Dörnyei (2001) expresses, based on a questionnaire carried out in five different cultural groups, that

(...) it is remarkable that half of the emerging factors were socially determined: competition with peers, power (group leadership), affiliation, social concern and recognition (Dörnyei, 2001: 34)

Consequently, the teaching modes need to be improved and to change its perspectives, bearing in mind the new influences and theories of motivation. We need to analyze student's motivation, constantly, based on these new "social" movements.

Nevertheless, before investigating the environment and the socio cultural background of each learner, we need to know where this motivation comes from in each student. As Dörnyei cites from Vallerand (1997), the best known distinction is made between intrinsic and extrinsic motivation. The first denomination refers to activities done in order to experience satisfaction. In contrast, the latter refers to behaviors or actions that aim at receiving extrinsic rewards or avoiding punishment. There is another type called "amotivation", which is referred to as the feeling of "there is no point..." As teachers, we need to be very careful when we try to motivate students because there may be times when learners feel intrinsically motivated, and we put them some external requirement. Consequently, this intrinsic motivation is affected and becomes extrinsic (Dörnyei, 2001). Therefore, before analyzing what affects motivation in the classroom, we need to distinguish where this motivation originates in order to set up actions to increase it.

Influences on students' motivation

We need to start analyzing the influences that learners have received from their socio cultural context. As we have already mentioned, students' motivation is affected in a social context by three groups: parents, teachers and environment. According to Eccles (1998, as cited by Dörnyei, 2001), parents influence their children's learning motivation through four factors. These are parents' motivation as models, the support and affection they transfer to their children, the degree of confidence they have in their children's abilities and the time they consider good to spend with their children in order to manage the different demands. (Dörnyei, 2001)

Furthermore, teachers also influence their students' degree of motivation because they are, as Dörnyei (2001) called them, "Motivation Socialisers" (Dörnyei, 2001: 35). They affect learner motivation in four broad dimensions. First, the personal features the teachers have in the classroom. Students feel affiliation (or not) and, consequently, they act, partly, to please their teacher. The second dimension is the teacher's closeness to his/her students. The level of immediacy and empathy that students perceive from their teacher influences their motivation. Third, the teacher's active motivational behaviour affects his/her students. The way in which a teacher acts as a model, presents the different tasks, gives feedback and praises students also influences students' motivation. The last dimension is related to the management of the classroom. The teacher's performance when setting and maintaining rules and the type of autonomy he or she has, reflect a lot about the teacher and, of course, affects students' motivation (Dörnyei, 2001).

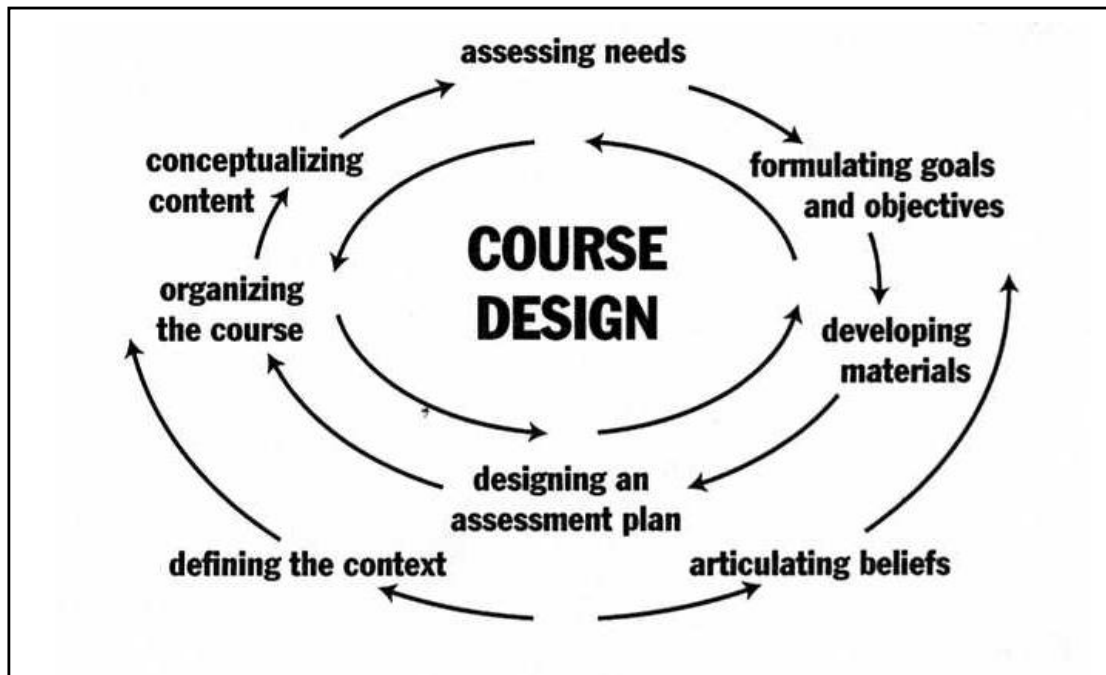
Finally, the last influence that the learner receives comes from the environment. According to Edward Roseman (1977), a motivating context depends on five major factors that affect it:

- First, *the environment is subjective*; that is it depends on each student. What is valuable to one person may not be the same to another one.
- Then, the *individual goals may be different* from the ones of the institution .Consequently, you need to pay attention to those differences and try to solve them or, at least, create minimum conflict.

- Third, and as we have mentioned before, *motivation is a dynamic issue*, so we need to be prepared to satisfy needs constantly: as Roseman expresses mentioning Maslow (1943) “when needs are satisfied, new (and still higher) needs emerge” (Roseman, 1977: 80).
- Then, for a context to be motivating, we need to be prepared to give *solutions to different needs* at the same time.
- Finally, *a motivating environment is a balanced one*, where what you give is balanced with what you get. (Roseman, 1977)

Last but not least, we need to pay a lot of attention to the content that we are going to teach. The syllabus shows the most tangible aspect of motivation and has a very important role in classroom motivation. In conclusion, we need to know, first, where the motivation comes from; then, what influences are received from the socio cultural context; and then, if that matches the content taught. However, in order to be interesting, that content needs to be organized very carefully. Goals, type of activities, resources and materials need to be thought of before starting to deliver the classes. That is the reason why it is very important to design a suitable curriculum which will help to keep classes motivated. According to Harmer (2004), curriculum design is not just a selection of content to be taught, but also the plan of the classes, how to implement them and its evaluation and administration as well. Besides, there are some criteria to bear in mind when designing a curriculum for classrooms: the content needs to be graded from easier to more difficult levels; it has to be used frequently by students; and it needs to be helpful for them (Harmer, 2004).

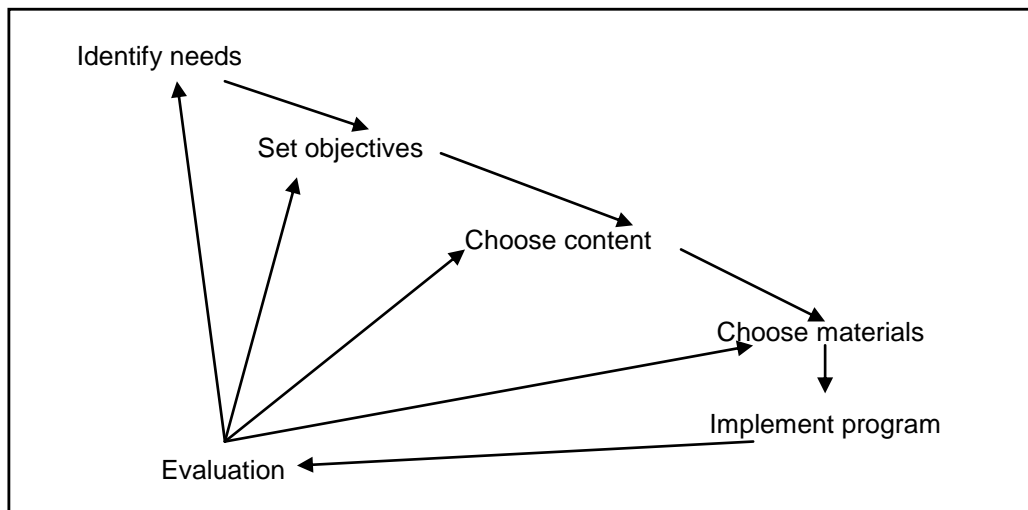
However, a course design is an endless cycle, so we have to design and re-design it constantly. As Kathleen Graves (2000) explains in her book “Designing Language Courses”, the flow chart of a course development would be:



(Graves, 2000: 3)

This flow chart shows that the design of a curriculum is a constant process because we need to compare the differences between what we want and what is actually happening as they appear in the context of the class in order to keep having interesting and useful content for students. That is the reason why this stage is so important in every class: if the content is appealing and helpful, students will be highly motivated. Curriculum design is as important as the evaluation stage is in this process because if evaluation and assessment are not developed carefully, the results are not going to be good and useful. "Evaluation will characterize each stage of the curriculum design process" (White et al, 1994: 176)

The figure of the same book shown below illustrates the concept of this constant cycle, especially emphasizing the evaluation stage: it is preferable to correct variations as they appear in order to maintain the plans as similar to what was planned as possible.



(White et al, 1994: 176)

In order to start developing a curriculum, however, it is a must to carry out a needs analysis to be able to know what is needed in the course to start planning. That analysis will be my first step in this final project: to investigate the needs and expectations of students, and the requirements of the Language Department of the University in order to create a complete, helpful curriculum, which includes the content that students need. In that way, they will be motivated as they will realize how useful English is for them. The development of a needs analysis is crucial for my project because it is the basis for my future actions. According to James Dean Brown (1995), a needs analysis involves collecting objective and subjective information necessary to create a curriculum that satisfies all language learning objectives that students have when starting the subject, which influences their learning situation. The idea of this analysis is to collect relevant information, use it and make decisions based on that. People involved in this analysis are divided, by Brown (1995), into four main categories according to their roles in the classroom:

- The **Target Group** are the ones about whom the information is going to be collected; in this case, the students;

- The **Audience** is the group of people who need the results of the analysis; here particularly the Language Department and, as an ultimate user, the teachers;
- The **Needs Analysts** are the ones who are conducting the research, in most cases, professionals. In this particular project, I am going to conduct the analysis, but, of course, I am going to consult other experts;
- And the **Resource Group** is any person who can bring information about the target group, in this particular case, teachers, the Bedelía Department, the head of the Language Department, people in charge of the Equipment Section.

Besides, this analysis is important because it involves different perspectives of the learning, such as teachers' and students'; and that is very helpful for my project because it will give me, in some way, information about motivation, which is important not only for the analysis itself, but also to bear in mind when creating the future action plan.

After the needs analysis, I will spot the weaknesses related to students' motivation in order to correct or change them, to finally consolidate students' motivation at Universidad Siglo 21.

METHODS OF COLLECTING DATA

This section shows and explains the methods I have chosen for collecting data for this project. A method is a “well-organized and well-planned way of doing something” (Longman Exams dictionary, 2006: 961). The kind of method to choose will depend on the sample and on the kind of information you will ask for. For example, if I have a sample of two hundred people, I will not choose an interview; or if I have to ask for information to the Head of the university, I will not choose a questionnaire.

The most appropriate methods of collecting data in my opinion are:

- An individual interview with the Head of the Language Department, Marcela Rodriguez.
- A questionnaire to students of different levels of English, chosen in a random way. This questionnaire will be divided into three parts: one of bio data information, another of optional questions and the last one of self-rating questions.
- A questionnaire to the English teachers of the Language Department. This questionnaire will consist of an opinion set of questions, based on their experience in the institution.
- Existing information: information about attendance of students gathered at the Bedelía Department.
- An individual interview with an employee working in the Equipment Section of the institution.

The individual interview with the Head of the Department was my first selection because she has been in the institution since its start and has, in her mind, all the data and the different changes that the Language Department has experienced. Besides, she has been involved, obviously, in most of the decisions and changes made during these years in the organization. The purpose of the interview is to collect information about the courses per se, and also to know her opinion about the organization of the University. Besides, as she is the Head of the Department, she has a clear view of motivation from two

points of views: from the teacher, as she delivers classes at the organization and, also, as a Head of the English Department, as she listens to the other teacher's opinions. The kind of method (individual interview) was chosen because, according to Brown (1995), "Individual interviews allow for gathering personal responses and views privately. This confidentiality can, in turn, lead to insights into the 'real' opinions of the participants involved" (Brown, 1995: 49). I want this interview to be as personal as possible because there can be certain aspects or new questions that can appear as the interview is taking place. Consequently, the questions will be open in order to give her the possibility to add information and opinions.

The questionnaire to students will be written in Spanish in order to avoid misunderstandings when answering the questions. The part of the bio-data survey is thought as a way to show variations according to their under-graduate program of study or their age. The other two parts of the questionnaire are created with yes/no or ranking questions for the students to answer them quickly and easily. There are not any opinion questions included in order to avoid a large questionnaire and to be able to group the sample's answers. The group of students was chosen as a sample of the target group because they would be the ultimate ones favoured with the results of this project. The purpose of this questionnaire is to reach the main characters of my survey: who else can give me clearer answers about their motivation but students?

The questionnaire to teachers is also important because they may see, through their personal experience or the delivery of the classes, aspects that are perhaps not covered in the syllabus. Obviously, the questionnaire will be designed in English and with open questions of opinion because, in that way, they can explain their ideas with openness. That is the reason why this questionnaire will be anonymous, to give them the freedom to express what they really think about the topic. In this case, the purpose of the questionnaire is to investigate motivation from two different perspectives: from that of an outside witness and, besides, from that of a main character; since teachers also influence in students' motivation too.

The consulting of existing information at the Bedelía Department is the most tangible aspect of this data collection, because through raw data of attendance rates, a crucial aspect of this project can be shown. The rates of

attendance will show the degree of motivation and engagement students have in the subject. Students need to have an eighty percent of attendance, so the remaining percentage will be useful to have a parameter of their motivation. For example, if they reach an eighty percent, it means that they only attended the required number of classes; but if they reach a ninety percent, it means that they are motivated because they attended more than the required classes (i.e. because they were willing).

A person working in the Equipment Section of the organization is interviewed to know data related to the number and the quality of the equipment use at the institution. The purpose is to know, exactly, if this Section fulfils teachers' needs of technology in class. Of course, this interview will be delivered in Spanish.

The two models of questionnaires, the students' and teachers' one, as well as all the questions prepared for the interview with the Head of the English Department and the person in charge of the Equipment Section can be seen in the appendix, at the end of this project.

DEVELOPMENT

After having collected all the information necessary through the instruments designed in the previous section of this project, the next stage of this project is to analyze all the raw data collected. The final objective of this section is to conclude with the most important points that will be the basis to design my future proposal.

As I have previously explained, the instruments designed are delivered to five essential groups of subjects of this institution: the Head of the Department, the students, the Bedelía Department, the Equipment Section and, last but not least, the teachers. Those essential subjects are closely connected to the needs analysis: students are the target group, teachers are the audience and, finally, the Bedelía Department, the Equipment Section and the Head of the Language Department are the resource group.

Results of the collected data

Students' questionnaires

Regarding the students' questionnaires, they are given out to 131 students of the Universidad Siglo 21; more specifically, to one class of each level of English. The questionnaire is divided into two parts (as I have explained in the previous section). The first part consists of thirteen yes/no questions and the second part consists of two ranking questions about changes and priorities.



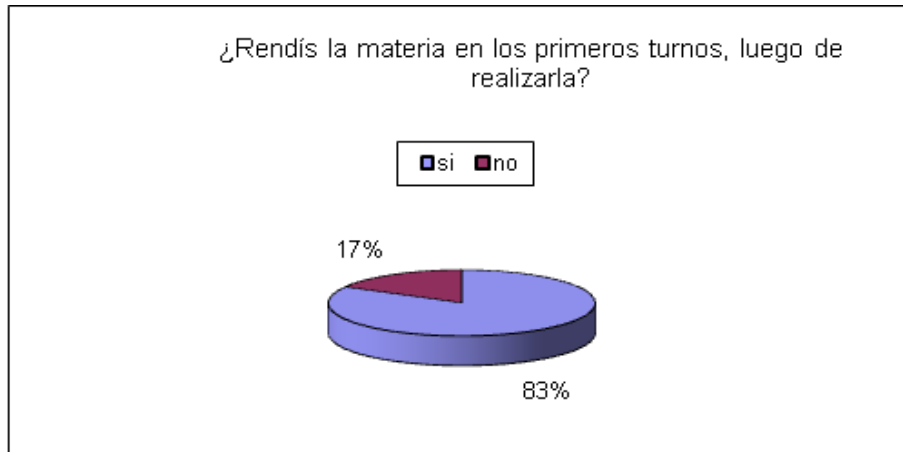
The first and second questions, as seen in the two graphs above, are about likeness of the language and motivation to attend English classes. When asking students if they like English, more than half of them answer positively; however, when they are asked about their motivation, this percentage goes down among the ones who admit feeling motivated and those who do not. This shows the first dichotomy found related to the students' answers in the questionnaire delivered because the percentage of likeness of the subject is higher than the percentage of motivation related to the subject



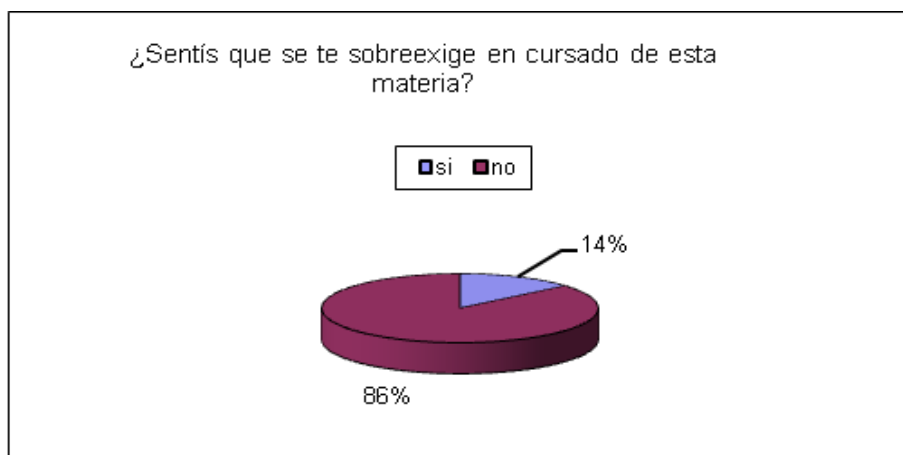
As we can see in the graph above, regarding missing classes, fifty-four per cent of students express that they do it without any particular reason, while the other forty-six per cent do not do it. This is closely related to the lack of motivation that students express in the previous graph. Even though they like English, more than half of the students miss classes because they do it for no apparent reason.



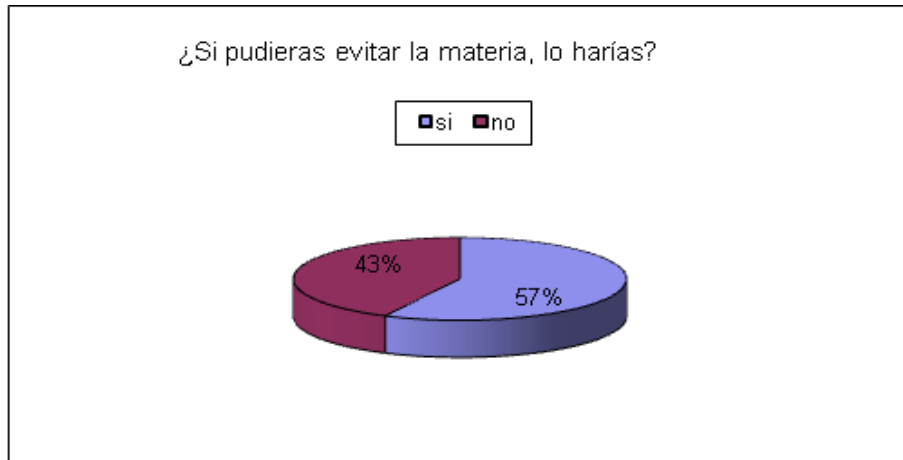
When being asked if they think it is beneficial to learn English, most of them, almost eighty percent, agree that it is very helpful to have knowledge of the language. This shows another dichotomy: although they notice the benefit of knowing English, they still miss classes for any apparent cause.



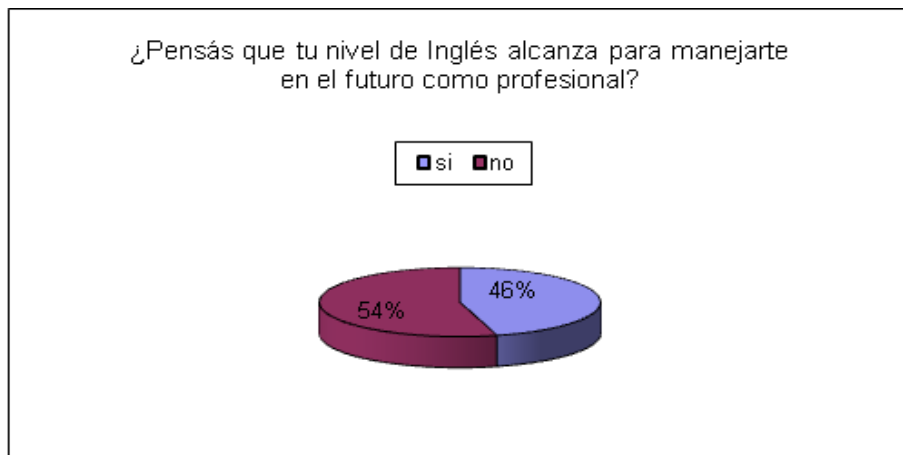
Eighty-three percent of the students questioned express that they sit for the exam immediately after taking the subject. As they agree that English is very beneficial for them to know the language and they show this when taking the exam the earliest possible. Consequently, this shows that students agree they need English and the act of taking the exam as soon as they finish the subject is not related to any feeling of demotivation.



When students are asked if the subject is over demanding, a vast majority (eighty-six percent) express that it is not.

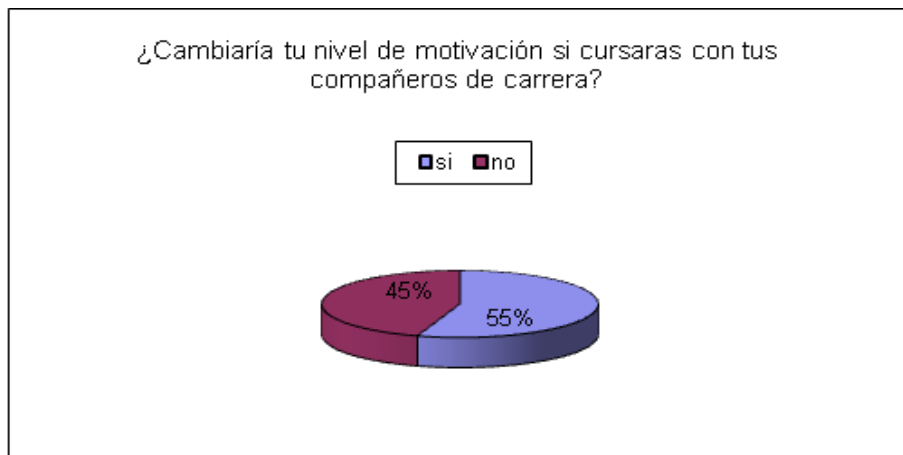


As the graph above shows, fifty-seven percent of the students say that they would avoid the subject if they could do it. This shows that they are not very motivated or comfortable with some aspects of the subject, because it contradicts the figures obtained from their likeness of the subject and its usefulness.

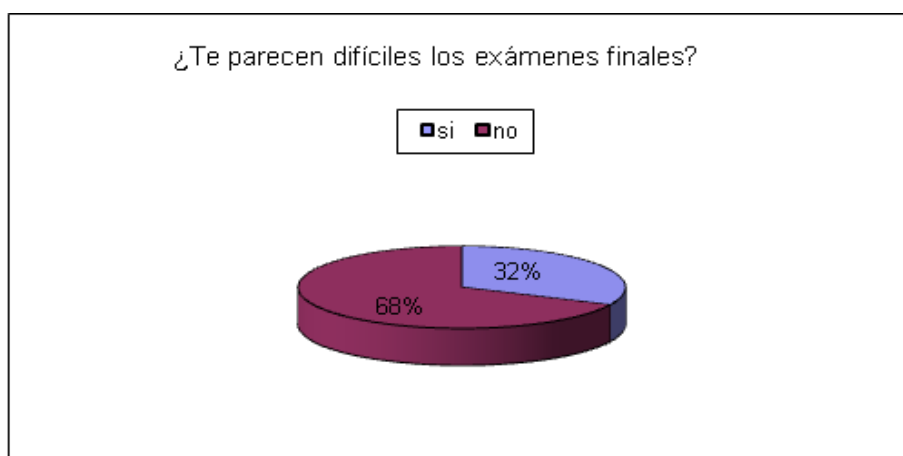


What is more, when being asked if their level of English is enough for their future profession, almost the same percentage that express that they would avoid the subject if possible, agree that their level of proficiency is not enough to fulfil the needs of society as professionals. Perhaps, this is related to the feeling that the subject is not over demanding: sometimes, students think

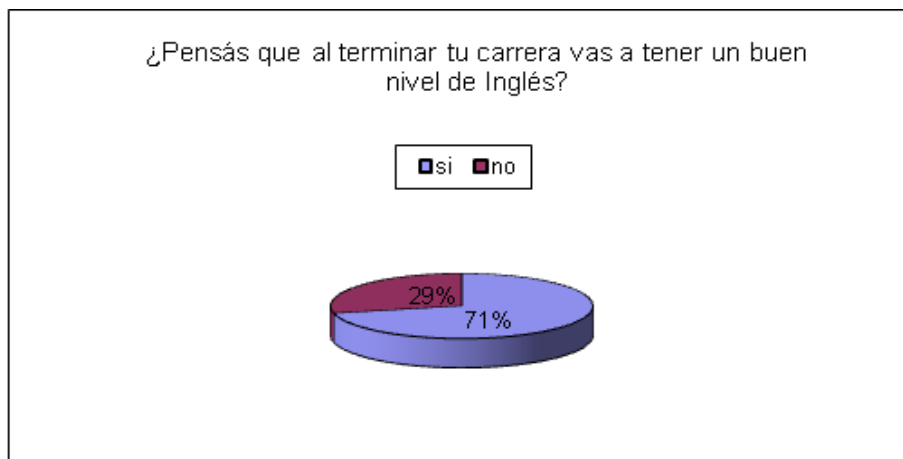
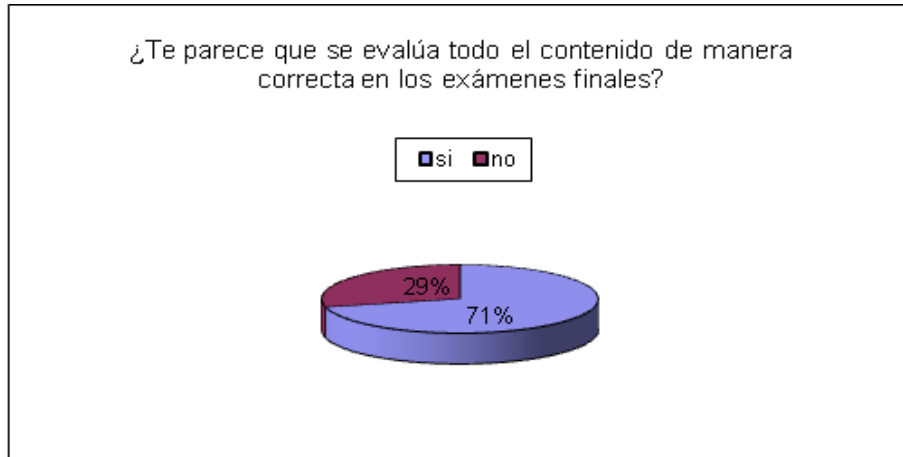
that over demanding subjects are more important than those which are not. Consequently, this may be related to the feeling of “not reaching” a good level of English. Whatever the reason that this feeling comes from, it is a very important aspect to change: students cannot feel that their level of the language is not good because it might lead to a negative predisposition when writing or speaking it.



When students are asked about their preference of having classmates of their same under-graduate program in their English classes, fifty-five per cent of them claim that it would be better to have their classmates in the same English classes instead of sharing classes with under-graduate of other programs of study.

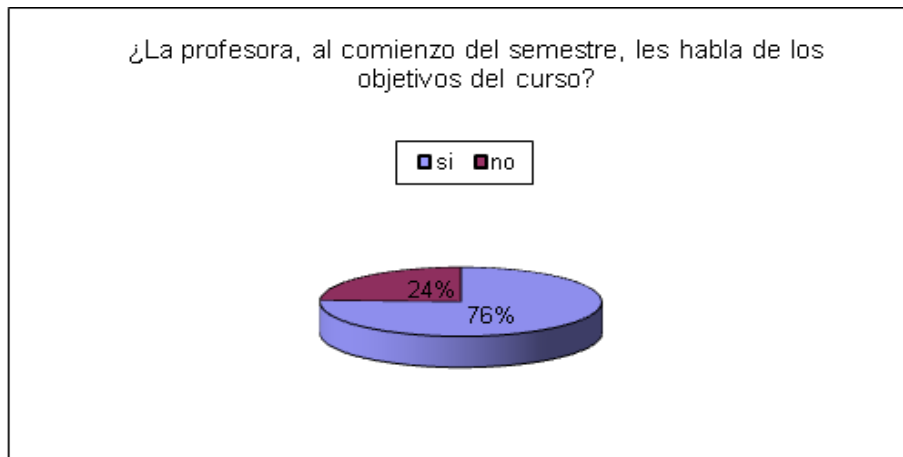


The graph above shows that sixty-eight percent of the students questioned do not find the exams difficult to follow or study. This confirms that English classes are not over demanding.



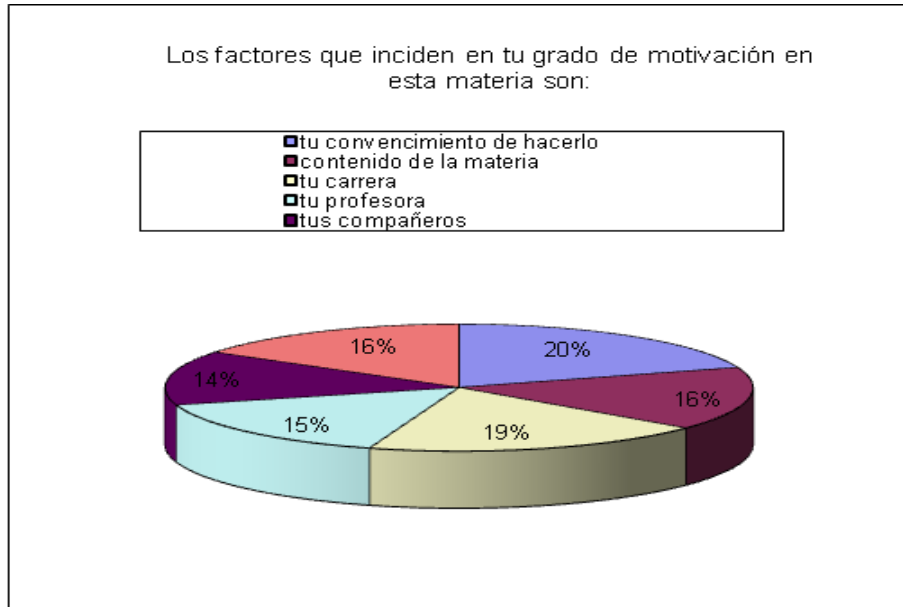
Most of the students, seventy-one per cent, agree that the content is helpful for their future profession (as we can see it in the graph above). What is more, the second graph above adds more information to the previous one because the same percentage express that, when finishing the English courses, they believe that they will have a good level of language proficiency, which I assume, will help them to get a better job or to compete with other professionals. This shows that, connecting this question to the previous one “¿Pensás que tu nivel de Inglés alcanza para manejarte en el futuro como profesional?”, students feel that their level of English is not good enough to manage themselves in their professional field of work. In this sense, they are

aware of the need of improving English, and that is why the percentage increases when asking students about the level they will reach at the end of their under-graduate course. Consequently, they know that they need the subject; they assume that their level of English will be better when finishing the course but, however; they would still avoid the subject if they could do it.

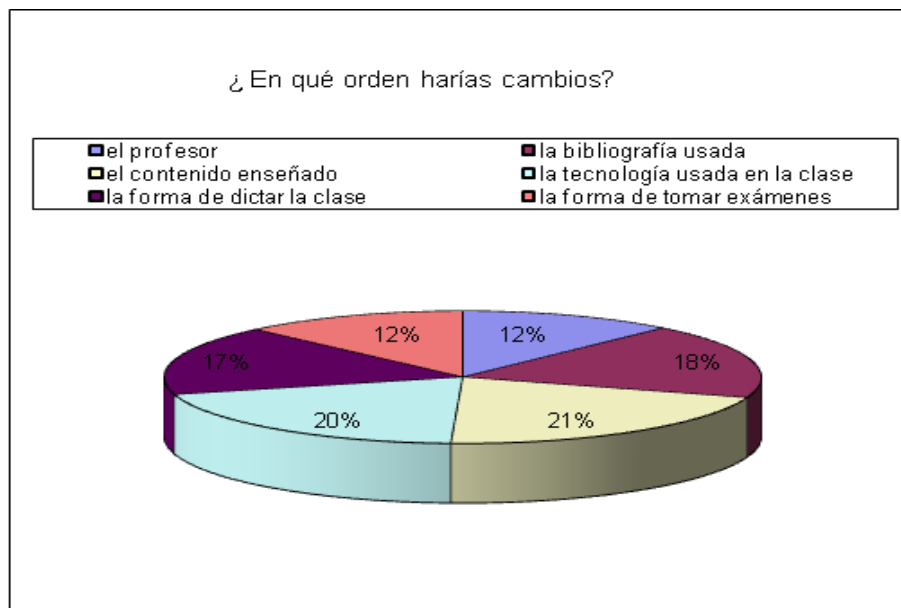


The last question of this part of the students' questionnaire is about the clearness of the objectives of the subject. A seventy-six percent of the students questioned agree that the teacher explains the objectives of it clearly. Consequently, the objectives the Department have had at the beginning of the course are clear for the students. This graph shows that, although almost half of the students are not motivated, this feeling has no relation with the communication of objectives: they know which the objectives of the course are when starting it.

The second part of the students' questionnaires consisted of two rating questions related to changes in the curriculum and in the class. There are six options, per question, to rank. I have selected the two more rated ones as parameters to make the graphs.



As the graph above shows, when students are asked about the factors that affect their motivation, their answers are divided. The two more rated ones are that the factor that affects their motivation is the realization of the importance of English for their profession and the conviction of the importance of the subject (nineteen per cent of them agree to each statement). The other percentages are divided into the other options: the content of the subject (sixteen per cent), the teacher (sixteen per cent), the classmates (fourteen per cent) and the way of teaching the class (sixteen per cent). There are no significant differences between the options rated, so I think that they have all the same importance. Consequently, all the options have similar value for the students; motivation is related to a combination of all those factors mentioned.

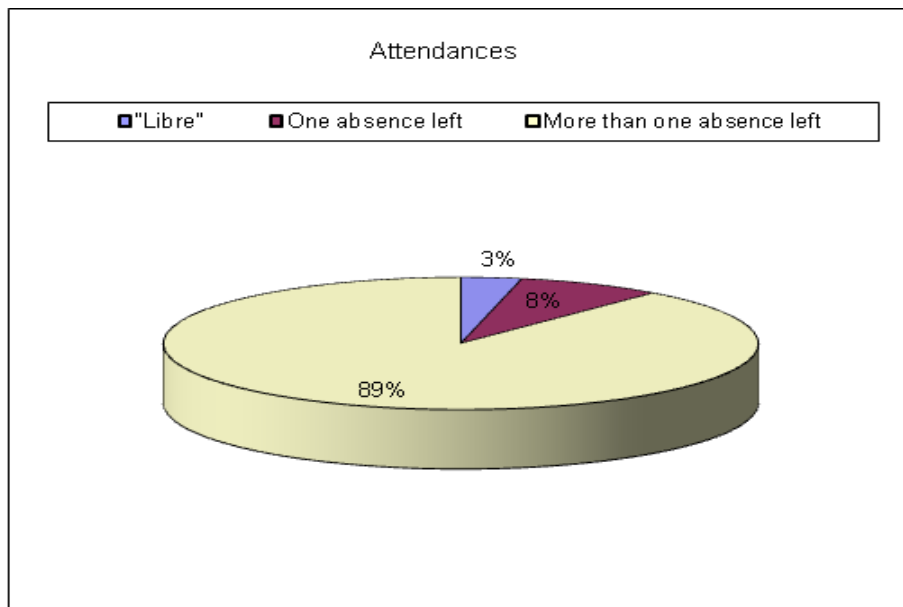


The graph above shows students' answers when being asked which changes they would make. Twenty one per cent express that they would change the content of the subject, twenty per cent would change the technology used in class, while seventeen per cent would change the way of teaching the class. Eighteen per cent of students would change bibliography and twelve per cent agree that they would change the way in which exams are delivered. The last twelve per cent would change the teacher. This shows that the main aspects to change are: technology and content (because we assume that content and bibliography are referred to the same aspect). If those two main aspects are changed, the way of teaching the class would be influenced also. Regarding exams, they have changed through the years (they were, first, only of multiple choice questions and, nowadays, they are made up of two parts: one of multiple choice questions and, the other, an instance of writing). However, the examination aspect is not proper of the English Department; in consequence, it is not possible to change it, unless changes were initiated by the authorities of the institution.

Attendance records

Another method of collecting information about motivation is to take a portion of students and do research about their attendance. The rules regarding attendance in the university are:

- Students must have eighty percent of attendance in each subject.
- Students who have less than that eighty percent of attendance in class are in the condition of "libre" and, consequently, they must do the subject again.
- Attendance is recorded by means of a list of information about each student of the class. Each teacher decides how to record this information. Some teachers keep the record of absence calling the roll every class and some others prefer to pass the attendance sheet through all the class for the student to sign it whenever he or she attends classes.

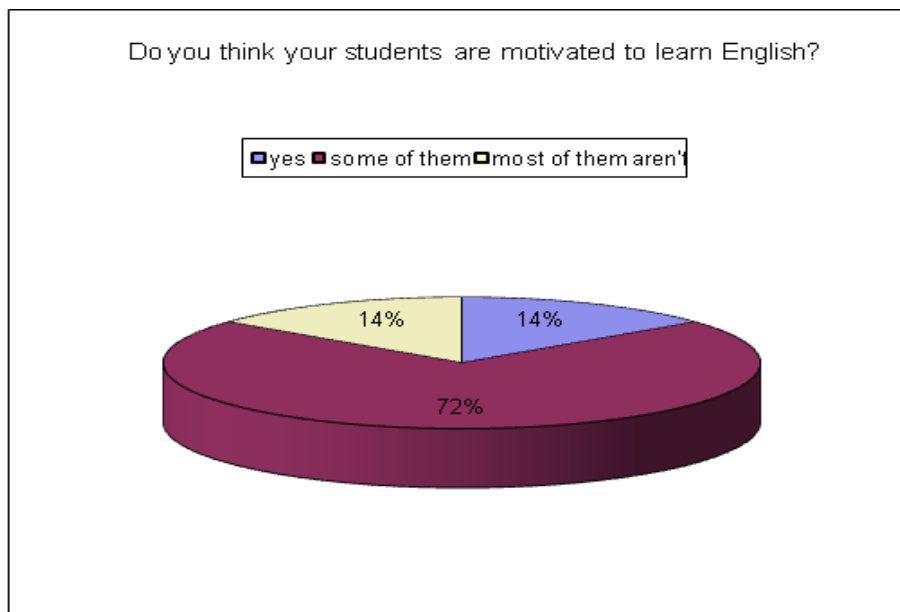


A sample of student attendance recorded between July and November of 2008 at Universidad Empresarial Siglo 21 has been taken. The idea of this record is to know how often students attend classes in order to know how much they are motivated with English. As students need to have an eighty per cent of attendance, the lack of this percentage or the remaining percentage of attendance would give, in some way, a parameter of motivation. For example, if a student finishes the semester with an eighty per cent of attendance, it means that he or she is not really motivated because he or she only attended the required number of classes.

In this specific record, only three per cent of students finish the semester with the condition of "libre", while eighty-nine per cent of them finish it with the possibility of missing more classes. The remaining eight per cent finish the semester with the possibility to miss only one class. This obviously shows that attendance is not related with motivation because the percentage of students who finish their semester with more than one possibility to miss classes is higher than the percentage of motivated students. The percentage of students who finished with the possibility of missing more classes is much higher (eighty-nine) from the percentage of students who are motivated with the subject (fifty-three). If there exists a relationship between motivation and attendance, one of these percentages would be closer to the other one.

Teachers' opinion questionnaire

Another method that I have chosen to collect information about the students' motivation was to ask teachers working in the institution some opinion questions.



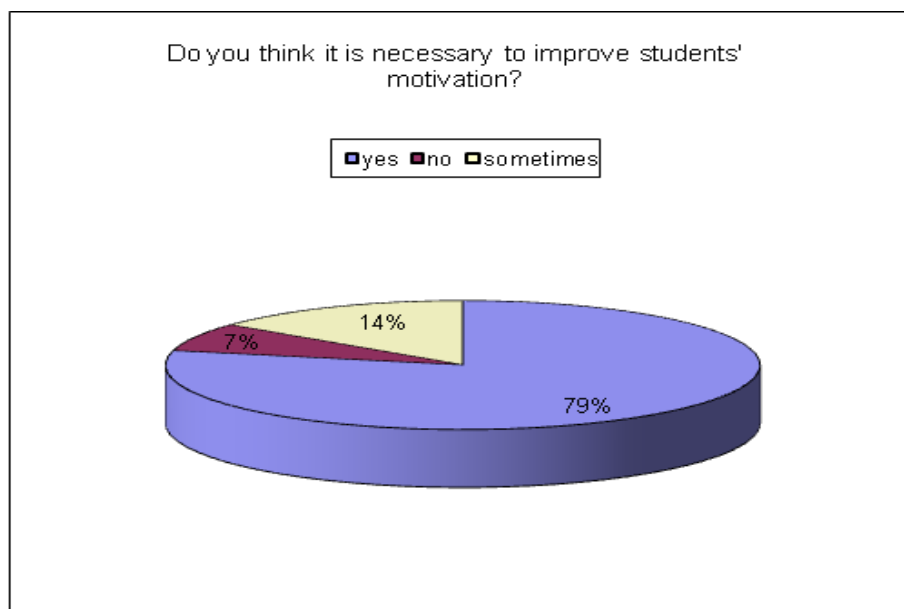
Teachers were asked, first, if students are motivated in their classes. A large proportion of them express their students are motivated, as it can be seen in the graph below: seventy-two per cent of them agree their students are motivated and fourteen per cent say that most of them are. The remaining fourteen per cent answer that only some of their students are motivated to learn the language.

The next question is about the reasons why they are motivated. Teachers who answer that students are motivated have expressed that a large number of them are motivated because they realize that they need the language; other teachers think students' motivation is due to their inner motivation to learn the language and the last group of teachers feel students are motivated because they have a knack for the language.

Teachers who give reasons why their students are not motivated express that this is due to two main reasons. A large number of teachers agree that students are not motivated in class because they see English as a requirement,

while a few of them think they are not motivated because they do not see English as a “real subject”; that is to say, students do not see English as important as the other subjects at the University.

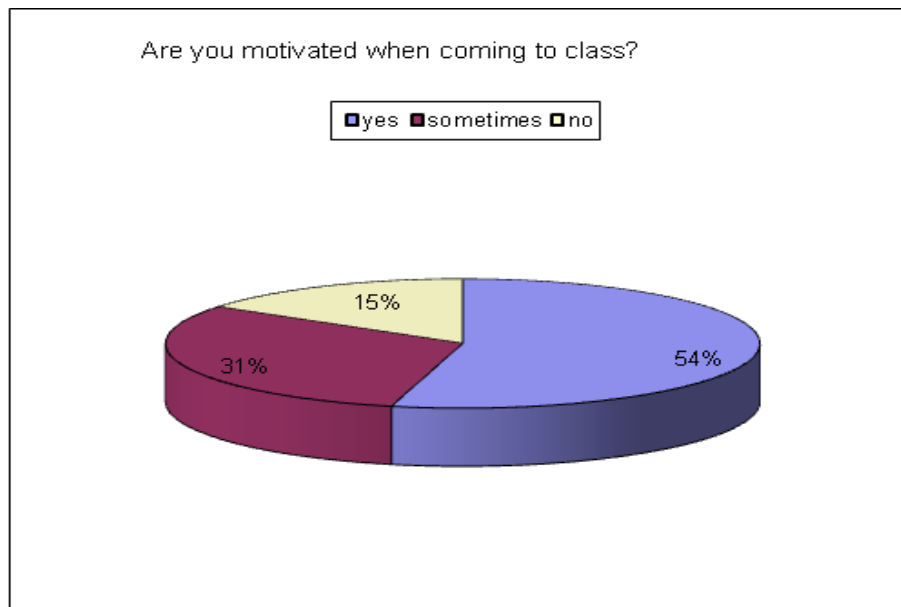
Even though most of the teachers agree their students are motivated to learn English, we have to be very careful about those students who are not motivated. If the reason for that lack of motivation is due to an external factor, like those ones that teachers name before (for example: students see English as a requirement), the feelings of the de-motivated students can spread to the motivated ones. We should keep motivation on those students who show that feeling along the questionnaire and, besides, we should increase motivation on those ones who are not. That is part of the objective of my final purpose.



The other question is about the need to improve motivation in their classes. Seventy-nine per cent of teachers agree on the need to improve students' motivation. Another fourteen per cent express that this is necessary only sometimes and, the last seven per cent say that it is not necessary to improve motivation in their classes.

When being asked what aspects of motivation need to be improved, teachers are divided into four main reasons. A large number of them agree the best way of having students more motivated in English classes is to deliver interesting topics. Another portion of teachers say that motivation could be

increased with more technology in classes or showing the usefulness of the language. The remaining teachers express that foreign internships could make students more motivated to learn English. By foreign internships, teachers mean travelling to other countries and attending classes in a university there.

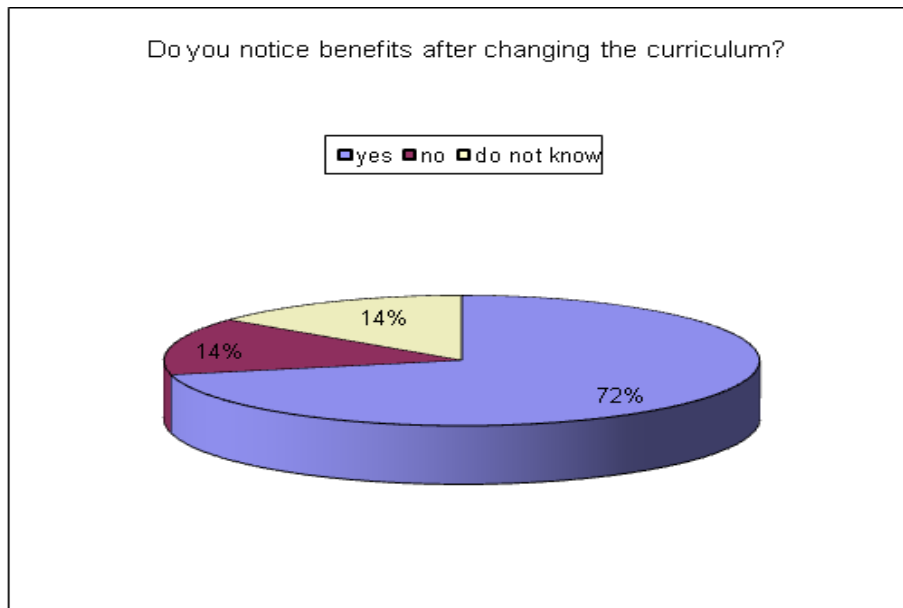


As the graph above shows, the teachers are asked if they feel motivated to come to class, and a large majority agree they are motivated, while another thirty-one per cent communicate they are motivated only sometimes and the last fifteen per cent sincerely themselves saying that they are not motivated. This, obviously, reverberates on students' motivation also.

As I think that the most important aspect to know is the reasons why teachers are not motivated, I have decided to cite only those reasons teachers express. The reason why I think that this is important is because, if teachers are not motivated, that lack of motivation will directly affect students' motivation. It is a reciprocal cycle: if the teacher is motivated, the students will be; and vice versa.

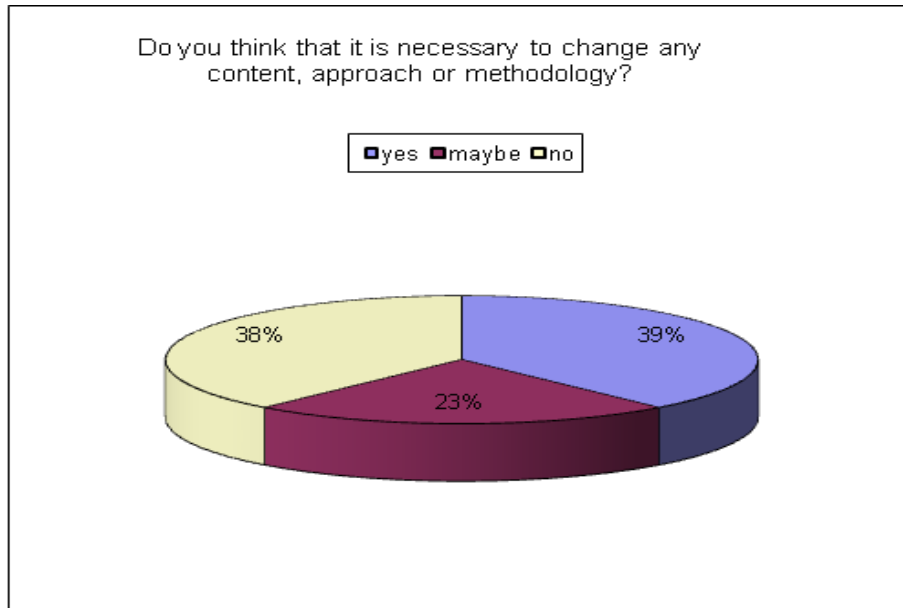
Most of the teachers express they are not motivated because of the salary. Other teachers say the large classes affect their motivation, while another equal portion answer that what affects them is that they not feel secure at an institutional level (because the institution is always changing rules). The

last part of the teachers agrees that the lack of technology makes them lack their motivation when coming to class.



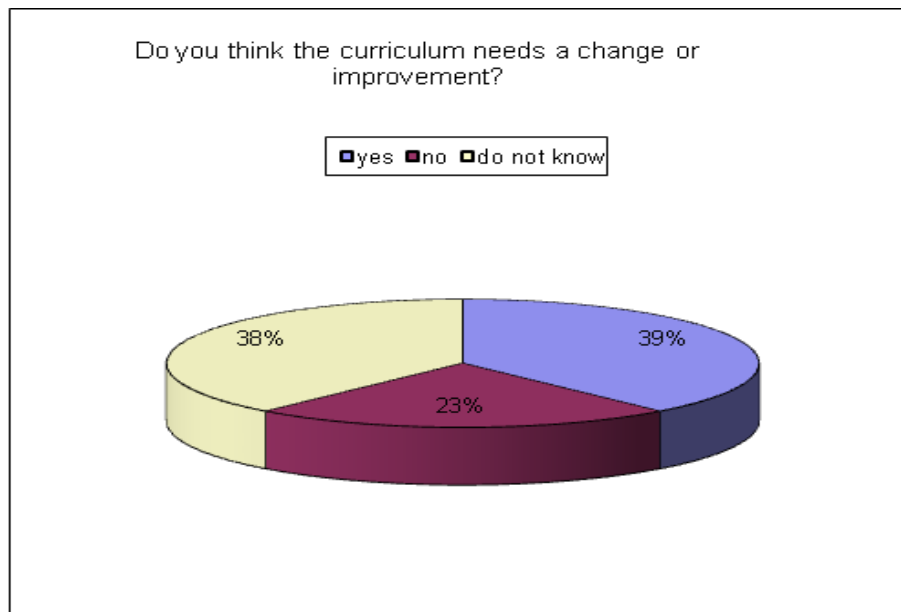
When being asked if they notice benefits after changing the curriculum from Business English to General English, the majority of them (seventy-two per cent) answer positively while a fourteen per cent answer negatively to the question. The remaining fourteen per cent do not know because, as they say, they are new teachers of the institution and they have not been working in the University when the Business curriculum was taught.

As a result of the change, the teachers communicate various benefits and problems concerning that. On the one hand, teachers express that the benefits are growth of the Department as this new curriculum reaches more students. On the other hand, other teachers see only problems after changing the curriculum: students are less committed to the subject, and teachers have little time to develop all the topics.



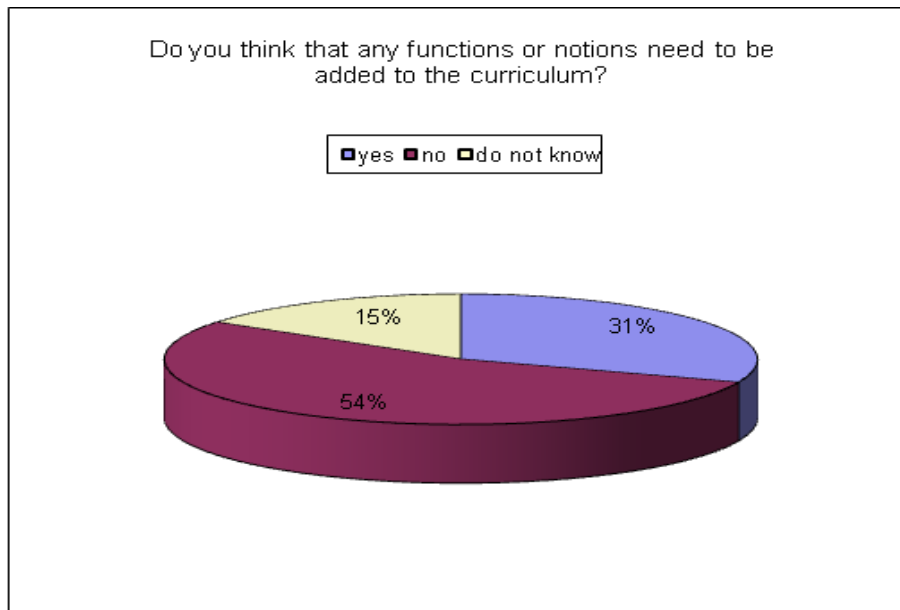
The teachers are also asked about changes in content, approach or methodology. Thirty-nine per cent of them answer positively to that question, twenty per cent doubt about making new changes, and the remaining thirty-eight per cent answer negatively to making changes.

There was a follow up question for those teachers who show that there could be new changes. Teachers agree on three aspects to be changed: the *length of the course*, the *bibliography* and *technology and equipment*. As we can see so far, teachers claim for new technology as a factor that can affect many aspects of the English subject. It affects both students' motivation and teachers' motivation, so something must be done regarding this fact.



The graph above shows the opinions regarding change or improvements in the curriculum. Almost forty per cent agree that the curriculum needs change or improvement; another thirty-eight per cent do not know if it is better or worse to do it; and the remaining twenty-three per cent say making any changes or improvements is not necessary.

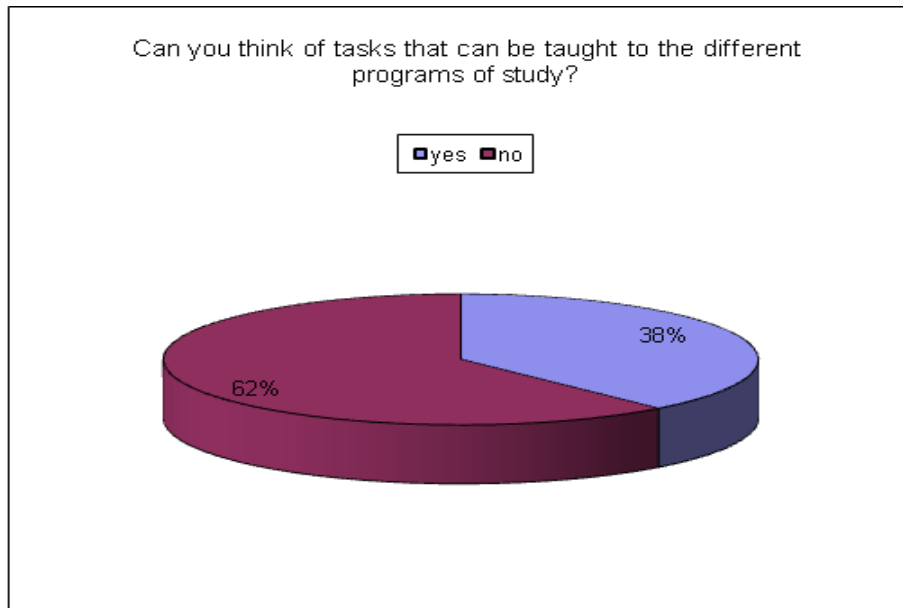
Those teachers, who claim that the curriculum needs change, give some examples of the improvements that can be done. The two recurrent ones are: a change of bibliography and the obligation of taking an International Examination.



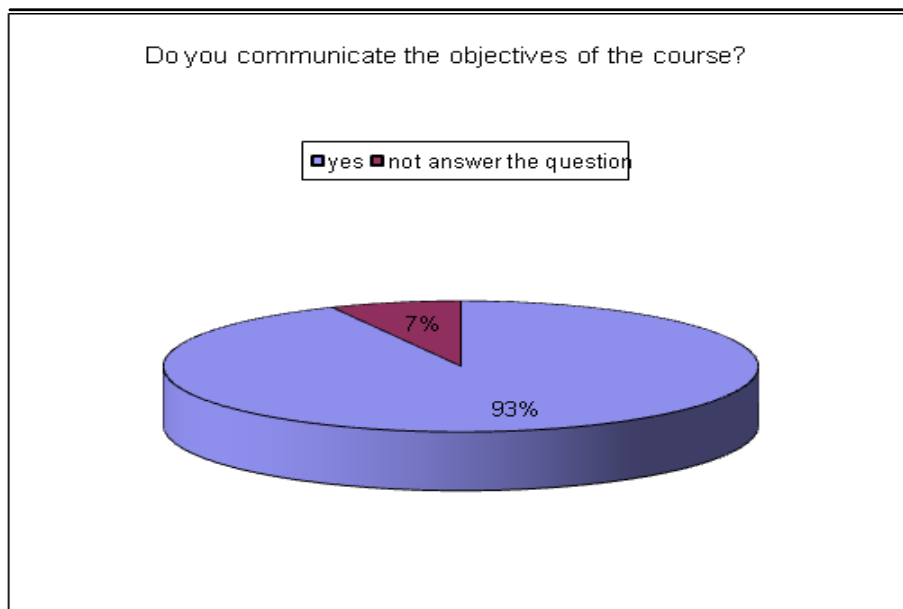
Before explaining this graph, I think that it is necessary to define what functions and notions are, in order for the reader to know what I am referring to. Functions and notions are closely related: one is part of the other. To speak clearly, a notion is a part of a function; the notion will determine the context of the communicative act, while the function is a specific part of that communicative act and will give the speaker the role. For example, in the context of “shopping” (shopping would be the notion), the function would be “offer” and “buy”; those terms would give the speakers their roles. My objective with this question is to find some common notions and functions between students from different under-graduate programs.

The graph above shows the opinions teachers have about any addition of functions or notions to the curriculum to make it more interesting and helpful to students. More than half of them agree the curriculum is already complete and helpful for all the under-graduate degrees. Thirty-one per cent of the teachers answer that some functions or notions can be added, while the last fifteen per cent do not know if any other aspect can be changed.

That thirty-one per cent of the teachers who claim that new functions or notions can be added, do not set examples regarding function or notions to be added. However, those teachers who agree on the addition of functions and notions claim that those changes are: body language, pronunciation, presentations and readings.



The graph above shows the opinions of teachers about the tasks that can be helpful to all the under-graduate courses that the University offers. Sixty-two per cent of them answer negatively to this question. Among their ideas on the type of tasks to add are: writing a C.V. or teaching a little of Technical English (according to each program of study). Only thirty-eight per cent express that there is no need to add tasks.



The purpose of this question is based on a simple statement by Jeremy Harmer (2004): "Motivation is closely bound up with a person's desire to achieve a goal" (Harmer, 2004: 53). If objectives are clearly set at the beginning of the course, students will be more and more motivated with the subject if they see they are achieving the goals set.

When teachers are asked if they communicate their objectives to the course, a large majority answer they do communicate them. Only seven per cent do not answer the question.

As the teacher's survey has showed, teachers notice that all students are not motivated when coming to class and, besides; they consider that it is necessary to improve their motivation. What is more, not only it is necessary to improve students' motivation, but also teachers'. Some of them agree that they are not motivated when coming to class, and other group of them claim that only sometimes are motivated.

Regarding the curriculum, the vast majority of the teachers agree on the benefits of changing it from Business to General English, which is a great advantage. However, there must be still some issues to improve because many teachers agree that it is necessary to change contents, approaches or methodologies in the curriculum. Some of the changes named are technology and bibliography, both of which are the most named issues when asking to students about changes. When asking about tasks to add to the curriculum, some teachers recommend the implementation of Technical English or writing a C.V.

The last question is about the communication of objectives. The vast majority of them agree on the communication of objectives in their classes, which is, in general, the same perception that students have regarding objectives and its communication to the class.

Personal interview to the Head of the English Department: Marcela Rodríguez

Another method that I have used to collect information about English lessons at the University is a personal interview with the Head of the Department, Marcela Rodríguez. The results of that interview carried out on August the 28th 2008 are summarized in the following paragraphs.

Marcela is very honest during the whole interview, which help me a lot because I need real answers, true feelings and perceptions to offer possible future solutions to this institution's problem of motivation.

Marcela talks about many things, including her sensation of de-motivation in the institution. First, she is asked to talk about the Department per se and the basis of the changes in it regarding Business and General English. She tells me that she has been working at Siglo 21 University since its foundation, first as a teacher and then, when Julio Gimenez moved to England, she started to be the Head of this Language Department. Regarding the changes, there are two main ones in the history of the Department: the move from Business English to General English and the decision of not having the TOEFL exam as a compulsory objective. Then, she expresses clearly that those changes are made by the Head of the University, Juan Carlos Rabatt. Besides, the reasons for those changes are based on complaints: the first one is made because the businesses complaint about the low level of English that graduate students from this University had; the second one derived from complaints from of the students because of the cost of taking the TOEFL exam. Those decisions caused the Department to make many rearrangements in order to suit the decisions of the Head of the University.

Then, I ask her opinion about motivation and its causes within the English classes. She claims that there is a feeling of lack of motivation in most of the students of the institution, and she expresses that she thinks that is, partly, because of a lack of teachers' motivation. She tells me that teachers' motivation has a direct impact on their students: they notice it on teachers' face, actions and ways of delivering the class. Consequently, if the teacher does not transmit motivation, the student will not be motivated, either. She also expresses that the curriculum per se takes into account two main aspects: students' needs of the language and teachers' likeness. The contents are

related in a direct way to students' needs of the language. Teachers' likeness is connected to the fact that some teachers prefer to teach one level to another. She tries to place teachers in courses where they are comfortable. As she expresses, some teachers prefer to teach in the lower levels and, others, in the higher ones.

The next issue to discuss is the curriculum per se. She expresses that they could not make a lot of changes to adjust it to the different careers because of the time constraint. From the administrative point of view, semesters are not beneficial to English courses because, if we take into account Term Test week, any other holiday, and the fact that they have classes twice a week, a student has only 24 English class periods. This is why the level reached at the end of the course is lower than the expected one. However, Marcela agrees that the effort that, both, students and teachers make per semester is huge, and the results are more than the expected one, as it can be seen in the Final Exams. Regarding the mixture of programs of study in each English course, she thinks that it is beneficial to have students with different perceptions and she adds that she exploits that in her classes, because each student can give different opinions about a topic, depending on his or her point of view related to his or her future program of study.

Later at the interview, we talk about future changes. She expresses that teachers are tired of changes in the Department as well as in the University, so she would not make any content changes. What she would do is rearrange the number of students per class. She sees that forty students per class is a lot. Another aspect she would change is the Term-Test week. She believes that stating this week off in order to have Term-Tests is a way of encouraging students to study all the contents in only one week, in spite of stimulating students to study every day or every week. It is clear that a Language can not be learned in one or two days; on the contrary, it must be learned step by step, every day. Besides the problems with students, she agrees that this Term-Test week off, makes the teachers lose the opportunity of teaching two more weeks which is a lot of time. Summarizing, she thinks that one of the most important problems that the Department has is time. The rest of the aspects are well designed from her point of view: she would not add or change anything else from the curriculum. She thinks that General English is beneficial in this sense

because the major objective nowadays in the Department is communication and having General English is useful for all the programs of studies.

Regarding setting and communication of objectives of the course, she expresses uncertainty about their communication by teachers to students because she claims that she lacks the time to observe classes. She used to observe them at the beginning, but it was an extra activity in her day without having an extra income, so she decided to stop. Besides, she argues that it is very complicated for her to observe them because she teaches at the same time all the other teachers are in class, so if she wants to observe a class, she has to miss one of her own. She expresses, also, that she prefers to trust teachers instead of making them be uncomfortable by observing them. In this sense, she is more like a peer than a superior because she thinks that this trust creates commitment on behalf of the teachers of the institution.

Personal interview to one employee of the Equipment Section

The last method that I have used to collect information related to English lessons at the University is a personal interview with a person in charge of the Equipment Section: Federico. The results of that interview carried out on July 5th 2010 are summarized in the following paragraphs.

The interview is rather short, but it helps me to collect all the information related to equipment and its use.

Federico tells me, firstly, that all the classrooms are equipped with a screen, a PC and an Over Head Projector. Besides, in the office where all the equipment is there are, also, three sets of speakers, in case of large classes or a speech in a classroom, and five tape recorders. This person also tells me that all the equipment is changed when they have problems; in this sense, the organization does not have a specific time when to replace it. What is more, Federico also tells me that the most used equipment is the tape recorder; they have, during the semester, problems related to this, because the need of tape recorders is higher than the number of items available.

I think, in conclusion, that the university does not pay attention, in some ways, to the English Department needs. This fact can be seen with the number of tape recorders available in the Equipment Section. I think that it is not logical to have up to ten English courses at the same timetable and have equipment to cover only the half of these courses' needs. Even though there is no written registration list of equipment's borrowing to confirm this fact, Federico points out this as the main problem: teachers come to the office when they need a tape recorder and, in many cases, they are all already borrowed.

Results: summarizing points

I have created this section in order to summarize and connect all the ideas that the analysis of the collected information shows.

The main points in this analysis of information are:

- There is a contradictory percentage between likeness and motivation. While most of the students (seventy-seven per cent) like English, almost half of them (forty-seven per cent) are not motivated. This shows that they like the subject but they are not very motivated in class. On the other hand, most of the teachers claim that only some of their students are motivated in class. This shows that it is a fact that there are problems of motivation within students.
- The lack of students' motivation is related to various factors. As some graphs showed above, the percentages are divided. Some students claim changes in bibliography, others in technology and others in the way of teaching, which is closely related to bibliography and methodology in some way. In fact, everything is connected: bibliography is more interested if the teacher delivers the class in a creative way –and this is the way of teaching-; and methodology is related to the bibliography as well –and this is why, when having to choose a book for the course, you think of the methodology you use in class and the one in which is book is designed-.
- Another aspect that shows de-motivation is the fact that more than half of the students express that they would avoid the subject if they could.
- Students also claim that they feel that the level reached at the end of their under-graduate course (regarding English) is not enough for their future. They agree that their level of English is good, but not enough for their future profession. Besides, Marcela Rodriguez expresses that the change of Business to General English was set by the Head of the institution because the businesses that employed graduates of Universidad Empresarial Siglo 21 complained about the employees' level of the language proficiency. This shows that, perhaps, that complaint

was echoed in the classrooms and some students have, nowadays, the feeling of not fulfilling the standard level of English commonly required.

- Regarding having classmates in their English classes, they express that they have a preference for having their English class with their own classmates; however, this factor is not relevant to their demotivation. Besides, this mix of students of different under-graduate courses is beneficial for the class, according to the Head of the Department. This is helpful to enrich vocabulary; they see the same topic from different points of view and make the topics more challenging and interesting.
- Teachers admit they are not motivated all the times. This is relevant because, if teachers are not motivated, the students would not be either. Teachers do not feel secure; as they have said, the institution keeps changing rules all the time. That is why Marcela does not want to make new changes: she notices that teachers are tired of changes. However, teachers claim that there must be a change regarding bibliography and technology.
- Students express, when they are asked about factors of motivation, that they do not consider the teachers' style or the syllabus to be of ultimate importance.
- Technology is an important factor to have in mind. Students placed it as the second aspect to be improved; teachers place it also as an aspect to consider in order to improve the students' motivation. Besides, the teachers also name technology as a change to make because the lack of proper technology is discouraging (because of technical problems or the lack of, for example, tape recorders). If I consider the number of tape recorders that the Equipment Section has, it is logical that teachers feel de-motivated because they find it hard to have one. If I have in mind that there are only five, and there are times when there are ten courses taking place at the same time, it is obvious that half of the courses will not have one of the essential parts of the class: the listening practice. This situation makes teachers be de-motivated.
- Teachers express the importance of communicating the usefulness of the language to improve students' motivation. Marcela Rodriguez

mentions the existence of a communication plan of objectives but she is not sure teachers explain them in class because she does not have time to check classes. However, teachers claim that they communicate objectives in their course and this is a fact because most of the students admit that teachers do communicate objectives.

- Marcela also expresses that the number of students per class is a big issue. I think that this is important as she has two important roles in the institution: she is the Head of the Department and she is, besides, a teacher in the organization. What is more, also teachers claim that large classes are one of the reasons that affect their motivation.
- Both teachers and students agree on the need of changing the bibliography. Most of teachers exemplify their point of view with changes in bibliography when they are asked about changes or improvements regarding the curriculum. Students, on the other hand, rate the bibliography on the second place the bibliography when they are asked about changes.
- Both teachers and students also agree on making improvements in technology. Teachers claim it is necessary to make improvements regarding this issue. Students rate it on the first place when they are asked about general changes. This is a fact and it can be shown through the results of the Equipment Section's interview. Federico says that there are only five tape recorders to cover all the necessities, which is not the ideal number of items if we take into account that there are, as I have already said, ten courses taking place at the same time.
- Both teachers and the Head on the Department agree on the benefit of changing the curriculum from Business to General English. However, then, teachers and, also, students, agree on changes regarding bibliography. This shows that the Department goes in the right path to make changes, but it is still necessary to make new changes.
- Although the Head of the Department say during the interview that she believes that teachers are tired of changes, the teachers agree on the need of changes in bibliography and improvements in technology.

As we can see through these summarizing points, the main problems are: technology, bibliography and class size.

Regarding teachers, according to opinion questionnaires, I have found some problems related to motivation in the teaching staff. There are several issues to regard, mostly: a lack of work stability and salary.

The final aim of this project is to improve students' motivation at Universidad Empresarial Siglo 21. One of the conclusions in the previous part, more specifically, on the summarizing points, is that more than half of students are motivated. Consequently, my purpose will be directed to those students who are not motivated, in order to improve their sense of motivation. The proposals are going to be developed in the next section of this project.

EXPECTED OUTCOMES

Based on the information gathered in this section, I will explain my proposals in order to achieve the objectives of this project. As I have already expressed along this project, my final goal is to improve students' motivation at Universidad Empresarial Siglo 21.

As I have analyzed in the information I have gathered through the different kinds of methods, I strongly believe that all factors that appeared in the analyzed information of the institution, are weak points that, if changed, will help to improve motivation in both, teachers and students (who are closely related as one depends on the other).

As students express, most of them like the subject and do not feel English as a difficult subject. What is more, most of the students attend classes (reaching, almost all the students, the eighty per cent attendance required). However, there are some de-motivated students. We need to know the reasons why they are not motivated. I believe that, as they express they need a change in bibliography and improvement regarding technology, these are the main reasons of their de-motivation.

Regarding teachers, they admit they are sometimes de-motivated due to many different reasons: a low salary, the size of the class, the bibliography, the lack of work stability (as the University keeps changing rules all the time) and time restraints. They also claim for a change in bibliography and technology improvements, although they are tired of changes (as the Head of the Department states).

These summarized conclusions will help me to create my action plan, and that is why I have put them in this section, in order to back up my future proposals.

The future proposal will be a linked series of solutions to different problems that appear in the students and teachers' questionnaires, the interviews and the opinion given by the Head of the Department. I think that these aspects are going to be beneficial for students and teachers and, with them, students' motivation will improve, which is my final aim of this project as well as teachers' motivation.

The aspects to cover in these future proposals are:

- Bibliography
- Technology
- Class size

The first aspect, BIBLIOGRAPHY is concerned with the textbook that the different courses are using. The second aspect, TECHNOLOGY, refers to all the technological improvements that can make the class more interesting and, consequently, improve motivation. Regarding CLASS SIZE, I am talking about the number of students per course.

These aspects will lead, according to the information gathered, to an improvement in the students' motivation, which is my final aim in this project.

ACTION PLAN

In this section, I will develop the way in which I am going to change or improve all the aspects mentioned before, in order to reach my final objective in this project.

Before starting with each aspect, I will clarify that these series of proposals are linked to each other, and they create a whole plan in order to improve students' motivation. If we separate them from the rest, they will not probably achieve the same outcomes.

Bibliography

Both, students and teachers agree that the bibliography needs to be changed. First of all, twenty-one per cent of the students express that they would change the content taught which means, in some way, changing the bibliography. Besides, eighteen per cent express that they would make changes in bibliography. If we add the two percentages to create only one, almost half of the students claim for changes in bibliography. When asking to teachers, many of them agree that one way of motivating students is giving more interesting topics, which leads to a change of bibliography. Thirty- eight of them also agree on a change of content which is also related to bibliography.

My **proposals** are not only to change the course book but to make all students have the original textbook as well.

At Universidad Empresarial Siglo 21, the same course book has been used for several years. Students need a change. Teachers need a change, too. The course book is one of the most important parts of a class. As Brown (2001) expressed: "(...) but much of the richness of language instruction is derived from supporting materials" (Brown, 2001: 136). If the course book does not fit the course or if it is boring, the course is not the same. Textbooks are related to motivation in a direct way and my best option to replace the textbook used nowadays is Total English, from Pearson Longman. It is a book designed for adults and it has 6 levels: beginner, elementary, pre-intermediate, intermediate, upper-intermediate and advanced. Besides, from the levels beginner to intermediate, the book has its split edition. This split edition is recommended in these courses because of the number of hours per week. Every level of these series of books consists of these items:

- Student's book.
- Workbook.
- Teacher's book.
- Test Master CD-ROM.
- Class CD.
- DVD with authentic clips from film and TV.
- A "catch-up" CD-ROM with extra practice.

Besides, if you log into its web page, you can download the transcripts for the DVD to make the conversations easier to follow (if you need them), a list of web quests for the students to investigate at home and a group of activities for the teacher to add to his /her lessons. These two downloaded items of the series are completely organized and structured as the units of the book to make the search easier for the teacher.

First of all, I have chosen this series because of one main reason: it has the components suitable for the Interactive Whiteboard which will be explained later in another section of the action plan. Besides, I have found this textbook very interesting and it suits all the needs of the students and the teachers. It has a large variety of materials for the teacher to design exams and create extra activities for students. Besides, it has two materials key to my proposal: the CD-ROM and the guided web quests that teachers can download from the web page. "E-learning refers to learning that takes place using technology, such as the Internet, CD-ROMs and portable devices" (Dudeny and Hockly, 2007: 136). This type of technological materials is part of the new current of methodology in class. I strongly believe that this usage of CD-ROMs and the investigation in different web pages according to the topics dealt with as extra activities are beneficial for both, students and teachers regarding the time factor. As more hours per week is not the best solution to the problem of lack of time in the course, the obligation of the use of the CD-ROM and the investigation in different web pages as a follow-up activity in each unit is good for extra practice and, besides give students the possibility to make use of a familiar tool: the computer. As Gavin Dudeny and Nicky Hockly (2007) expressed: "Blended learning: This is a mixture of online and face-to-face course deliver. For example, learners might meet once a week with a teacher face-to-face for an hour, and do a further two hours' weekly online. In some situations the digital element is done offline with a CD-ROM" (Dudeny and Hockly, 2007: 137). The new approach that I am proposing with the use of the CD-ROM and the web pages at home is called BLENDED LEARNING. I think that this mixture of online and face-to-face saves time and allows more practice and a higher exposure to the language. The use of technology and its benefits are going to be developed later in this section because it is closely connected to the other proposals. However, it has been demonstrated that the use of it inside

and outside the class is a factor of motivation because of this familiar tool and the students' easiness to use it. Moreover, this use of the CD-ROM outside the lesson will help the teachers to solve the problem of time constrains. Using this tool, students will be motivated as it is a new way of studying English and, besides, teachers will cover all the topics without having to waste time reviewing them in class.

Another important reason why I have chosen this specific material is because, according to the publisher, it is based on the Common European Framework (C.E.F.) "can do" objectives. However, first of all, I will explain what C.E.F. means.

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible.

(http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

I think that this point of view to base the textbook is a very efficient one because its final aim is to erase the language and context differences, as the extract above expresses, barriers of communication, because it has all the contents necessary to be developed by students and, besides, it gives the cultural context in which these are set. This is beneficial for the entire English program per se, because the objective of the English Language Department and, also, of the University is for the students to be able to communicate in the entire world in an efficient way. Consequently, students will not only be able to communicate, but also, they will know how to communicate. Besides, according to Longman, it is easy to measure students' progress having these "can do" objectives. Although the textbook used nowadays is an American series which its final aim is to prepare their users to be able to take the TOEFL examination, I think that Skyline is no longer needed because students are not required to take the TOEFL examination anymore. Besides, Total English is, according to the Longman Representative, the most similar textbook compared to Skyline, although it is not an American series. Both books have similar grammar contents in each level of the series, which implies that Total English adjusts to the current organization of the courses. However, the ways in which the topics are dealt and the objectives are not the same. What I mean is that, in some units, the basic grammar point dealt is the same, but the communicative objectives are not. As an example of what I am talking about, I add an example of the contents of a unit, Home, the same for the two books.

This is an extract of the Contents of Total English:

UNIT	LESSON 1	LESSON 2
Home page 45	Grammar: <i>there is/there are</i> Vocabulary: equipment and furniture Can do: talk about your home	Grammar: <i>have got</i> Vocabulary: personal possessions; furniture; houses Can do: ask and talk about important possessions
LESSON 3	COMMUNICATION	FILM BANK
Grammar: modifiers (<i>very, quite, really</i>) Vocabulary: adjectives to describe places Can do: write an informal email about your country	Can do: talk about furnishing an apartment	ResidenSea page 135

This is an extract of the Contents of Skyline:

Unit	Lesson	Grammar
House and home 42	1 Dormitory life	42 ● <i>there is / there are</i>
	2 House plans	44 ● <i>some and any</i>
	3 Lifestyles	46
	4 Lifeline to design	48

Functions	Vocabulary	Pronunciation
<ul style="list-style-type: none"> ● Describing house contents ● Discussing lifestyles ● Asking and answering about quantities ● Talking about likes and dislikes 	<ul style="list-style-type: none"> ● Things in a room ● Colors ● Adjectives to describe design 	<ul style="list-style-type: none"> ● Intonation – <i>yes / no</i> questions

As you can see, in both bibliographies the basic grammar topic is There is/are. However, in Total English there is, also, the use of modifiers and have got (which are not dealt in Skyline). What is more, and here we can see the “can do” objectives, is that the communicative point of the unit is not the same: I think that Total English has a refreshing and different perspective to review the same grammar points. Besides, every lesson has a “can do” objective to sum up all the content learnt in that lesson. This is a benefit because you have more communication practice. Another positive thing that Total English has is that, after finishing every unit, there is a revision. In the case of Skyline, revisions are every two units. To sum up, this is one of the reasons why I have chosen Total English: it has similar structures than Skyline but it is more updated, engaging and practical. However, I have also chosen it because of its approach. According to the information in its web page, it has an action-oriented approach and I think that is the most suitable approach according to the students' characteristics and the objectives of the course.

The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur

within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning. (...)The action-based approach therefore also takes into account the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent.

(http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

I believe that this action-oriented approach is beneficial for the courses due to its objectives, as I have already said. As the most important aim of this course is for students to be able to communicate in different environments, this textbook is organized in tasks, which makes it fit in the Department needs. Students will be able not only to communicate in the different contexts, but also to do it in a natural way (as it takes into account the cognitive, emotional and volitional resources).

The second part of this proposal is that students buy, in an indirect way, the original material.

During my “prácticas” at the Universidad Empresarial Siglo 21, I have noticed that most of the students have the material in photocopies, which is not the most recommended way to have it because of the lack of colours or clarity of print. Besides, as all teachers know, the copies are not a motivating teaching tool for the classes. Photocopied textbooks may lack pages or have them in a different order because of the careless binding and that causes problems during the delivering of classes. Consequently, the teacher loses time instructing students to find the correct exercise or has to explain the words or pictures that are not clear in the copies. My proposal in this aspect is for the university to contact Pearson Longman publisher and sign an agreement in order to buy the textbooks and the CD-ROMs for all the university at wholesale price. The next step is for the institution to give the students their books and CDs according to the course that they enrol in at the beginning of each semester, and include the cost of the book in the tuition fee. In that way, teachers can make sure that all students have their material at the very beginning of the course, which will avoid wasting time until all the students get their materials. Obviously, the most

important benefit, as I have already said, is that one hundred percent of the students will have the original material, which is very important for motivation.

To conclude, the **expected outcomes** would be very positive when putting the proposal into practice. First, having a new textbook will be “refreshing” for both, students and teachers. As both groups claim, changes regarding this issue. What is more, students will have a new book, with updated topics and, besides, through the CD-ROM and the web quests, they will be exposed to the language in a totally new way. Regarding teachers, a new textbook is a new start: it will bring them new ideas to plan the lessons and, of course, the updated topics will give them a lot more topics to discuss in class, topics that will be more related to students. Moreover, the CD-ROM and the web pages used as a follow-up activity will allow students to be more time exposed to the language. Since teachers say that a reason for their demotivation is the lack of time to cover the program, the use of this CD-ROM and the web pages will let students be more exposed to the language. In this way, teachers will save time exercising and revising topics in class.

Technology

The **problem** is, also, that students and teachers agree on the lack of equipment and the technical problems that most of the technology at the Universidad Siglo 21 has. This statement is proved through a research done in the equipment office. Federico, an employee in charge of this section talks about the number of equipments available nowadays in the institution. As he says, there are computers, screens and Over Head Projectors (OHP) in all the classrooms of the institution. Besides, there are three sets of speakers in case it is needed for a clearer sound in an oral presentation. There are five tape recorders also available in the equipment office.

One very important thing I would like to highlight is the fact that the number of tape recorders is smaller than the number of English lessons taking place at the same time (even ten simultaneous courses). Being the listening part of a language lesson one of the most important parts, the number of tape recorders is not enough for the number of English classes in progress at the same time. Moreover, the person in charge of the equipment section expresses, regarding this fact, that they receive a lot of complaints because of the scarce number of tape recorders.

My **proposal** consists of a new technology that will help solve the two problems revealed by the results found in the information gathered. The proposal consists in implementing an Interactive Whiteboard in the English classroom.

However, before explaining what this new element is and what its benefits are, we need to know why technology is so important in the class. First of all, "technology is becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more" (Dudeney and Hockly, 2007: 5). This is the first reason why technology is important. Students are more and more exposed to it, feeling it as a part of their lives. Consequently, if there are familiar elements in class, students will feel more comfortable and, obviously, more motivated. Besides, every institution must update its classes and, improving technology in them is a crucial part of this updating. As Dudeney and Hockly (2007) claim:

(...) the use of technology in the classroom is becoming increasingly important, and it will become a normal part of ELT practice in the coming years. There are many reasons for this:

- Internet access –either in private homes or at Internet cafés- is becoming increasingly available to learners.
- Younger learners are growing up with technology, and it is a natural and integrated part of their lives. For these learners the use of technology is a way to bring the outside world into the classroom. And some of these younger learners will in turn become teachers themselves.
- English, as an international language, is being used in technologically mediated contexts.
- Technology, especially the Internet, presents us with new opportunities for authentic tasks and materials, as well as access to a wealth of ready-made ELT materials.
- The Internet offers excellent opportunities for collaboration and communication between learners who are geographically dispersed.
- Technology is offered with published materials such as course books and resource books for teachers.
- Learners increasingly expect language school to integrate technology into teaching.
- Technology offers new ways for practising language and assessing performance.
- Technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, computer room or self-access centre; it can also be used at home, on the way to school and in Internet cafés.
- Using a range of Information and Communication Technologies (ITC) tools can give learners exposure to and practice in all of the four main language skills -speaking, listening, writing and reading. (Dudeny and Hockly, 2007: 8).

These are the several reasons why it is important to implement technology in class. All kinds of technologies are present in every aspect of life, and bringing those technologies to class makes them more interesting and, at the same time, familiar. Students will be, as I have already expressed, comfortable because of their familiarity with technology and the easiness of use. Consequently, they will feel more motivated because they will know what they are working with and the class will be part of their “outside world”. Teachers must be aware of this fact, and take advantage of it. That is the reason why implementing different kinds of technology in class is so important and motivational for students.

Now, why implementing technology in class through an Interactive Whiteboard? Or, it is better to ask first, what an Interactive Whiteboard (or IWB) is? According to Wikipedia (retrieved 07, January, 2010),

(...) an Interactive Whiteboard is a large interactive display that connects to a computer and projector. A projector projects the computer's desktop onto a board's surface, where users control the computer using a pen, finger or other device. The board is typically mounted to a wall or on a floor stand”.

An Interactive White Board is “an integration of traditional teaching tools and new ones into a single piece of electronic equipment” (Martín, 2009: 6). It is like having Overhead projectors, computers, CD players and DVD players altogether in only one tool. Besides, teachers can record voices and replace the use of chalkboards. IWBs are all those devices into one –integrated- unit that offers, also, much better performance and helps teachers to address a wider spectrum of learning styles at the same time. Having an IWB in a classroom, teachers can look information on the Internet and show it to students. The software of the textbook allows the teacher to show the page of the book where they are. Besides, teachers can mark and zoom the specific exercise they want students to pay attention to or they can write on it. What is more, when reaching the listening part of the class, students will not only be able to listen to the conversation, but also they will be able to see it -as a movie- and, if it is necessary, teachers will go round the transcription of that listening part and

show it to students as well. After knowing a little about how this device works, we enter into the reasons why implementing it at Universidad Empresarial Siglo 21. "The ground-breaking change in education we are witnessing today is the fact that we are able to produce not just text or sound or video or still pictures or pictures in motion –but fully-fledged interactive multimedia content" (Martín, 2009: 6, writing about the Interactive Whiteboard).

First of all, I am going to develop the main benefits of the whiteboard itself. As Pearson Longman publishers sustain that the main benefits of any IWB are:

- It is a "familiar" classroom tool.
- It can be used as a virtual filing cabinet of resources.
- It has an easy access to all material.
- It is very easy to create or customise materials, as well as to share all your material with other teachers, institutions, etc.
- It is motivational for learners, as it is a new and inventive tool in classrooms.
- It helps to the interactivity in class.

Regarding interactivity, there are many things that Interactive Whiteboards can do. For example, teachers can enlarge pictures or photographs, expand exercises, control the tape scripts and emphasize the parts they believe more interesting. They can make notes on the screen (in a student's book page, for instance), and many other things.

These benefits will be positive for the needs of the courses, especially for the innovation of such an interactive element in the class. Besides, it offers many advantages in ELT. These benefits are:

- The "wow" factor: as a new tool, students are amazed with it.
- It is an attention-grabber: very connected to the "wow" factor, students are very attentive to all these new forms of delivering the class.
- It is a time saver tool.
- It improves the classroom management.
- It is more engaging.
- It is a one-stop-shop: teachers can find everything in one place.

- It reflects and supports proven methodology.
- It provides on-screen support and printed user guides.
- It caters for different learning styles.
- It is intuitive and easy to use.

However, and as Martín (2009) says,

“As well as the benefits from the multiple applications of interactive whiteboards, their main advantage –and this is a must- comes from being connected to the internet. When you do that, you are bringing the outside world into your classroom (...). Digital boards bring real life into the classroom. Imagine that one of your students makes reference to something he/she just watched on the news. You can access a variety of online resources covering the issue in question (video or radio broadcasts, digital newspaper) or you may also find someone to chat and interact with outside your classroom. It all takes place instantly and spontaneously” (Martín, 2009: 6).

Besides, this kind of tool brings a new and fresh approach to the topics and language covered in the textbooks, and it is like a supporting and supplementing material for teachers. The students will connect technology to English: in English classes will learn about technology as well and then, English will be learned in practical ways thanks to the technology.

What is more, Martín (2009) also talks about a large variety of things that IWB can do for teachers. According to the author, these are all the activities that an Interactive Whiteboard can do:

- Ambience: IWB can be used as excellent tools to provide ambience and multi-sensory atmosphere by combining sound, still or moving images, colours and text to spice up lessons.
- Authentic experiences.
- Better presentation.

- Digital ways: teachers can take advantage of textbooks, CDs, DVDs, etc in the classroom and integrate them into each teaching practice.
- Environmentally friendly: teachers will supply more material but, ironically, using less paper and making less photocopies.
- Hyperlinking: if the book makes a reference from another author or book, having this device, the teacher can click on in and go directly to that reference.
- Improved visibility.
- Internet.
- Maximising teaching time: by allowing teachers to move faster. They do not have to waste time looking for the right listening or checking if students are in the right page of their students' book. As teachers have all the tools to practice the four skills in one screen, they are easier to find and using them.
- Modelling: for example, scanning samples of good work produced by students.
- Motivation: many teachers find themselves revitalised and re-motivated after experiencing the new dimensions and potentials for teaching inherent in this new technology. Students find themselves identifying with a medium that is appealing to them and are more willing to be engaged in what they see as meaningful.
- Multimedia.
- Portability: teachers can transport the Interactive White Board to different classrooms.
- Realia: there is no need to find and physically bring to class real life objects for your lessons.
- Recycling.
- Unlimited display space: gives the teacher unlimited display space, as opposed to the physical restriction of chalkboards.

Apart from all the benefits in classes in general, the IWB is beneficial for the classes at Universidad Empresarial Siglo 21 as well, of course. First of all, as I have already exposed previously, the number of tape recorders is not enough according to the number of classes taking place at the same time. This means that, having an IWB, this problem –and all the problems coming from the technology available- ends. As I have already said before, as IWBs are OHPs, computers, CD players and DVD players all in one integrated device, there is no need for the teachers to rush to the Equipment Office in order to deliver the class in the proper way or waste time reorganizing the lesson waiting for a tape recorder: all the English classrooms will have all those devices already installed for each lesson. Besides, it is refreshing and new for students and teachers: as an innovative tool, classes are going to be delivered in a different way. What is more, not only at home students will be in contact with the Internet –through the web research- but also in class; consequently, they will feel comfortable in class due to the familiarity of the tool. The IWB also helps to deliver the class: as teachers have access to the Internet, they can look for examples and photographs when they need them and, in this sense, they do not need to bring objects to their lessons. However, benefits are not only for the way of delivering the classes, the comfort or easiness of its use. The organization benefits as well, because the Interactive White Board is not use in Cordoba's universities and this means that the institution will be considered as one of most innovative organizations regarding technology and, as a consequence, it will be seen as one of the best institutions, offering the same tools that are used in the First World.

To finish with this proposal, I would like to add a series of statistics retrieved from Wikipedia (January 7th, 2010) regarding the use of Interactive Whiteboards in Britain, according to a survey carried on by the Becta Harnessing Technology School. While in 2004, twenty six per cent of the British Primary Classrooms had an Interactive Whiteboard, in 2007, the survey indicates that a ninety per cent of the Secondary Schools and one hundred per cent of the Primary Schools had this tool in their classrooms.

As these percentages show, the use of IWB is a new tendency in education. Implementing it at the university would mean, as I have already expressed, that the institution is at the same level than those organizations of

the first world which are using it. This new technology would place the university as one of the first ones in Argentina using it. In conclusion, the implementation of IWB would be beneficial for students, teachers and the University per se.

I strongly believe that the implementation of this new technology places Universidad Empresarial Siglo 21 as one of the most visionary institutions in the country. However, I must admit that these IWBs are expensive. Nevertheless, the very strong positive aspect is that the basic technology needed for using this Interactive Whiteboard is already installed in every classroom –which is the computer, the screen and the OHP. This means that the first, and basic, part of the investment is already made.

To conclude, I think that the **expected outcomes** after putting into practice this proposal will be very beneficial. First of all, as it is a new technology, it will build motivation due to the novelty of using the tool. Besides, students will feel familiar with the tool, as they are very connected to computers and different kinds of technology, and they will easily adapt to it. The easiness to use the IWB will be motivating for teachers too, because the tool will not make their classes complicated, on the contrary, the Interactive Whiteboard facilitates them and, as the name says it, it makes classes more interactive. Another advantage of implementing the tool at the University in the long term is the word-of-mouth advertising: having this kind of technology in its classes will give a sense of superiority and will place the institution in a higher position because of the implementation of tools like those ones used in the best educational systems. Besides, and as I have already said, using this new and innovative kinds of technology, the Universidad Siglo 21 will be seen as a first world institution.

Class size

The **problem** is that teachers are not comfortable with the number of students per class. This issue, obviously, reverberates on the teachers' motivation and, consequently, on students' motivation.

The **proposal** is to reduce the number of students to fifteen students per English course.

The number of students per English course at the institution has reached forty students (especially at the lower levels), which is far from the ideal number. According to Brown (2007: 245) "Language classes should be comprised to no more than 12 to 15 students. They should be large enough to provide diversity and student interaction and small enough to give students plenty of opportunity to participate and get individual attention". As the author said, the contact and practice of the language will be determined by the number of students per class. Obviously, the number of students in some classes at university is very different from those ideal numbers. The key to this reduction of the number of students is, as Brown points out, INTERACTION. Interaction is the exchange of ideas between two or more people, affecting each other. Now, why is interaction so important for students? "Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits, joint problem-solving tasks or dialogue journals" (Brown, 2007: 212). If we have the ideal number of students per class, the benefits will be tangible. Students will interact with each other more than in large classes, the teacher will devote more time to each student to give feedback or explain exercises, the distraction will be reduced in the class and, of course, each student will have more opportunities to speak in class.

If the number of students per class is reduced to fifteen students, both students and teachers will be more motivated. Students will have more time to interact and practice their language and teachers will be more comfortable to prepare lessons and to deliver the class. As I have seen in my "prácticas" a class with plenty of students is difficult to deliver, as they are a large number of students and teachers do not have time to listen to all of them, they waste time correcting exercises and, sometimes, only few of the students are the ones who

interact and participate in class. Besides, this is very de-motivating for teachers and, consequently, this reverberates on students.

Another aspect that will help interaction is the use of, as I have explained in the previous proposal, CD-ROM and web pages. In conclusion, students' learning will improve, not only in the class, but also outside the classroom because of the follow-up activities with those two items mentioned.

The **expected outcomes** after putting this proposal into practice will be very positive. Students will have more opportunities to practice the language and to interact with other students and, of course, with the teacher. If students have more chances to practice the language, they will learn more quickly and easily the language and, consequently, they will be more interested and motivated in their English class. What is more, having reduced the class size and putting into practice the use of CD-Rom and investigation through web pages, students will practice the language longer and that, consequently, will make them improve their English faster. Besides having these follow-up activities, classes will benefit from the reduced number of students. The checking of this use of the CD-ROM will be checked at home and it will be up to each student. The CD-ROM gives the opportunity to have more practice as regards the language and grammar parts but, as I have already said, the teachers do not have time to check that students are doing the exercises. That is why I am saying that this is up to each student: the results of this use –or the lack of it- will be reflected in the Final Test results. This use cannot be checked in class because, if the teacher does not have time to correct what has been done as homework, students will feel that their effort doing the activities are pointless and they will stop using these tools and, also, they will feel de-motivated as their activities are not valued. Regarding the web pages, this tool is going to be checked in class. Why? Through debates and conversations related to the information found on the Internet. In this way, teachers will not waste time with the presentation of each topic: as the web pages are related to the topics seen in the book, students will have all the information and language to be able to read and comprehend them. Later, in class, and to close and sum up the topic, teachers will organize a speaking part where the whole class debates and expresses their ideas. I think that this proposal is also a part of the previous one, regarding time constraints.

Besides, if the number of students is reduced, the teacher will have more time to give feedback to his or her students. Also, the conditions of the class will be more comfortable for both, teachers and students. Teachers will reach the final objectives of ending the program in time, as there will be fewer students in class, which will facilitate and fasten the delivery of each class. In addition, teachers will be able to pay more attention to each student, which will motivate students. Finally, I think that both, teachers and students will feel more comfortable and more motivated and, as a consequence, both performances in class will be better.

GENERAL CONCLUSIONS

As I have already said, the purpose of this project is to increase students' motivation at this institution. As I have seen many times as a student and a "practice" teacher, this is an important aspect at Universidad Siglo 21, and I want to contribute to the University in some way to all those years of education.

The first thing I have asked myself is who is affected by motivation in this organization? The teachers, the Head of the English Department and, of course, the students are the groups affected. Then, I decided about how I would investigate these three groups. As the Head of the Department is only one person, I chose to interview her: in this way, I would cover all my questions and, also, other aspects that appeared within the interview. Regarding the teachers, I decided to make a questionnaire with open questions, in order to let them explain themselves as they wish and, to add opinions. The last group, the students, was questioned through a closed questionnaire (with yes/no questions and rating questions as well) because of the large number of students to question.

The results show that about a forty per cent of students are not motivated and teachers are not always motivated, as well. The main reasons why both express they are not motivated are technology and bibliography. What is more, teachers also express that the lack of time to cover the topics and the class size make them feel de-motivated sometimes. Those results have led me to offer three proposals, which once put into practice, would increase motivation in class: changing the bibliography and using a CD-ROM, implementing an Interactive Whiteboard as a new technology and reducing the class size. The first two of them focus, mainly, on students' interests (as they expressed they are two aspects that need to be changed) and the last one focuses on teachers. Students are not aware of the importance of the class size; however, once this proposal is put into practice, they will see the difference and they will notice the benefits of working in small classes.

I strongly believe that these proposals will make the difference if put into practice. Although they can be seen as little changes, I think they will make the

class more comfortable and innovative, too. These will make, consequently, teachers and students more motivated, as one depends on the other. Moreover, and as a result of motivation, the institution will benefit as well. If teachers and students are happy at this university, the recommendation and the word-of-mouth advertisement will increase, and the image of the Universidad Empresarial Siglo 21 will be better.

To conclude, I must say that I am very satisfy with this project, as I can see that these proposals will be benefit, first and more important, for students (which is the aim of my project) and, besides, for teachers and the organization per se. What is more, I would like to end this project with this quote I have recently read “**Motivation is like food for the brain. You cannot get enough in one sitting. It needs continual and regular top ups**”. I have chosen especially this quote because I think that this is essential for motivation: the constant updating and change. What I am trying to express is that this project is only a part of a *constant change*. That is the key to motivation.

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APPENDIX

QUESTIONNAIRE

This is an **anonymous questionnaire** to know your opinion about motivation in your courses at Universidad Empresarial Siglo 21. Your opinion will be very useful for a final project.

THANK YOU FOR YOUR COLLABORATION IN THIS PROJECT!

1. Do you think your students are motivated to learn English? Why?

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2. Do you think it is necessary to improve students' motivation? If your answer is yes, what aspects do you think that need improvement?

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3. Are you motivated when coming to class? Is there some particular aspect of the institution that leads to your lack of motivation?

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4. Do you notice benefits or problems after changing the curriculum (from Business to General English)?

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5. Do you think that it is necessary to change any content, approach or methodology in the classes? Why?

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6. If you think the curriculum needs a change or improvement, in what aspects should be improved?

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7. Do you think that any functions or notions of the language need to be added to the curriculum? Which ones?

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8. Can you think of tasks that can be taught to the different programs of studies?

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9. Do you communicate the objectives of the course at the beginning of the semester to the students? Why?

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10. Do your students realize the need of the language? If not, do you make them realize that they need it?

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.....
.....

11. Any other suggestions:

.....
.....
.....

THANK YOU! ☺

ENCUESTA

Esta encuesta es **anónima** acerca de la materia Inglés que estás cursando. Los datos recabados serán usados como parte de una Proyecto Final de Grado.

¡GRACIAS POR TU COLABORACIÓN!

Edad:

Carrera:

Curso:

Por favor, marca con un círculo la opción que creas:

1) ¿Te gusta la materia?

SI NO

2) ¿Estás motivado para estudiar la materia?

SI NO

3) ¿Faltás a clases sin justificación?

SI NO

4) ¿Pensás que el contenido enseñado te sirve para tu futura profesión?

SI NO

5) ¿Rendís la materia en los primeros turnos, luego de regularizarla?

SI NO

6) ¿Sentís que se te sobreexige en el cursado de esta materia?

SI NO

7) ¿Si pudieras evitar la materia, lo harías?

SI NO

8) ¿Pensás que tu nivel de inglés alcanza para manejarte en el futuro como profesional?

SI NO

9) ¿Cambiaría tu nivel de motivación si cursaras con tus compañeros de carrera?

SI NO

10) ¿Te parecen difíciles los exámenes finales?

SI NO

11) ¿Te parece que se evalúa todo el contenido de manera correcta en los exámenes finales?

SI NO

12) ¿Pensás que al terminar tu carrera vas a tener un buen nivel de inglés?

SI NO

13) ¿La profesora, al comienzo del semestre, les habla de los objetivos del curso?

SI NO

Por favor, ordena con números del 1 al 6 (siendo 1 el de menor valor), los ítems correspondientes, acorde a tu opinión:

1. Los factores que inciden en tu grado de motivación en esta materia son:

- tu convencimiento de hacerlo
- tu profesora
- tus compañeros
- el contenido enseñado
- la forma en la que se dicta la clase
- tu carrera

2. ¿En qué orden pondrías esta lista para que se realicen cambios?, por orden de prioridad o urgencia:

- el profesor
- la bibliografía usada
- el contenido enseñado
- la tecnología usada en la clase
- la forma de dictar la clase
- la forma de tomar exámenes

MUCHAS GRACIAS! ☺

INTERVIEW 1

Questionnaire prepared for the interview with the Head of the Language Department, Marcela Rodríguez.

1. For how long have you been part of the Department?
2. Were you responsible for the change in the program of study, from Business to General English?
3. What were the reasons for the change?
4. Are you a teacher in the institution also?
5. Do you think students are motivated to learn English? Why?
6. How can you improve students' motivation, hypothetically?
7. Does the Department take these aspects into account when designing an English course?
8. Can you imagine any other way of improvement in the design of the course in order to raise students' motivation?
9. Do you think that it is beneficial to have the different programs of study in the same English course? Why?
10. Do you think that this mixture of programs of study is exploited positively or needs improvements? If there can be improvements, what should they be?
11. Do you think that new changes must be done? Why?
12. What functions of language do you think that can be added to the curriculum? Why? What are the already taught ones?
13. What tasks can you imagine that can be taught to be useful to all the programs of study?
14. What notions need to be taught? Why?
15. How do you adapt the bibliography to the students in order to make the content useful for their profession?
16. Are you planning new changes in the curriculum? If you are, can you tell me which changes and why?
17. Do you think that the curriculum designed needs improvements? Why?
18. Have you reached your objectives with the curriculum created?
19. Do you set course objectives when designing the curriculum?

20. Do you recommend the teachers to communicate the course's objectives to their students at the beginning of the semester? Why? (If it is not recommended, do you think that students' motivation would be improved if this communication existed?)

INTERVIEW 2

Questionnaire prepared for the interview with one of the persons in charge of the equipments in the organization. In this particular interview, the person who I talked to was Federico.

1. ¿Con qué equipos cuentan? ¿Qué cantidad de cada uno?
2. ¿Están en condiciones o deteriorados?
3. ¿Se usan con mucha frecuencia?
4. ¿Cuál es el equipo más pedido?
5. ¿En algún momento se quedan sin algún equipo? Si es así, ¿cuál es el que falta con más frecuencia?
6. ¿Reciben algún tipo de queja por parte de los docentes con respecto al mal funcionamiento o la falta de equipos?
7. ¿Se renuevan con frecuencia? ¿Cuándo fue la última renovación/cambio que tuvieron de algún equipo?

Interview with Marcela Rodríguez: August, 25th of 2008

J: For how long have you been part of the Department?

M: Since the university was founded...1995?

J: Yes...

M:...twelve,thirteen,fourteen years...I don't know...from the very beginning...

J: O.K.

M: I started as a teacher, then as a full time teacher and then...when Julito Gimenez decided to move to England, they gave me this gift...jajaja

J: Jajaja...Where you responsible for the change in the program of study from Business to General English?

M: Yes and no...as I've said a minute ago in the other interview...changes are operated generally from the head, that is Juan Carlos. He told me "All the businesses are telling me that the level of English of our students is not enough to be part of their companies, what can we do? I want our students to finish their studies with a TOEFL level" and I say "All right, miracles...I mean...miracles: impossible" Miracles don't exist. So, if you want a better output, we need to change all the process. That's why we decided to offer 9 levels...nivelaciones... that those are the Basic I,II and III...they were not consider as Idiomas, Idioma extranjero 1 a 6...they were not consider Idiomas as a subject, they were just nivelaciones. But, then, again...there was another change. Also, now, it's not compulsory...so, students can take de TOEFL or not. So, when the institution decided that it was optional, it was not compulsory...I presented my idea. So, if it not compulsory, if students decide if they want to take, if they want to have the certificate in their C.V., why are we asking students to take 9 levels of English? If now the reason of 9 levels is not there any more...I mean, the objective changed, so...no more TOEFL, why are we going to keep students doing 9 semesters when their professional career takes only 8? So, I've said it was a question of common sense...so, now the institution decided, according to my proposal, that students finish their English program at different levels. If they start in Basic I, they take 6 levels and there they finish...if they start in Intermediate I, they finish in an Advanced level. So, the output level depends on the input level of the students. So, there, I have the possibility of making my

proposal. But my proposal....was created, why? Because there was a change in objectives... but from the Head, not from myself.

J: Ah...and do you know why was the change from TOEFL being compulsory and optional?

M: Yes, I think students complain (\$\$\$\$)...too, too, too loudly...and quite...it was becoming quite a problem for the institution.

J: O.K. As a Head of the Department, not as a teacher, in general, do you think students are motivated to learn English?

M: In general, no...I think that in general they are not motivated...

J: And do you have an idea of why is it?

M: Yes, because some teachers are demotivated,jejeje...

J: Jejeje, And how can you...

M: I mean; there is a direct impact. If the person encharge of the class is not motivated, the students can read that...on our faces, on the way we wear...our commitment...we were talking a little bit about that before the formal interview...

J: Yes...so, do you think that the main improvement that needs to be done is teachers...?

M: Teacher's motivation! I think that if we get teacher's motivation, students could be more motivated. I'm telling this because of my own example.

J: Yes...Does the Department take these aspects into account when designing the English courses?

M: Yes...is one of the aspects. The other aspect that I consider is....teachers like. Some teachers prefer theaching certain levels, some teachers prefer other levels...some teachers feel more comfortable if they are assigned higher levels, some others if they are assigned lower levels...so, it's like a combination.

J: O.K. Can you imagine any other way of improvement in the design of courses in order to raise student's motivation?

M: The problem here is...how can I describe this? It's the limit of time we have. This is not an English institute where students go during 9 months during the year. The way semesters are organized from the administrative point of view, gives us little room, little time...just a few possibilities to create interesting and motivating courses because we have to rush to reach the end...and, conditions are, I would say, the worst to learn a language. Why? And you, as UE students, you know that you come to classes for 6 weeks, week number 7, we don't see

you anymore...then, we get together again for 6 more weeks and that is the end of the semester. So, conditions are not good...for a language I would say they are the worst...because let's consider that courses that have only 2 classes a week, the whole semester students have 24 classes. So, what can we do in 24 classes? We, teachers...and students, we are great...because when we see the final results, we say "Come on, this is a big effort"...I mean, from both parts: students and teachers...because conditions are not the ideal; but this is our reality, this is something is not going to change...because...this is the way the university is structured. So, we have semesters, and that's it! We cannot change to yearly courses because it is not proper of the structure of the university and that is something that is not going to change.

J: Yes. Do you think that is beneficial to have different programs of study in the same English course? Why?

M: I don't understand quite well the question...different...

J: ...programs...

M: in the same course?

J: Yes....for example: Psychology, Human Resources...

M: Ah! Yes, I think it is a good idea. Because what may be seems as a disadvantage, I can see we can turn it into an advantage...because classes receive information; it's like having feedback from different fields of knowledge. So, you have contributions from different areas of study...some people give their opinion from their psychological aspect, others from the marketing, other from...I don't know...advertising. So, I think that that is a good idea. I wouldn't change that.

J: Do you think this mixture of programs is exploited positively or needs some improvements?

M: Are you asking me as a teacher or as a director? Because we don't know what students we are going to have, I mean...it's like a lottery. We cannot design in advance anything...

J: ...but...for example, in your classes, do you exploit the different opinions and different...?

M: Yes, I mean, that is what I do. If I have, for example, the other day we were talking about female and male...so, I said: "Well, all right! Here I have a group who studies Psychology, what is your idea from the point of view of..."

Sometimes you have the chance, some others, you don't. If you have people for example that are taking...Computer Studies...I mean, they are quite difficult, because they don't give opinions. They register everything, but they don't give opinions...so, it depends on the semester, it's as I've said before...a lottery. Sometimes you have groups that like to take part, and sometimes...well...they don't.

J: Do you think that new changes must be done?

M: Changes as regards...what?

J: ...in the design of the different courses.

M: As regards content, I wouldn't change. First of all, because I think that teachers would kill me if I change again...jejeje...so, I don't think is a good idea to change the content again. If I could change something, obviously, I would change the number of students in class: 40 is the number of students I have in my course...I mean, they don't have the chance of practising as they should. If I could change, also, I would change this question of semester, but I know I cannot do it. I would change the term test week...I wouldn't let the students be absent to classes...because if we have a semester, and the idea of a semester is that students have to study day by day...why are we giving them a week of not having classes? When I was your age...no,less..when I was an adolescent, in high school, I had cuatrimestrales...and those cuatrimestrales were full exams of all the subjects twice a year, and we had to go to classes...so, I feel that we are missing the possibility of an extra, no...Two, not an extra...two weeks of teaching, and I think it's quite a lot. I would change that. And I think that this idea of not coming to classes those two weeks, instead of trying to motivate students to study day by day...what promotes is the idea "I'm going to concentrate the study..." ah, you are saying yes... (You're still students)...That is my view; that is my feeling...I think that we're not doing any good to students with those two extra weeks of time...

J: Yes...what functions of language do you think that can be added to the curriculum? Why? And...what are the already taught ones?

M: I mean, I wouldn't change...I wouldn't add...I think that the way that has been design is correct. The only problem we have is time. We would like to have more time, to practice more...but I don't think we have to add more...

J: What tasks can you imagine that can be taught to be useful to all the programs of study?

M: I don't understand the question...or I don't have ideas...I don't know...if it is a question of understanding or lack of ideas...

J: When thinking of this project, I discussed with Alice the possibility of keeping the mixture of programs of studies, but giving them tasks...the same task...that can be useful to all the programs...

M: But it's too complicated! Basically, because, as I've said before...we don't know which students, I mean, which programs of studies we are going to have as a mix. Sometimes, we have Public Relations and Advertising...some other times, we have Psychology and Advertising...So, I think it's an extra task for the teacher to have different tasks ready to see, I mean, what course they are assigned...what mix of program...I think it's quite complicated. And with lack of motivation in the staff, it's very difficult...because that needs time, you need to prepare...I mean, it has to be a task that has a real meaning, I mean, that students find the task useful...because, if it just "I'm going to change...that this has to be done by a group of students on Psychology...and I just change, the same thing, and I say that has to be done from the point of view of Human Resources"...I mean, I don't think this is good...it's doing something just to tell students: "Here is the name of your major, and here's you have the name of major...we're taking into account"...and it's just a big lie. Sorry, maybe I'm too honest...

J: No, it's OK!

M: Jejeje

J: How do you adapt the bibliography to the students in order to make the content useful for their professions?

M: The thing now is that we have General English, so as we don't have Business English anymore, I think that with this change, we have improved, basically, because we are not trying to adapt to any program of study, its just for communication...its their life, as professional...but in general, not adapting to any particular area of study...so we don't adapted it.

J: Ok. Are you planning new changes? No...¿?

M: Not me,jejeje

J: Have you reached your objectives in the curriculum created?

M: We...I mean we, not a WE...I don't think that we have a students who has reached the final level of English, since we started, because we need, let me think....3 years, and this plan changed in 2006, so we'll have the final product at the end of this year.

J: Ok. Do you set course objectives when designing a curriculum?

M: I think that we did that, with Alice, when we saw the whole process, but I don't know if each teacher is trying to reach the object...I have to be honest, I don't know...I think that, at this time, we are more in like, I mean...We, not we... not only one objective. Again, we have suffered many changes so we are trying to settled down and see...what happens, I don't think it is very clearly.

J: And do you recommend teachers to follow these objectives and to communicate them to the students?

M: I suggest, but there is a big problem...or I have a big problem. I teach at the same time the rest of the teachers teach....so, I don't have the possibility of watching classes...and, if I have the possibility, I generally have so much administrative work to do, that I don't want to work extra, extra hours...I want to go home, I did it, I did it...years ago I did it, and I've decided no: I'm not receiving extra money for extra time, so I'm leaving...when my day finishes, I leave, what I haven't finished that day, goes on the next one. So.. to watch classes, I should work extra time, and I've decided not no. So I try to tell to all teachers to their best...and there, I rest...

J: So you trust very much in...

M: I trust them. I trust...I trust me, not only the teachers...They have to show me the other way, if not...until they show me the other way round...I say: Alright! I believe on what you're doing...In general, I think that that way of acting also creates commitment on the other side, because they feel they are no controlled like being in the army...and say: Alright, Marce trust us...so, well, we have to work...properly. I think that...this is a different department in the University, as I've told you before; it's the only department that deals...

B: has a dimension. Sorry...Which is Alice's position? Because you...

M: Alice doesn't have a position...no...

B: But if you have to...

M: If I have to find a partner- to work things out, to have another view...because I think that Alice and myself we are an excellent match, we a real team...why?

because I have a holistic view, and Alice is the one who goes to the details...so, I think we are a perfect team. Maybe...sometimes, she cannot see the whole thing and I say: Alice, but have a look at this...or...I have a solution for this...Ah! I didn't think of that!...and when I'm not quite sure about if we have to include this or this...and I say: Alice, what can you think about including this or not including this...or the order...well, I go to Alice. So I really would like to have her as a co-director...a co-whatever...but the institution does not provide that role...I mean, as I've told you, I'm the only one director...the rest...they are not working here anymore...

B: And they have like...tutors?

M: Only, but I mean, there is not a Head that can see the whole...

B: Yeah, the whole...

M: The only one is our department. This has to do with what I've said...that we don't have clear objectives...we don't know where we are going. Fortunately, we are close together in the department, so we support each other...

JB: That's all!....

Interview with Federico: July, 5th 2010

Juliana: ¿Con qué equipos cuentan? ¿Qué cantidad de cada uno?

Federico: En este momento, todas las aulas cuentan con PC, Cañón y Pantalla. Además, aquí en la oficina tenemos cinco radio grabadores y tres sets de parlantes, en caso de necesitarse para lograr un mejor sonido en alguna clase del tipo conferencia o similar, en dónde el docente necesite amplificar su voz.

J: ¿Están en condiciones o deteriorados?

F: Están todos en condiciones.

J: ¿Se usan con mucha frecuencia? ¿Cuál es el equipo más pedido?

F: Se usan con bastante frecuencia, sobre todo los radio grabadores. Los docentes cuentan con nuestra ayuda a la hora de instalar o poner en funcionamiento los equipos, aunque estén en las aulas ya, por lo tanto noto que el equipo que más se pide es el radio grabador.

J: ¿En algún momento se quedan sin algún equipo? Si es así, ¿cuál es el que falta con más frecuencia?

F: El equipo que se usa con más frecuencia es el radio grabador, sobre todo en épocas de clases.

J: ¿Reciben algún tipo de queja por parte de los docentes con respecto al mal funcionamiento o la falta de equipos?

F: Por falta de equipos, como te dije, durante el semestre, de radio grabadores. No alcanzan para todos los docentes.

J: ¿Se renuevan con frecuencia? ¿Cuándo fue la última renovación/cambio que tuvieron de algún equipo?

F: Los equipos se van renovando a medida que se rompen. No sabría decirte cuándo fue la última compra, pero siempre, a medida que presentan problemas se renuevan. No se tiene un período establecido, por ejemplo, de renovar el 50% de los equipos cada seis meses o algo así.



Formulario descriptivo del Trabajo Final de Graduación

Identificación del alumno

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Título de Grado que obtiene: **Licenciatura en Lengua Inglesa**

Identificación del Trabajo Final de Graduación

Título del TFG en español:

Motivación de los estudiantes en la Universidad Empresarial Siglo 21

Título del TFG en inglés:

Students' motivation at Universidad Empresarial Siglo 21

Integrantes de la CAE evaluadora: **Ana María Pinzani y Alicia Caturegli**

Fecha de último coloquio: **27 de Agosto de 2010**

Contenido del CD-ROM y requerimientos:

Versión definitiva del trabajo impreso en formato PDF.

Autorización de publicación en formato electrónico:

Autorizo por la presente, a la Biblioteca de la Universidad Empresarial Siglo 21 a publicar la versión electrónica de mi tesis (marcar con una cruz lo que corresponda)

Publicación electrónica: Inmediata

Después de..... mes(es)

Firma del alumno

