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MARCELO PEDEBÔS GIUSTI

THE ROLE OF MOTIVATION IN AN ENGLISH LEARNING PROJECT

Porto alegre, dezembro de 2013.

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Monografia apresentada ao Departamento de Línguas Modernas do Instituto de Letras da Universidade Federal do Rio Grande do Sul, como Requisito parcial para obtenção do título de Licenciado em Letras.

Orientadora: Prof. Dra. Ingrid Finger.

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ABSTRACT:

This present essay aims to verify the role of motivation in an English project, which consists of the participation of students in extra-class activities and in a two-week intensive course that may be taken either in Las Vegas, NE, US or at the school where they already study. All the participants are students of 1st year High School of a private institution situated in Porto Alegre/RS. In this particular study, two aspects were taken into consideration: first to measure if the participation in the trip to Las Vegas influenced the level of motivation of the students for participating of the extra-class activities, and the second aspect was to measure whether or not the participation in the trip to Las Vegas reflected in a better improvement of the students' skills – in this particular case, Listening, Reading, and Language in Use – compared to the results of the students who did not take part of the trip. The results were compared by the students' results in two International Placement Tests, one applied in the beginning of the extra-class activities, and the second one, at the end of the classes.

Key-words: motivation, input, L2 English learning project, second language acquisition.

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INTRODUCTION

There are different things that influence people to engage themselves in developing different tasks – the will of studying a second language, going to the gym, studying for a test, etc. – and, at the same time, many different factors have to be taken into consideration to determine how well people perform these same things. Sometimes people are very interested in one particular activity that they seem to have great ability to perform. On the other hand, these same people seem not to be interested at all in other kinds of activities. Why does it happen if there are times in which the activities are similar? Is it possible that people have greater ability for learning Spanish rather than English? And how can people with the same opportunities achieve different results? What causes these individual differences in achievement?

Sometimes people are said to have been born with some skills better developed than others. For it, motivation is claimed to be one of the most important factors in everything we do, no matter the field: school activities, sports and work. It is also often said that when people are motivated for a task, it is much easier for them to achieve better results. From such a perspective, then, motivation would be the key factor for these differences in achieving better results. It is not for other reasons that all kinds of companies and sport teams hire professionals just in order to motivate their staff, and, apparently, the managers are so glad about the results their staff achieve that they even say there is no doubt that the motivational speech has a great influence on their biggest achievements.

If people manage to achieve their different goals faster by being motivated to do so, in sports, professional careers, would it be different for learning a second language? And how can that be measured?

I have been working as an English language teacher for over 10 years and one thing I have noticed is that when students are motivated for the classes, all the learning process is facilitated. Similarly, it seems obvious to me that when asked about the influence of motivation in their learning process, students would all say that it has a great influence. Teachers, I suppose, would have the same idea and even researchers confirm this: “Motivation is one of the main determinants of second/foreign language (L2) learning achievement.” (Dörnyei, 1994: 273). However, what exactly is this so-called motivation? And how can we know for sure how it helps students develop their L2 language skills faster?

It is within this context that this essay has been proposed. More specifically, our goal was to verify the extent to which a school-based L2 learning project, which includes extra-class activities and traveling abroad – a two-week trip to Las Vegas/NE, in the US –, would influence students' motivation in learning L2 English and consequently would affect their learning process, which was measured through standardized tests applied before and after the project.

This essay is organized as follows: In Chapter 1, we discuss the notion of motivation, the difference between Intrinsic and Extrinsic motivation, as long as the importance of the students' and teachers' motivation in the learning process. In Chapter 2, the method used for this essay with the context in which it occurred is presented. For that, we present not only the tests applied, but also the characteristics of the participants and of the school where they were applied. In Chapter 3, the results obtained by the research are presented through a comparison made by two different groups of participants – in group 1, the students that participated in the trip to Las Vegas and, in group 2, the students that did not participate in it – so that we are able to make conclusions about the present study.

1. MOTIVATION

In order to conduct a research project investigating the role of motivation in L2 learning, it is essential to understand the concept of motivation. Dörnyei (1998) calls our attention to the amount of confusion present in the L2 literature:

It also happens that researchers take the concept of motivation for granted and refer to it without specifying in what sense they use the term: as affect? cognition? Motivated behaviour? a personality trait? Some kind of a process? Mental energy? Inner force or power? Attitudinal complex? Set of beliefs? Stimulus appraisal? Behavioural response to stimuli? Directional choice? Abstraction? Latent, aggregated concept? Or simply the score of motivation tests? (Dörnyei, 1998: 118)

It is important to reflect about this term because to start with, if a number of people were asked about what motivation is, I suppose there would be many different answers to that very simple question. According to Dörnyei (1998: 131), “motivation is indeed a multifaceted rather than a uniform factor and no available theory has yet managed to represent it in its total complexity.” This makes the job of defining motivation a little more complex.

From the very beginning of the world, people have been motivated to do a million things, due to their own curiosity, to pursue the answers for the fact that things are the way they are. It was for sure motivation to gain more knowledge that has influenced civilization to discover that the Earth is round and it is also blue, and that there are other planets in the universe. When humans feel motivated for something, they may use every tool available in order to discover such things. Even though we have not reached to a conclusion yet, the importance of this force in our desires and curiosities for things is clear.

Different definitions for the term ‘motivation’ may be found in the literature. Some people say that motivation is the feeling that makes people engaged to do things. The Oxford Dictionary, one of the most known sources of research, defines it as “the reason why somebody does something or behaves in a particular way” (2000: 829). For Ryan and Deci (2000: 54), “to be motivated means to be moved to do something.” Similarly, according to Dörnyei (2009: 209), “motivation refers to a cumulative arousal, or want, that we are aware of.” Dörnyei (2009) also states that:

“motivation involves the desire to reduce the discrepancy between one’s actual self and the projected behavioural standards of the ideal/ought selves. Future self-guides provide incentive, direction, and impetus for action, and sufficient discrepancy between these and the actual self initiates distinctive

self-regulatory strategies with the aim of reducing the discrepancy.”
(Dörnyei, 2009: 215)

From all these different perspectives, we can conclude that people may disagree on what definition best describes exactly what motivation is, but all the definitions tend to point to the fact that motivation is what makes us move towards things, towards our goals and desires. Sometimes a goal seems to be distant, but if we believe that this goal is possible to be achieved by us and feel motivated about that, we do our best to achieve it. In addition, it is not possible to deny the importance of motivation in everything we do, as claimed by (Cohen and Dörnyei, 2002: 172), who state that “Motivation is often seen as the key learner variable because without it nothing much happens.” And this is the definition for motivation that is going to be adopted in this essay, that is, motivation is what makes people leave their “comfort zone” in order to achieve something higher.

On the other hand, we always act differently in the most varied situations and also have different points-of-view regarding the same circumstance for the simple fact that people are different in many senses. Hence, facts and situations that may motivate one person might not motivate another person. Also, sometimes the same particular situation may motivate two distinct people, but it will certainly affect them differently, as discussed by Ryan and Deci (2000: 54), who claim that “people have not only different amounts, but also different kinds of motivation.” Therefore, as stated above, one situation that makes someone really motivated may make others just a little motivated or not motivated at all.

In the teaching/learning context, there are different components that motivate students, and because of the complexity of the different groups of students, levels of motivation depend on factors such as the class syllabus, how interesting the materials used are considered to be, the school context, and even the time of the day in which classes take place. With respect to the class syllabus, for instance, one important aspect refers to how useful the syllabus is considered to be for him/her in the near future. This is the reason why a number of students seem to be more interested in Mathematics, Chemistry and Physics while others like Sociology, History and Languages better. It is also interesting to see that the same activity used by the same instructor, following the same procedures, but with a different group of students – different motives for being there – always has a different outcome. Dörnyei (1994) claims that the components of motivation vary in a series of factors:

Three sets of motivational components: 1) course-specific motivational components concerning the syllabus, the teaching materials, the teacher method, and the learning tasks; 2) teacher-specific motivational components concerning the teacher's personality, teaching style, feedback, and relationship with the students; and 3) group-specific motivational components concerning the dynamics of the learning group. (Dörnyei, 1994: 277)

All these components, somehow, influence students' motivation. However, some factors apparently seem to have a greater influence on students in a second language acquisition context. According to Dörnyei (1994: 277), there are four major factors that "describe L2 classroom motivation: interest, relevance, expectancy, and satisfaction." The interest learners have for studying a second language comes from different factors. However, learning and discussing about the culture of the language is usually present in their interest, for instance, learners are almost always interested in music, the history of the country or political issues. For this reason, it is worth mentioning that teaching a second language is intrinsically connected with teaching about the culture of the country where such language is spoken. Cohen and Dörnyei (2002) emphasize this when they point out the difference which exists between learning a second language to learning other school subjects.

Motivation to learn a second language is very different from the motivation to learn any other school subject. This is because an L2 is not only a communication code, but also a representative of the L2 culture where it is spoken. Learning a second language therefore always entails learning a second culture to some degree. (Cohen and Dörnyei, 2002: 172)

If students understand that studying a second language is relevant, not only for their future, but also for its usefulness and value in communication today, they tend to be more interested in it. Because of that, it is important to discuss the role English has obtained in the present world so that they realize its importance not only in the English speaking countries but also all over the world. In addition, for showing its importance, why not creating a project which would make students develop their speaking skills in real conversations? This way, making the students expect something different and connected with the reality which is going to be present in class and motivated to express their opinions and share ideas. And, at the same time, it serves for making the students satisfied when they realize they are able to communicate with people all over the world. So, it is then that they realize they have become able to understand and be understood in a series of different situations.

People need objectives in life to feel happy. When we are children, perhaps our main objective is to be able to communicate with our parents so we can be fed or more successfully express pain or things that bother us. As time goes by, we may change our will and desires, but people continue having goals that motivate them in order to go on pursuing something that they really want. Otherwise there would be no reason to do so, people would feel lost. That is why Dörnyei (1998:117) states “Researchers seem to agree that motivation is responsible for determining human behaviour by energising it and giving it direction.”

But, it is important to remember that there are many different factors that may influence on how much people are motivated for something. For some people, it is money. For these same people no matter what they do, as long as they get good money for that, everything is fine. On the other hand, for others, money is not really important. They care more for the feeling of satisfaction that moves them and that no money can ever buy. But it is undeniable that everybody has something that may make them develop their abilities faster, jump a little higher or go a bit deeper. And this is exactly the case of learning a foreign language, because one of the things that motivate people to study foreign languages is the condition of traveling abroad and being understood by people from other parts of the world. According to Dörnyei (1998: 117), “motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate of success of second/foreign language (L2) learning.”

Therefore, motivation is not something that is inside us and cannot be explained. Motivation is the strenght that makes us go after what we desire the most and feel the urge to do something in order to reach that. In that regard, the author claims that:

motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychal energy; neither it is viewed in strictly behavioural terms as function of stimuli and reinforcement. Rather, current cognitive approaches place the focus on the individual’s thoughts and beliefs (and recently also emotions) that are transformed into action. (Dörney, 1998: 118)

Nonetheless, what would be the difference in doing something because we have pleasure in that for what it is and doing something for the prize we will earn. Both are different forms of motivation. But how can we define them and know more about the characteristic of each one? In what follows, the difference between the two types is going to be discussed.

1.1 Intrinsic and extrinsic motivation

Motivation, according to the literature we have just reviewed, may be divided into two kinds: intrinsic and extrinsic. According to Ryan and Deci (2000: 55), “intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation refers to doing something because it leads to a separable outcome.” Thus, intrinsic motivation refers to when people already have the desire to do something for what it really is, for the pleasure it provides or for the will of learning something. Extrinsic motivation, on the other hand, is more related to the outcome a specific action is going to provide.

Here we can make reference to Behaviorism, a learning theory in which psychologists like Watson (1913) and Skinner (1974) point out that a reward may be used as an instrument of motivation. That is, by receiving small treats when they reach a certain goal, students feel rewarded in class and this situation may engage them even more in the activities proposed. The quotations below confirm the ideas presented so far.

Extrinsically motivated behaviors are the ones that the individual performs to receive some extrinsic reward (e.g. good grades) or to avoid punishment. With intrinsically motivated behaviors the rewards are internal (e.g. the joy of doing a particular activity or satisfying one’s curiosity). (Dörnyei, 1994: 275)

Intrinsic motivation is in evidence whenever students’ natural curiosity and interest energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish (Deci and Ryan, 1985: 245)

It is also important to mention that, sometimes, motivation starts extrinsically, that is, when people are just interested in a future reward they are going to obtain in case of success, and may become intrinsic later. With respect to that, Dörnyei (1994: 276) claims that “under certain circumstances – if they are sufficiently self-determined and internalized – extrinsic rewards can be combined with, or even lead to, intrinsic motivation.” Defending this same perspective, Ryan and Deci would add:

a person might originally get exposed to an activity because of an external regulation (e.g. a reward), and (if the reward is not perceived as too controlling) such exposure might allow the person to experience the activity’s intrinsically interesting properties, resulting in an orientation shift. (Ryan and Deci, 2000: 63)

It is important to state that it is of extremely importance that the person who is doing something feels motivated to do that. The same happens in a language acquisition process where the student is one of the most important parts. For this reason, we are going to debate the importance of the students' motivation in this context.

1.2 Students' motivation

When people are not motivated at all, it becomes much more difficult for them to reach good results. For this, (Dörnyei, 1998: 117) states that "Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement." Because of this, people need to be motivated somehow.

Some people criticize giving the participants a reward as a way of making people more motivated because it is said that, then, the participants will not care about what they are learning, they will just care about the specific reward they might receive. On the other hand, according to my experience, it is true that many students usually show more interest when they have somebody to encourage them to do things or a specific goal to reach in order to obtain a reward. Then, we could consider that it is effective. However, I agree that it is better when the people involved in a particular activity have intrinsic motivation, because then their natural curiosity moves them towards reaching the specific goal.

According to the discussion related to intrinsic motivation presented above, motivation should be spontaneous, because when people, especially young learners, are forced to do something, they seem to develop a certain prejudice against it. Therefore, it is important to encourage students, but not force them, to do things. In other words, it is important to create opportunities to engage learners, but let them reach their goals by themselves, it is as (Ryan and Deci, 2000: 63) say "the more students were externally regulated the less they showed interest, value, or effort, and the more they indicated a tendency to blame others, such as the teacher, for negative outcomes."

In my opinion, this is the way it works in second language classes too. When students are moved by the same purpose and engaged in this task, which in this particular case is the will of developing their second language skills, it is easier for them to go further and obtain better results compared to the students who do not have the same interest. But, I also have to remember that the motivation necessary for students to

reach their target may be generated by what the students observe as examples in their teachers. It is also important to mention that motivation is not usually something which is already inborn, but it may be developed through the years depending on their success with the development of the skills, it may increase faster, because of this, it is as Dörnyei says (Dörnyei, 2009: 217), “for some language learners the initial motivation to learn a language does not come from internally or externally generated self-images but rather from successful engagement with the actual language learning process.” For this reason, we are also going to debate the importance the teacher has in the learning context.

1.3 Teacher’s motivation

There is no one better than the leader of a particular company or area to motivate the ones who are – in professional hierarchy – right below him/her. If the leader is clearly motivated, the chances of making others motivated is much higher because people tend to feel more motivated by looking up to their leaders.

In my opinion, it works the same in a language classroom, where the teacher is the most appropriate person to motivate students, since he is the leader in this specific situation, the one responsible to guide the others. As an example, there are many stories of students that decide to become teachers because they took part in a class where the teacher’s motivation influenced them so strongly that they decided to pursue the same career. Hence, it is essential for a teacher to be motivated in what he/she does because if the teacher does not believe in what he/she does, how can other people do?

First and foremost come the teachers, whose motivational influence is crucial in every aspect of learning. In their position of officially designated leaders they are the most visible figures in the classroom, embody group conscience, and serve as a reference and a standard. (Cohen and Dörnyei, 2002: 174)

Another way to motivate students is to always respect the contributions they bring to the class discussion. This makes students feel active participants of the process and motivates them to be engaged in the whole learning process. Along the same lines, Ryan and Deci (2000: 64) claim that “in classroom this means that students’ feeling respected and cared by the teacher is essential for their willingness to accept the proffered classroom values.”

Therefore, one of the most challenging things, but also one of the most important jobs for the teacher, is to find out what motivates his/her students, because when they are motivated, they can reach much better results and go beyond expectations because this is what motivation is: it is what moves us as people.

Having discussed what concept of motivation is used in this essay, the particular differences between Intrinsic and Extrinsic, the fundamental importance of the student in the motivation aspects and also the importance of the teacher acting as the key motivator in order to energize others to feel confident too, now the Method of the essay will be presented as long as the characteristics of the participants involved, the place where it was taken and also the tests used for that.

2. METHOD

With the goal of verifying the extent to which a school-based L2 learning project, which includes extra-class activities and traveling abroad – a two-week trip to Las Vegas/NE, in the US –, would influence students' motivation in learning L2 English and consequently would affect their learning process, measured through standardized tests applied before and after the project, in this chapter we are going to specify the details about the research.

In the first part, the learning project implemented at school is going to be explained mentioning the changes that have occurred up to the present time of this essay. Following, the context of the research is presented with the information about the participants and about the school. Finally, the description of the tests and research made in order to obtain the data for the results are presented later.

2.1. The learning project

In a world where English is the **lingua franca**, speaking English is considered mandatory, not an option to young students any longer. This happens despite the fact that sometimes parents have prejudice against the foreign languages that are taught in school, giving more importance to subjects like Mathematics or Portuguese, since these are the courses in which the students may fail at school. In order to make students aware that it is necessary, in all different kinds of situations, to be able to communicate in a foreign language as well as they do in their mother language, we decided to create new opportunities for them to communicate with other people around the world using the language that the rest of the world speaks.

Therefore, with the goal and need of making school activities more based on real-life situations, developing students' autonomy in communication, making classes more useful and meaningful to them, in 2010, the school syllabus of the English courses at Colégio Concórdia – Porto Alegre, RS, was completely redesigned to focus on more communicative goals. With this idea in mind, some gradual changes in the English course syllabus were made, such as providing more English input in the classroom and more activities to develop reading skills.

More opportunities to be exposed to input in class were planned because students need a lot of input to become able to produce some output, so the teachers

started by not only teaching English, but teaching in English. That means speaking English with the students most of the time, even when students respond in Portuguese. A larger amount of reading activities were planned and the students were asked to read books written in English, using adapted versions of famous titles such as: “Romeo and Juliet” by William Shakespeare, “Robinson Crusoe” by Daniel Defoe, “1984” by George Orwell, each book included in a different class depending on the level of proficiency. With this activity the idea was that the students would have contact with literature written in the target language, and would also improve their vocabulary knowledge and have more experience with the language.

In addition, new course materials involving the development of the four skills were adopted by the school. It is worth mentioning that when students take online tasks regarding production skills (speaking and writing), the teacher receives their recordings and texts and is able to provide them with individualized feedback. Their performance in these tasks might also be used as one of the teacher’s evaluations for the class.

Two of the significant changes that were made involve the planning and execution of extra-class activities as well as the development of a traveling abroad learning project involving a two-week trip to Las Vegas/NE, in the US, a period in which students participate in an intensive English language course.

However, the biggest changes took place in 2012. First, as part of the same purpose of giving students more opportunities of input practice, an extra conversation class with the 8th graders was implemented, besides their two regular classes. The main goal of this class is to give the students one more chance to communicate in the target language, a class in which they essentially practice listening and speaking. In addition to that, as part of this project and for these same students to have more opportunities to practice their communication abilities, a yearly activity called “English day only” was also implemented. The “English day only” activity consists of an afternoon conversation practice in which they have to go to school in order to take part on a series of communicative activities. On this day, they are separated in small groups – according to their proficiency levels – and participate in several activities in which the main goal is to communicate in English during all the time. The activities are: (1) Sports: students are supposed to practice basketball and, while they play, they have the chance to practice their speaking skills; (2) Karaoke: students may choose one song and sing along; (3) Video: students watch a previously selected video and are supposed to discuss the video in order to create hypothesis about its possible meanings; (4) Online

chat: students log on a website in order to communicate with people from other parts of the world; (5) Slangs in communication: students are taught useful slang and have to role play a situation using them. Each one of these activities lasts about 30 minutes and, after that, they have to go to the next activity according to the guide they had previously received – each group receives the order of activities they have to take part in. Such afternoons have been really useful and the students also seem to feel comfortable to speak English as it is more based on real and interactive situations.

With this same purpose of creating opportunities for the students to develop their communication skills, the most important part of this learning project was implanted in the 1st year of High School because, besides the two regular classes, these high school students also participate, in the month of September, in a two-week Intensive English classes program. In this part of the project, the students only have English classes during two whole weeks. During these two weeks they might choose between participating in these classes either at Colégio Concórdia or at IAE (*International Academy of English*) in Las Vegas, NE, US. If they want to take part of the course in Las Vegas, they have to pay for their transportation and documents expenses. For these students of the 1st year of High School, the extra-activity classes also include listening and speaking exercises. However, in their case, the activities are more focused on the developing of “survival skills”, that is how to deal with the language that is necessary in practical situation in a trip abroad, such as: on a plane, at the customs office, restaurants, hotels, school, making friends, shopping, and so on. All classes with the idea of using English only which means encouraging the students to use English as the only way to communicate with the teacher and with other students.

2.2 The participants

First, the 33 students are in the first year of High School and were asked to fill out a form with the accordance and signature of their parents to participate in the study (Appendix 1). In order to know more about the participants’ background, a language history and background questionnaire was applied (Appendix 2). The following information regarding participants was assessed through the questionnaire:

- Their ages vary from 14 up to 16 years old;
- 18 participants are boys and 15 participants are girls;

- 23 students were going to take the Intensive course in Las Vegas and 10 were going to take the intensive course at the school in Porto Alegre;
- At the time the data collection started, they had been studying English for the minimum of 3 and maximum of 13 years;
- Just one participant who had a scholarship was going to participate in the trip to Las Vegas;
- 5 students started studying at the school this year, 3 of these came from different public schools and the other 2 from different private schools;
- 11 said they communicated in other languages at home;
- They all reported to have already practiced English over the internet;
- Just one student declared to have already lived abroad. However, it was not in a country that has English as the first language;
- 3 had already traveled to countries that have English as the first language;
- 14 still study or have already studied English in a private course;

2.3 The school

Colégio Concórdia – Porto Alegre is a private institution located in Porto Alegre/RS. The school is 113 years old and is one of the most traditional schools in the region. There are 585 students regularly enrolled this year divided into Kindergarten, Primary, Secondary and High School. According to the principal, the school deals mostly with students who belong to different social classes, but the most representative would be the low-middle class group. They also live in different parts of the city, but about 50% of the students live in Humaitá, a neighborhood located in the north zone of Porto Alegre, near the school.

2.4 The Materials

First, in order to assess students' motivation during the extra-class activities which is part of the Learning Project, they filled out a Motivation Questionnaire (Appendix 3) which was adapted from “The Intrinsic Motivation Inventory (IMI – based on Ryan, 1982)”, which permitted, through a series of questions, to evaluate the intrinsic motivation of the participants for this specific purpose of measuring their level

of motivation regarding their participation of the extra-class activities. In this instrument, students were able to express their opinions about their motivation in six different issues: (1) Interest/enjoyment – which consisted in evaluating the interest the participants had while taking part in the activities, (2) Perceived Competence –evaluated their performance in the activities, (3) Effort/importance – in order to perceive the importance they gave to the activities, (4) Pressure/tension – to try and find out the degree of tension they felt while communicating in English, (5) Perceived choice – in order to evaluate the students’ desire to participate in the class, and (6) Value/usefulness – the importance the students believed these extra-class activities had for their lives and development of the language. This questionnaire was filled out by the students in October, after the project ended.

To assess language performance before and after the Project, two versions of International Placement Tests were applied. The first International Placement Test (Appendix 4), created by Mary Spaan and Laura Stowe, University of Michigan, contained 100 questions divided in listening, reading and language use and was applied on April 8th, one month after the beginning of the extra-activity classes. The second International Placement Test (Appendix 5), created by Tay Leslie, Christa Hansen and Jean Zukowski/Faust, Cambridge University Press, contained 70 questions divided in listening, reading and language use and was applied on August 28th, one week before the end of the extra-activity classes.

3. RESULTS AND DISCUSSION

The analysis considered the between-group independent variable Trip to LV, with two conditions, separating the students who participated in the trip to Las Vegas ($n = 23$), called Group 1, from the ones who did not participate in the trip to Las Vegas ($n = 10$), called Group 2. The within-group variables in the study were Motivation (assessed through the Motivation questionnaire) and Language proficiency (assessed through the students' performance on the International Placement Tests). The statistical analysis was conducted in SPSS – Version 18.

The first analysis had the goal of verifying the correlation between the students' participation in the trip to LV and their motivation to participate in the extra-class activities. The students' answers to all the items in the questionnaire were scored in an Excel sheet, where partial and total scores were calculated, and then transferred into the SPSS sheet for the analysis. The questionnaire contained a total of 154 items. These results are presented in Table 1 below.

Table 1: General results of the Motivation scores by group

Groups	Motivation Questionnaire (total: 154)	Standard deviation
Group 1 (n = 23)	106.57	18.14
Group 2 (n = 10)	98.00	24.2

The result of the analysis did not reveal any statistical significance. In other words, there was no significant difference in the scores in the Motivation questionnaire means between the two groups of participants, which means that the students' participation in the trip did not particularly affect their motivation to participate in the extra-class activities.

In order to show more details of the results in the motivation questionnaire, Table 2 below presents all the data separated in the six different groups of questions: (1) Interest/enjoyment, (2) Perceived Competence, (3) Effort/importance, (4) Pressure/tension, (5) Perceived choice, and (6) Value/usefulness. Next to each of these groups the maximum possible score in each group of questions is presented.

Table 2: Scores in the Motivation Questionnaire (Standard Deviation in parentheses)

	1 (35)	2 (21)	3 (21)	4 (21)	5 (21)	6 (35)	Total (154)
Group 1	25.39 (5.2)	17.52 (2.4)	14.13 (3.7)	7.0 (3.9)	14 (5.2)	28.52 (5.8)	106.57 (18.14)
Group 2	22.40 (6.8)	13.10 (4.8)	13 (4.8)	8.9 (4.9)	13.5 (4.4)	27.1 (6.1)	98.00 (24.2)

The analysis revealed no group difference in the students' scores in the Motivation Questionnaire, considering the six types of questions. That is, all the students obtained similar results in each group of questions in the questionnaire, regardless of whether they would participate in the trip to LV or not.

In order to verify the extent to which the participation in the trip to LV influenced the students' performance in the International Placement Tests, we compared the results (in percentage) in Tests 1 and 2, taking into consideration the between-group variable Trip to LV. Table 3 below shows the scores for both placement tests by group of participants:

Table 3: Mean scores in Test 1 and Test 2 (standard deviation in parentheses)

Groups	Test 1	Test 2
Group 1 ($n = 23$)	45.7 (20.32)	54.4 (21.3)
Group 2 ($n = 10$)	25.2 (5.8)	30.71 (5.5)

The analysis revealed that in both groups there was a significant increase in the correct responses in the second test, although there was no interaction with the group variable. Therefore, even though the group difference is not statistically significant, in both groups (Group 1 and Group 2) there was a significant increase in the correct results in the second test, in comparison to the first one (Group 1 = $t(22) = -3,786$, $p = 0,001$; Group 2 = $t(9) = -2,590$, $p = 0,029$). These results can be interpreted as evidence that the extra-class activities did positively affect the students' overall performance, even though this improvement was not related to the participation in the trip.

In addition, in order to verify the extent to which the results in the Motivation Questionnaire affected the participants' performance in Test 2, we ran a Oneway Anova, which revealed no significant effect.

Therefore, it is possible to conclude that the participation in the trip to Las Vegas did not have any influence on the students' motivation to participate in the extra-class activities, neither in their increase in performance shown in the comparison between scores of Tests 1 and 2. However, the extra activity classes did have influence in their improvement in their performance. That is, all students showed improvement in their English knowledge during the Learning Project, which reinforces the importance of opportunities to have extended English practice that goes beyond regular class activities.

FINAL CONSIDERATIONS

When I was considering the different possibilities to write this final essay, it was a little difficult to choose one topic at first, since there are many different possibilities to write about. However, my main idea was always to include my professional experience in this final essay. Then, when I presented this topic to my professor, and she said it would be a relevant research, I became really motivated myself. This was especially because I would then have a practical subject to research and write about, one in which I would be involved in and I would also be able to involve the practice I have with my students and also it would be very rewarding to analyze the students' results and also to contribute with other students that may continue this study. As a consequence of this research, my practice would also be evaluated, which would be good in order to reflect if what has been done is effective for the students' performance.

The decision to write about motivation was due to the fact that I felt really curious myself to measure how much this two-week trip could influence the students' lives, especially in what involves their development in the language. In addition, I really believed that this part of the project was the one that had more influence to motivate the students to study the language. Because whenever I talk about the project with the students, they seem to be really happy about the possibility of traveling abroad, even the ones who are not in the specific year in which the trip takes place. For this reason, I always had the impression it would, somehow, influence the students in a positive way in order to help them develop their English skills.

Another factor that has always drawn my attention is that, as I deal with both groups of students, I thought I could notice a big difference in the students who participate of the extra-class activities. Students from Group 1 – the ones who were going to take part in the trip – always seemed to be more motivated for the classes than students from Group 2. Therefore, I had the impression that there would be a bigger difference in the students' results, not only in their motivation to participate in the extra-class activities, but also and more importantly in their performance when the two International placement tests were compared.

However, when I could compare the results of the tests, and realized the difference was not exactly what I had imagined, to be very honest, I was a little frustrated. I imagined the difference would be bigger. This has made me think that if I had included speaking and writing in the comparison, maybe the results would be

different. On the other hand, I could notice that both groups have a similar level of motivation through the IMI that they filled out. However, I could understand that, although motivation is important in the learning process, input seems to be more important. Because of the input students had in the extra-class activities, they were able to improve their skills in the language. For this reason, it is also possible to conclude that the more extra-class activities students have, better results they obtain. So, organizing a learning project which prioritizes extra-class activities based on giving the participants a lot of input is the best tool for helping the students to obtain better results as well.

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APPENDICES



UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL
INSTITUTO DE LETRAS
PESQUISADORA RESPONSÁVEL: Profa. Dra. Ingrid Finger



Participante nº _____

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

O projeto de pesquisa **O PAPEL DA MOTIVAÇÃO DE UMA VIAGEM DE INTERCÂMBIO NA APRENDIZAGEM DA LÍNGUA INGLESA** tem como objetivo avaliar o papel da motivação no processo de aquisição de uma língua estrangeira.

Os participantes que aceitarem o convite serão solicitados a responder um questionário sobre sua experiência linguística. A participação na pesquisa não ocasionará nenhum dano físico ou moral aos voluntários, sendo a duração dos testes a única inconveniência.

AUTORIZAÇÃO

Eu, _____, pelo presente Termo de Consentimento Livre e Esclarecido, declaro que autorizo a participação de meu(minha) filho(a) neste projeto de pesquisa, pois fui informado, de forma clara e detalhada, livre de qualquer forma de constrangimento e coerção, dos objetivos e justificativa desta pesquisa, dos procedimentos a que ele(a) será submetido(a), dos riscos, desconfortos e benefícios e de informações sobre as tarefas que realizarei, todos acima listados. Fui, igualmente, informado:

- da garantia de receber resposta a qualquer pergunta ou esclarecimento a qualquer dúvida acerca dos procedimentos, riscos, benefícios e outros assuntos relacionados com a pesquisa;
- da liberdade de retirar meu consentimento, a qualquer momento, e deixar de participar do estudo, sem justificativa. Sem que isso me traga prejuízo;
- da garantia de que não serei identificado(a) quando da divulgação dos resultados e que as informações obtidas serão utilizadas apenas para fins científicos vinculados ao presente projeto de pesquisa.

O pesquisador responsável por este projeto de pesquisa é a professora Dr. Ingrid Finger (fone: 51-3308-6704). Quaisquer dúvidas podem ser sanadas junto ao formando Marcelo Giusti (Fone: 51-9278-2826) ou junto ao Comitê de Ética em Pesquisa da UFRGS (CEP/UFRGS: (51)3308-3738). O presente documento será assinado em duas vias de igual teor, ficando uma com o voluntário da pesquisa ou seu representante legal e outra com o pesquisador responsável.

Porto Alegre, ___/___/___

Assinatura do participante

Assinatura do responsável pela coleta de dados

QUESTIONÁRIO SOBRE O HISTÓRICO DE
AQUISIÇÃO DA SEGUNDA LÍNGUA:

Nome _____
Data _____ Número _____

Este questionário foi desenvolvido para nos dar um melhor entendimento de suas experiências com outras línguas. Pedimos que você seja o mais preciso e detalhado possível ao responder os questionamentos que seguem.

1. Sexo: () Feminino () Masculino

2. Idade: _____ anos

3. Naturalidade

() Brasil

() Outro _____

4. Qual(is) língua(s) você considera que seja(m) sua(s) língua(s) materna(s) (a primeira que vc aprendeu)? _____

5. Qual(is) língua(s) são faladas em casa? [Marque todas as que se aplicam].

() Português () Inglês

() Espanhol () Alemão

Outras [Especifique]: _____

6. Com que frequência você se comunica em inglês fora da sala de aula?

() diariamente () uma vez por mês

() 3 a 4 dias por semana () 1 ou 2 vezes por ano

() semanalmente () menos de 1 ou 2 vezes

() a cada duas semanas por ano

7. Em que contexto(s) você aprendeu inglês? [Marque todas as que se aplicam]

() Casa/Família () Mídia: TV/Rádio/Internet

() Escola () Curso de inglês Particular.

() Amigos Qual? _____

() Trabalho () Outro? _____

8. Em que contexto(s) você se comunica em inglês atualmente? [Marque todas as que se aplicam]

() Casa/Família () Mídia: TV/Rádio/Internet

() Escola () Curso de inglês Particular. Qual?

() Amigos _____

() Trabalho () Outro? _____

9. Que idade você tinha quando começou a aprender inglês

em casa: _____ anos

na escola: _____ anos

no curso particular: _____ anos

na universidade: _____ anos

outros: Onde? _____ anos

10. Há quanto tempo você estuda inglês [aproximadamente]

- em casa: _____ anos
- na escola: _____ anos
- no curso particular: _____ anos
- outros: Onde? _____ anos

11. Você já viajou a passeio para o exterior? () S () N

Se sim, para que país? _____
Quanto tempo ficou lá? _____

12. Você já morou no exterior? () S () N

Se sim, em que país? _____
Por quanto tempo? _____
O que você fez lá? _____
Vc teve contato com falantes nativos de inglês? _____

13. Qual o seu objetivo ao estudar inglês? [Marque todas as que se aplicam]

- () Trabalho
- () Viagem
- () Vida escolar/Acadêmica
- () Uso da internet
- () Lazer/Entretenimento
- () Interesse em línguas estrangeiras
- () Outros [Especifique]: _____

14. Por favor, CLASSIFIQUE sua:

a. Proficiência na leitura em inglês. (1 = Não proficiente /10 = Muito proficiente)

1 2 3 4 5 6 7 8 9 10

b. Proficiência na escrita em inglês. (1 = Não proficiente /10 = Muito proficiente)

1 2 3 4 5 6 7 8 9 10

c. Fluência na fala/conversação em inglês. (1=Não fluente /10 = Muito fluente)

1 2 3 4 5 6 7 8 9 10

d. Capacidade de compreensão do inglês falado.
(1 = Incapaz de compreender conversação / 10 = Perfeitamente capaz de compreender conversação)

1 2 3 4 5 6 7 8 9 10

MUITO OBRIGADO
POR PARTICIPAR DO EXPERIMENTO!!!



UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL
 INSTITUTO DE LETRAS
 PESQUISADORA RESPONSÁVEL: Profa. Dra. Ingrid Finger



Participante: _____

Todas as perguntas são referentes a tua participação nas aulas extras de conversação de Inglês que aconteceram de Marco a Setembro no turno da tarde na própria escola.

Para cada uma das seguintes afirmações, indique quão verdadeira é para ti, usando a seguinte escala:

1	2	3	4	5	6	7
Nada			Um pouco			Muito
verdadeira			verdadeira			verdadeira

Interesse/Satisfação

- Gostei muito de participar das aulas extras. ()
 Achei que participar nas aulas extras foi chato. (R) ()
 As aulas extras não chamaram minha atenção nem um pouco. (R) ()
 Descreveria as aulas extras como muito interessantes. ()
 Enquanto eu participava das aulas extras, eu pensava no quanto eu gostava delas. ()

Competência percebida

- Eu acho que fui muito bem nas aulas extras. ()
 Estou satisfeito com meu desempenho nestas aulas extras. ()
 Foi uma atividade que eu não consegui desempenhar muito bem. (R) ()

Esforço/Importância

- Eu não me esforcei muito para obter um bom desempenho nas aulas extras. (R) ()
 Me esforcei muito nas aulas extras. ()
 Para mim era importante ter um bom desempenho nas aulas extras. ()

Pressão/Tensão

- Não me senti nem um pouco nervoso enquanto participava das aulas extras. (R) ()
 Me senti muito tenso enquanto participava das aulas extras. ()
 Eu estava ansioso enquanto participava das aulas extras. ()

Escolha percebida

- Penso ter tido alguma escolha enquanto participava das atividades. ()
 Participei das aulas extras porque eu não tinha escolha – era obrigado. (R) ()
 Participei das aulas extras porque eu quis. ()

Valor/Utilidade

- Acredito que participar desta atividade foi importante para mim. ()
 Acredito que ter participado destas aulas extras foi útil para melhorar meu Inglês. ()
 Gostaria de participar destas aulas extras novamente porque foram importantes para mim. ()
 Acredito que participar destas aulas extras foi benéfico para mim. ()
 Acredito que foi uma atividade importante. ()

FORM A

ENGLISH
PLACEMENT
TEST

BY

MARY SPAAN LAURA STOWE

TESTING AND CERTIFICATION DIVISION OF THE

ENGLISH LANGUAGE INSTITUTE

UNIVERSITY OF MICHIGAN

FOR USE BY INSTITUTIONS OFFERING COURSES IN ENGLISH AS A FOREIGN LANGUAGE

PAGE 2—FORM A

1. a. With red paint.
b. ~~Very much.~~
c. My mother does.
2. a. No, he doesn't.
b. No, she doesn't.
c. No, they don't.
3. a. They must return it then.
b. They will get it then.
c. They returned it then.
4. a. No, not yet.
b. No, she isn't.
c. No, he hasn't.
5. a. She has enough light.
b. She has too much light.
c. She needs more light.
6. a. Yes, he would.
b. He'd go to Harvard.
c. He went to the state college.
7. a. Jean is sick.
b. Bill is sick.
c. Bill is worried.
8. a. To see his friend.
b. By plane.
c. For a week.
9. a. She had a car.
b. She will have a car.
c. She didn't have a car.
10. a. Yes, it was clean.
b. Yes, she has it.
c. No, her daughter helped.
11. a. She likes sugar but not cream.
b. She likes cream but not sugar.
c. She likes sugar.
12. a. For one week.
b. In one week.
c. A week ago.
13. a. He forgot to put the brake on.
b. He didn't turn the engine off.
c. He ran to the store.
14. a. Three times.
b. Three o'clock.
c. Three of them.
15. a. He wants her to take him.
b. She wants to take him.
c. She took him.
16. a. He doesn't work much.
b. He works hard.
c. He never works.
17. a. He bought himself a sweater.
b. She bought him a sweater.
c. He bought her a sweater.
18. a. We have eaten.
b. We haven't eaten yet.
c. We are eating now.
19. a. Last week.
b. On her bicycle.
c. To return his book.
20. a. We must do it.
b. We did it ourselves.
c. The painter did it for us.

21. "It's ~~very hot here.~~"
"Yes, but _____ the winter it gets very cold."
a. already
b. as long as
c. while
d. during
22. "How was the movie?"
"Great. Everyone liked it _____ John, who said it was terrible."
a. yet
b. but
c. if
d. with
23. "When did Tom graduate?"
"He _____ in 1968."
a. graduate
b. did graduate
c. graduated
d. was graduate
24. "Are you making the trip in one day?"
"It depends on _____ many miles it is to New York."
a. which
b. how long
c. where
d. how
25. "Do you think John can pass the test?"
"If he studies hard, I think he _____."
a. will be
b. will
c. will have
d. will be going to
26. "Which book did you take?"
"The one _____."
a. that was on the table
b. that on the table
c. on the table was
d. was on the table
27. "What should I get at the store?"
"_____ of bread."
a. A loaf
b. The loaf
c. Some loaf
d. Loaf
28. "Will you come to the party?"
"I don't know. I'll think it _____."
a. about
b. over
c. around
d. along
29. "Where is my book?"
"Oh, I forgot to _____."
a. in it bring
b. in bring it
c. bring it in
d. bring in it
30. "Isn't Barbara having lunch today?"
"No, she's _____ she can't take time to eat."
a. so busy as
b. as busy as
c. such busy
d. so busy that

31. "What are you washing?"
"The _____."

- a. soup spoons
- b. soups spoon
- c. spoons soup
- d. spoon soups

36. "I'm from Chicago."
"Oh, I thought you _____ in Texas."

- a. were borned
- b. were born
- c. had born
- d. was born

32. "I'm tired of waiting for John."
"If he doesn't come soon, we'll have
_____ without him."

- a. leaving
- b. to leaving
- c. to being left
- d. to leave

37. "Do you know Vincent?"
"Yes, he is a very _____ friend of
mine."

- a. closely
- b. closing
- c. close
- d. closed

33. "Do you miss your boyfriend?"
"Yes, I am always thinking _____ him."

- a. to
- b. on
- c. of
- d. at

38. "Do you usually walk to work this
way?"
"No, I _____ go this way."

- a. hardly ever
- b. never hardly
- c. almost ever
- d. never almost

34. "What did you think of George's
request?"
"I thought it was quite _____."

- a. reasoning
- b. reasonable
- c. reasonably
- d. reason

39. "Is this the way you want the chairs
arranged?"
"No, I want _____ closer."

- a. them to be
- b. that they be
- c. that them be
- d. them be

35. "This restaurant is too crowded."
"Why don't we go to the Metropole
_____?"

- a. rather
- b. otherwise
- c. in case
- d. instead

40. "I failed the test."
"You should have listened _____ me
and studied."

- a. at
- b. for
- c. on
- d. to

41. "Did you ~~see where~~ Ed went?"
"Yes, I saw _____ towards town."
a. his walking
b. him walking
c. him to walk
d. him walked
42. "What's this picture?"
"This is the ship _____ we took to Europe."
a. what
b. that
c. who
d. when
43. "Is Professor Watson well-liked?"
"Yes, he's _____ good teacher that his lectures are always full."
a. such a
b. so much
c. so
d. a so
44. "Are you ready to go now?"
"I'd like to finish _____ my room first."
a. clean
b. cleaned
c. cleaning
d. to clean
45. "John was here for most of the afternoon."
"Exactly _____ was he here?"
a. until
b. while
c. as long
d. how long
46. "Why don't you finish your work now?"
"I'm _____ tired to do it right."
a. more
b. very
c. so
d. too
47. "Do you like your new car?"
"No, I wish I _____ bought it."
a. mustn't
b. haven't
c. hadn't
d. didn't
48. "Did anything happen downtown?"
"I saw some _____."
a. of your friends
b. of yours friends
c. yours friends
d. friends yours
49. "Can Donald show us the way?"
"Yes, he's _____ to guide us."
a. very experienced
b. so experienced
c. enough experienced
d. experienced enough
50. "Are you going to both meetings?"
"No, I'll go to the first, _____ not the second."
a. otherwise
b. but
c. still
d. instead

51. All the students like Miss Kincaid; ~~she must be the most~~ _____ teacher at school.

- a. popular
- b. central
- c. ordinary
- d. sufficient

56. This plant needs a lot of sunshine. It will die if it _____ light.

- a. lacks
- b. loses
- c. discovers
- d. prevents

52. Our house needs a few _____ before we can try to sell it.

- a. developments
- b. movements
- c. improvements
- d. conditions

57. I'm wearing my dark glasses because the sun is so _____.

- a. light
- b. heavy
- c. bright
- d. big

53. Her father _____ her with everything she wanted.

- a. possessed
- b. provided
- c. processed
- d. proposed

58. I didn't forget the book because my wife _____ me to bring it.

- a. knew
- b. mentioned
- c. reminded
- d. remembered

54. The trees _____ us from the sudden rain storm.

- a. permitted
- b. surrounded
- c. contained
- d. sheltered

59. He had to drive carefully to _____ the big holes in the road.

- a. avoid
- b. extend
- c. guide
- d. delay

55. All the factories have made the _____ very dirty.

- a. weather
- b. air
- c. breath
- d. gaze

60. Not all the cake has been eaten; there's still a small _____ left.

- a. content
- b. division
- c. figure
- d. portion

61. You must _____ the weight of your baggage to 40 pounds.

- a. check
- b. cover
- c. control
- d. limit

66. My parents gave me a _____ necklace for my birthday.

- a. plentiful
- b. worthy
- c. wealthy
- d. valuable

62. Bill likes to paint, and he _____ all his free time to it.

- a. decides
- b. designs
- c. devotes
- d. displays

67. The man on the bus was _____ at me as if he knew me.

- a. staring
- b. viewing
- c. facing
- d. appearing

63. I couldn't understand him because his _____ was so fast.

- a. tone
- b. speech
- c. expression
- d. volume

68. I saw that they were different colors when I _____ them in the sunlight.

- a. expected
- b. sought
- c. shared
- d. compared

64. He took off his coat and _____ it on the ground for us to sit on.

- a. spread
- b. hung
- c. struck
- d. leaned

69. I need only a small _____ of sugar.

- a. matter
- b. group
- c. amount
- d. sum

65. I couldn't bring my dog, because animals aren't _____ on the ship.

- a. agreed
- b. excused
- c. allowed
- d. consented

70. Gloria has no money left because she _____ it all on clothes.

- a. spent
- b. paid
- c. checked
- d. threw

71. I didn't know who the teacher was until he was _____ out to me.
- a. found
 - b. pointed
 - c. shown
 - d. looked
72. I want to hang this picture on the wall; please give me that _____.
- a. contract
 - b. claim
 - c. nail
 - d. stick
73. The salesman said they would _____ the coat to my house tomorrow.
- a. receive
 - b. provide
 - c. handle
 - d. deliver
74. The doctor said father would get well soon, because his illness wasn't very _____.
- a. serious
 - b. difficult
 - c. hard
 - d. heavy
75. He wrote his name on a _____ of paper.
- a. side
 - b. slip
 - c. skirt
 - d. sign
76. We didn't want anyone to hear us, so we _____.
- a. insisted
 - b. expressed
 - c. whispered
 - d. announced
77. Andy is _____ to his classmates in math and chemistry.
- a. various
 - b. superior
 - c. particular
 - d. considerable
78. Our hard work _____ us success.
- a. made
 - b. pulled
 - c. drew
 - d. brought
79. The police tried to keep the angry crowd under _____.
- a. control
 - b. substance
 - c. evidence
 - d. alarm
80. I need some paper. Do you have any to _____?
- a. spend
 - b. spare
 - c. forgive
 - d. belong

81. Rita asked **if I could give Paul a ride** home.

Who needed a ride?

- a. Paul did.
- b. I did.
- c. Rita did.
- d. Paul and Rita did.

82. What he says is clear and is obviously well-prepared, and this, among other things, has earned him the high regard of his colleagues.

How do his colleagues feel about him?

- a. They don't understand him.
- b. They ignore him.
- c. They're jealous of him.
- d. They respect him.

83. Whereas Golden's books became increasingly grim and gloomy as he grew older, Turin had never written a serious book or had the least desire to do so.

Did Turin ever write a serious book?

- a. Yes, many of them.
- b. Yes, but only once.
- c. No, and he never wanted to.
- d. No, but he always wanted to.

84. Anybody who has the natural ability and education that Dave has doesn't have to worry about getting a job.

Is Dave likely to get a job?

- a. No, because he worries too much.
- b. No, because he lacks ability.
- c. Yes, without a doubt.
- d. Yes, if he goes to college.

85. This grant will enable the University to employ another assistant professor of Jewish history, rounding out its program of Jewish studies sufficiently to provide for a major in this field.

Before the **grant**, there was no . . .

- a. possibility to major in Jewish studies.
- b. demand for courses in Jewish studies.
- c. course in Jewish history.
- d. professor of Jewish studies.

86. There have certainly been many books as honest as this one, but there have probably been only a few as sensitive.

This book is remarkable because of its . . .

- a. length.
- b. originality.
- c. honesty.
- d. sensitivity.

87. Perhaps most pleasing is that song birds missing from the city for almost a century are returning.

Song birds are now . . .

- a. singing more pleasantly.
- b. coming back to the city.
- c. leaving the city.
- d. dying in the city.

88. They were not interested in his formal training, because what mattered was his ability to adapt himself to new situations.

The most important qualification was . . .

- a. experience.
- b. adaptability.
- c. formal training.
- d. willingness to work hard.

89. He is a big, husky, active man with a hearty voice--attributes that lend him a general aura of confidence.

He seems confident because of his . . .

- a. generosity.
- b. intelligence.
- c. physical qualities.
- d. personality.

90. If you try to do too much at once, you'll not only tire yourself, but also do a bad job.

The warning is against . . .

- a. doing too many things.
- b. not trying hard enough.
- c. doing things only once.
- d. working too slowly.

91. The popularity of Palmerston as Prime Minister was based on the impression he gave of aggressiveness in foreign policy, but now we realize that his policies were exceedingly cautious.

People liked Palmerston because . . .

- a. he was foreign.
- b. his policies were flexible.
- c. they thought he was cautious.
- d. they thought he was aggressive.

92. It wasn't until he left home that he realized the great extent to which he depended on his brother.

How much did he depend on his brother?

- a. Only slightly.
- b. Not at all.
- c. Quite a lot.
- d. Not at all until he left home.

93. Whether the horse had been bitten by a snake, or eaten bad food, or been attacked by a sudden disorder, it was hard to say; but at all events, his sickness was ill-timed and unfortunate.

What caused the horse's illness?

- a. It is uncertain.
- b. A disease.
- c. An injury.
- d. Poison.

94. The teachers were all told to ask their students to fill out the Student Questionnaires and return them by Thursday.

The forms were to be filled out by . . .

- a. the students and the teachers.
- b. neither the students nor the teachers.
- c. the teachers.
- d. the students.

95. Smith said it wasn't enough for Cramer to say he was sorry; he must also make good the damage he had done to the car.

Smith wanted Cramer to . . .

- a. stop damaging his car.
- b. pay for damages.
- c. apologize.
- d. return his car.

96. Roger says *that sometimes he is ordered to* undertake certain duties but is given insufficient funds or authority to accomplish the task.

Roger says he is unsuccessful because he lacks . . .

- a. money and power.
- b. time and manpower.
- c. specific knowledge.
- d. confidence.

97. The Director foolishly expects everyone else to work the long hours that he does.

Who works long hours?

- a. Everyone but the director.
- b. Only the fools.
- c. Everyone.
- d. The director.

98. For a variety of reasons, he had not been back home for five years, and now felt apprehensive about it, unsure about how disfigured or alien it might seem to him.

How did he feel about going home?

- a. He was very happy about it.
- b. He was worried about it.
- c. He didn't want to go at all.
- d. He didn't care if he went or not.

99. Contrasting sharply with Nielson's paintings, Triptych's canvasses present us with a sense of loneliness and the inherent isolation of modern man.

Nielson's paintings are . . .

- a. ~~very modern.~~
- b. unsuccessful.
- c. unlike Triptych's.
- d. similar to Triptych's.

100. Our problem is to understand our cultural and historical roots but not to romanticize them.

Our attitude towards the past should be . . .

- a. negative.
- b. respectful.
- c. **realistic.**
- d. romantic.

Objective Placement Test A

General Directions

The Objective Placement Test has three sections: Listening, Reading, and Language Use. There are 70 questions. You are allowed 50 minutes to complete the test.

In Section I, the Listening section, you will hear nine conversations and answer one or more questions about each one. Before you listen to a conversation, read the question or questions. Then listen to the conversation. Answer the questions after the conversation ends. Choose the correct answer for each question and fill in your choice on your answer sheet. You will hear the conversation only once. The first conversation is an example. You have 15 minutes to complete this section.

Section II, the Reading section, has several short passages. After you read each passage, choose the correct answer for each question and fill in your choice on your answer sheet. You have 20 minutes to complete this section.

Section III, the Language Use section, has 30 items. Choose the correct completion for each item and fill in your choice on your answer sheet. You have 15 minutes to complete this section.

Mark your answers clearly on your answer sheet. If you want to change an answer, erase your first answer completely. If you want to take notes during the test, write on the paper you were given.

Section I: Listening

In this section of the test, you will hear conversations and answer some questions about them. For each conversation, first read the situation and the question or questions. Then listen to the conversation. Answer the questions after you hear the conversation. Respond to the questions by marking the correct answer (*a*, *b*, *c*, or *d*) on your answer sheet.

Read the example situation and question.

Example

Situation: Bill Sanchez calls Dr. Stockton's office to make an appointment.

Bill is going to see the doctor on _____.

- a. Tuesday at 10:00
- b. Tuesday at 4:00
- c. Wednesday at 10:00
- d. Wednesday at 4:00

Now listen to the example conversation.

[EXAMPLE CONVERSATION]

Now answer the example question.

The answer for the example is *d*, *Wednesday at 4:00*. The letter *d* is filled in on your answer sheet.

Now go on to page 3.

Situation 1: David is talking with Tomomi when Monica comes into the room.

1. _____ are meeting for the first time.
 - a. David and Monica
 - b. David and Tomomi
 - c. Tomomi and Monica
 - d. David, Monica, and Tomomi

Situation 2: Ken and Nancy are at a restaurant.

2. Ken _____.
 - a. is having steak tonight
 - b. stopped eating steak
 - c. eats steak a lot
 - d. prefers chicken to steak

Situation 3: Karen calls Jason's home. Jason's father answers the telephone.

3. Karen is going to _____.
 - a. speak with Jason at work
 - b. call back in an hour
 - c. wait for Jason to call
 - d. send a written message

Now go on to page 4.

Situation 4: A reporter is giving today's weather forecast.

4. It will be clear in _____.
 - a. the Northeast
 - b. Seattle
 - c. Boston
 - d. Miami

5. In Seattle, the weather is _____.
 - a. hot
 - b. snowy
 - c. cool
 - d. rainy

Situation 5: Bill invites Jennifer to go to dinner and a movie.

6. They're going to _____.
 - a. leave work a little early
 - b. go to the movie before dinner
 - c. see the movie tomorrow
 - d. have dinner at 7:00

7. Jennifer doesn't accept right away because she can't _____.
 - a. eat a late lunch
 - b. leave work early
 - c. go to dinner
 - d. see the movie

Now go on to page 5.

Situation 6: Linda is asking Jim about his plans for the summer.

8. In the summer, Jim usually _____.
- a. stays in the mountains
 - b. takes trips with his family
 - c. visits his parents
 - d. goes to the beach
9. This summer he's planning to _____.
- a. stay at home
 - b. go to the beach
 - c. fish with his dad
 - d. hike in the mountains

Situation 7: Phil is talking with Susie about money.

10. Phil is upset because _____.
- a. Susie can't lend him any money
 - b. his parents won't give him money
 - c. Albert hasn't returned his money
 - d. his friends never lend him money
11. Albert _____.
- a. didn't borrow \$100
 - b. isn't working now
 - c. doesn't need the money
 - d. can't return the money yet
12. Susie doesn't lend money to friends because _____.
- a. she has just enough for herself
 - b. lending money can change a friendship
 - c. people won't lend her money
 - d. her friends don't need it

Now go on to page 6.

Situation 8: Natalie and Chuck are talking about their experiences abroad.

13. Chuck went backpacking _____.
- a. in Brazil
 - b. by himself
 - c. after high school
 - d. with his father
14. Chuck says he "would have liked to have seen Portugal." He means that he _____.
- a. went there, and he liked it
 - b. didn't go there, but he wanted to
 - c. went there, but he didn't like it
 - d. didn't go there, and he didn't want to
15. While Natalie was in Japan, she _____.
- a. traveled all over the country
 - b. lived with a Japanese family
 - c. learned Japanese quickly
 - d. got very homesick
16. Chuck doesn't want to _____.
- a. travel anymore
 - b. learn a foreign language
 - c. stay at home
 - d. live abroad

Now go on to page 7.

Situation 9: Diane and Conrad are talking about their careers.

17. Conrad got into advertising because he _____.
- studied advertising in college
 - heard about a job opening
 - liked to help people
 - was tired of his old job
18. When he was young, Conrad wanted to _____.
- work in advertising
 - become a doctor
 - stay in school
 - go into business
19. Diane's parents didn't want her to _____.
- start her own business
 - finish college
 - be too successful
 - change her career
20. Conrad _____.
- owns his own company
 - enjoys working in advertising
 - thinks his job is boring
 - wants to leave his job

Now go on to page 8 and begin the Reading section.

Section II: Reading

In this section of the Objective Placement Test, you will read some short passages and answer questions about them. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 20 minutes to complete this section.

Passage 1: What are you doing today?

BETTY CHAN: I usually stay home on Sundays and take it easy – read, clean the house, do stuff like that. But today I'm at the mall. I'm buying some things for my kids.

21. Betty's _____ today.
- a. shopping
 - b. reading
 - c. cleaning
 - d. resting

Passage 2: What do you do?

TONY PEREZ: I'm a flight attendant with a major airline. Flying isn't dangerous, but it can be stressful. When I'm up in the air working, I always have something to do. I like it because I meet a lot of interesting people.

22. Tony's job is _____.
- a. busy
 - b. easy
 - c. relaxing
 - d. boring

Now go on to page 9.

Passage 3: A vacation postcard

Dear Sal,

Greetings from France – it's so good to be back here again! We left the kids with their grandparents in Chicago, and we're biking across the French countryside by ourselves. We brought a tent and sleeping bags, so we can camp out if we want to, but we're really enjoying the small hotels we find along the way.

Love,
Michael and Paula

23. Michael and Paula _____.
- have been to France before
 - took their children with them
 - are visiting their grandparents
 - prefer to sleep outside

Passage 4: The "zone"

You're deeply involved in a task and can ignore everything around you – ringing telephones, your neighbor's TV, even your own hunger – and still do things in record time. This is similar to what athletes call the "zone": the power to concentrate so hard that you can ignore everything else. This ability can bring success in any field, but in athletics it can mean all the difference between winning and losing a game or event.

24. In this reading, the "zone" refers to a person's _____.
- state of mind
 - neighborhood
 - physical condition
 - intelligence
25. Athletes in the "zone" are more likely to _____.
- fall
 - compete
 - win
 - relax

Now go on to page 10.

Passage 5: Henry Ford and the Model-T

Henry Ford became famous and rich because he found a better, faster way to build cars. This is shown in the history of the Model-T. When the Model-T was first introduced in 1908, it took 14 hours to build and cost \$850. After Ford introduced into his own factory the mass-production techniques that he saw in a meat-packing plant, the time for building a Model-T was reduced to less than two hours. As a result, Ford was able to drop the price of the car to \$265. By 1927, he had sold over 15 million Model-Ts.

26. The first Model-T was expensive because it _____.
- a. was new
 - b. was very popular
 - c. took a long time to build
 - d. was built in a factory
27. The Model-T became so popular because it was _____ than other cars.
- a. newer
 - b. faster
 - c. better
 - d. cheaper

Now go on to page 11.

Passage 6: It's a big country!

When it comes to body weight, Americans stand out. Most visitors to the United States, no matter where they go across this vast country, comment on the size of many Americans. In fact, these impressions are backed by numerous statistics. For example, the average 5'4" American weighs 162 pounds, or 15 pounds more than the average person of the same height from Western or Central Europe. Another comparison: At 150 pounds, the average 5'4" American woman is 24 pounds heavier than her Japanese counterpart.

Why are Americans so heavy? Some blame the American diet. Certainly it's true that Americans eat more high-fat foods – meat, dairy products, and processed food – and fewer grains and vegetables than people in other countries. But fat isn't the whole story. Lifestyle factors – including the tendency for Americans to drive rather than walk or ride a bicycle to work, to snack throughout the day, and to have so many labor-saving devices in the home – appear to contribute to the problem.

28. According to the article, visitors to the United States often comment on the size of the _____.
- population
 - cities
 - country
 - people
29. According to the article, the average Western European weighs _____.
- more than an American
 - more than a Central European
 - less than an American
 - less than a Japanese person
30. In comparison with Americans, people in other countries eat more _____.
- meat
 - dairy products
 - processed food
 - grains
31. The article implies that Americans would lose weight if they _____.
- snacked more often
 - rode bicycles to work
 - stayed at home more
 - ate fewer vegetables

Now go on to page 12.

Passage 7: Small talk isn't so "small"

Small talk may not be about serious issues; nevertheless, researchers into the subject have concluded that it's important. That's because small talk keeps us connected to one another and can lead to bigger things, such as a job or a new friendship. Yet people who find themselves alone with another person often don't know what to say. Here are a few tips to help you start a conversation, and to keep the conversational ball rolling:

- Start with the obvious. If you have something in common with another person (your job, hobbies, a person you both know, etc.), begin with that. If you don't know the person, it's always acceptable to bring up a neutral topic such as the weather or a recent news event. It isn't necessary to be clever – all that's required is to show interest in the other person and to be willing to talk.
- Compliment where appropriate. If the other person has done something you like or is wearing something attractive, it's always appropriate to compliment. But avoid talking about the specifics of a person's physical appearance (people can't usually change how they look) and keep your compliments short and to the point ("What a great tie!" or "You look great tonight!") and continue with another topic.
- Talk about yourself – then return to your partner. It's perfectly OK to talk about your own interests for a while, but keep your conversation from becoming a monolog. It's only polite, for example, that after talking about your own children, you turn the conversation back to your partner by asking about his or her children.

32. According to the article, the main function of small talk is to _____.
- a. show our own importance
 - b. get valuable information
 - c. relate to other people
 - d. talk about major issues
33. "Start with the obvious" means that you should talk about things that you _____.
- a. have in common
 - b. enjoy doing
 - c. want to understand
 - d. know everything about
34. You need to be careful when complimenting someone because most people _____.
- a. don't like compliments
 - b. can't change how they look
 - c. don't dress very well
 - d. haven't done anything interesting
35. You should avoid monologs because other people _____.
- a. have no interest in what you say
 - b. already know a lot about you
 - c. like to talk about themselves, too
 - d. prefer to discuss neutral subjects

Now go on to page 13.

Passage 8: Headaches

Everyone has experienced headaches, but only recently have medical researchers begun to learn more specifically about the causes and possible treatments for different types of headache pain.

The most common type of headache is the simple tension headache. Tension headaches are usually mild and short-lasting and can result from various factors, such as stress caused by worry or noise. Tension headaches are caused by a tightening of the neck or back muscles, which slows the flow of blood and, therefore, oxygen to the brain. It is the lack of oxygen that causes the pain. Most headaches can be relieved by taking a mild analgesic such as aspirin. Analgesics expand the blood vessels and restore the normal flow of blood and oxygen to the brain.

A more serious type of headache is the migraine. Migraine headaches are often extremely painful and can last for hours or days. Like tension headaches, they can be the result of different factors, including stress, hormonal changes, and allergies. Unlike tension headaches, however, they are caused by an abnormal expansion or swelling (rather than a contraction) of the blood vessels within the head. Medicines that shrink swollen blood vessels can be used to treat migraine headaches.

A tiny minority of headaches can be linked to severe physical problems such as head injury or brain tumors. For these types of headaches, there are medicines to treat the symptoms, but there is no cure unless the underlying problem is removed.

36. This article discusses the _____.
- tiny minority of people who have headaches
 - history of medical research into headaches
 - causes and remedies for headaches
 - physical problems caused by headaches
37. A tension headache can result when _____.
- the neck and back muscles relax
 - people get injured in an accident
 - the flow of blood is restricted
 - too much oxygen goes to the brain
38. Migraine headaches _____.
- are the most common kind of headache
 - usually last only a few minutes
 - can cause extreme pain
 - have one main cause
39. Medicines for migraines _____.
- relax the head and neck
 - generally relieve tension
 - increase the flow of blood
 - cause blood vessels to contract
40. Headaches caused by serious physical problems _____.
- can't be treated
 - don't cause much pain
 - have no symptoms
 - are not very common

Now go on to page 14 and begin the Language Use section.

Section III: Language Use

In this section, you will answer questions about the use of English. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 15 minutes to complete this section.

41. _____ several good restaurants in our neighborhood.
- There
 - They're
 - There are
 - Their
42. The gas station is _____ Main Street.
- on
 - at
 - next
 - close
43. "I can't swim very well."
"I can't _____."
- too
 - either
 - so
 - neither
44. I enjoy _____ out two or three times a week.
- to eat
 - eating
 - eat
 - I eat
45. These days, _____ women keep working after they get married.
- most
 - most of
 - almost
 - the most
46. My new job is very _____.
- excitement
 - excited
 - exciting
 - excite
47. After finishing college, I hope _____ married.
- get
 - that get
 - getting
 - to get

Now go on to page 15.

48. Mt. Everest is _____ mountain in the world.
a. the high
b. high as
c. higher than
d. the highest
49. Bob's never been bungee jumping, _____ he?
a. is
b. has
c. does
d. was
50. I've run out of money. I wish I _____ more.
a. am saving
b. have saved
c. had saved
d. will save
51. Could you tell me where _____?
a. is the post office
b. the post office is
c. is it the post office
d. it is the post office
52. If I had known about the accident, I _____ it to the police.
a. reported
b. would have reported
c. was reporting
d. have been reporting
53. Yolanda _____ part time for several years now.
a. has been working
b. is working
c. works
d. was working
54. The Taj Mahal is really worth _____.
a. to see it
b. seeing
c. you see it
d. see
55. If I went to live in a foreign country, _____ my friends.
a. I'd miss
b. I'm missing
c. I missed
d. I miss

Now go on to page 16.

56. Would you mind _____ the window?
a. open
b. opening
c. to open
d. I open
57. I was interested _____ the violin.
a. to study
b. study
c. in studying
d. studied
58. Before a film is finished, it needs _____.
a. they edit it
b. to edit
c. to be edited
d. being edited
59. By 2020, scientists _____ a cure for cancer.
a. had found
b. will have found
c. are finding
d. have been finding
60. "What happened to Kate?"
"She must _____ about our appointment."
a. forget
b. be forgetting
c. forgot
d. have forgotten
61. We're not used _____ our own meals.
a. cook
b. to cook
c. cooking
d. to cooking
62. Chicago, _____ is nicknamed the Windy City, is the largest city in Illinois.
a. it
b. which
c. what
d. that
63. _____ John, I like to cook.
a. Unless
b. Except
c. Instead
d. Unlike

Now go on to page 17.

64. Before _____ breakfast, I usually take a shower.
a. eat
b. to eat
c. eating
d. that eat
65. I'm taking a class _____ learn more about my computer.
a. so that
b. in order
c. in order to
d. that
66. For me, mathematics is _____ difficult than biology.
a. more
b. the more
c. most
d. the most
67. I would rather _____ evening classes.
a. don't take
b. not take
c. no taking
d. not taking
68. I feel sick. I shouldn't _____ so much.
a. to eat
b. eaten
c. have eaten
d. eating
69. Jim's boss demanded that he _____ to work earlier.
a. has come
b. coming
c. is come
d. come
70. The earlier children learn to read, _____ for their education.
a. good
b. the good
c. the better
d. the best

END OF TEST