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TOWARDS LANGUAGE IN EFL CLASSROOMS"

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**AUTORA:** Myrian Stephanie Suárez Pavón

**DIRECTOR:** Marcia Lucía Mantilla Guerra (MSc)

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As Director of the Degree Thesis entitled: **SITUATIONAL FACTORS THAT INFLUENCE LEARNER'S MOTIVATION TOWARDS LANGUAGE IN EFL CLASSROOMS",** presented by Myrian Stephanie Suárez Pavón to obtain the Master Degree in Pedagogy of National and Foreign Languages Mention in English, I certify that the work meets the requirements for public dissertation and the Committee Approval.

Done at the city of Ibarra the fourteenth day of May, two thousand twenty

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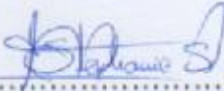
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<tr><td><strong>FULL NAME:</strong></td><td colspan="3">Suárez Pavón Myrian Stephanie</td></tr>
<tr><td><strong>ADDRESS:</strong></td><td colspan="3">Mariano Acosta Av. and J.I. Canelos.</td></tr>
<tr><td><strong>EMAIL:</strong></td><td colspan="3">redeebyjes@hotmail.com</td></tr>
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DIRECTOR: Marcia Lucía Mantilla Guerra (MSc)

The main objective of this research is to determine the main motivational factors that affect high school students in EFL classrooms. The specific aims are: Identify linguistic and social affective factors that affect student's motivation in EFL learning settings. Apply instruments that allow teachers to access to the students' actual profile. Carry out a workshop to get teachers familiar with strategies to make the most data collected.

Ibarra. November 9th, 2020

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Marcia Lucía Mantilla Guerra
Director

.........................................
Myrian Stephanie Suárez Pavón
Author

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## DEDICATION

To the source of all wisdom and inspiration. To the Author of each of my dreams and achievements. *YHWH-Jireh.*

To my parents my greatest blessing and mentors on this Earth.

And, lastly, to my students, who inspired me to conduct this study.

*Myrian Stephanie Suárez Pavón*

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My infinite gratitude to God and my parents because I owe them everything I am.

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Myrian Stephanie Suárez Pavón

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**Autora:** Myrian Stephanie Suárez Pavón

**Correo:** redeebyjes@hotmail.com

El proceso de aprendizaje de un idioma extranjero implica el reconocimiento de cada uno de los factores que inciden en su enseñanza. El idioma inglés, reconocido como el idioma universal, se imparte dentro del currículo académico en las instituciones públicas y privadas del País, por lo que el salón de clase se convierte en el nexo principal del estudiante con la lengua objeto de estudio. El objetivo principal de la investigación fue determinar los factores que inciden en la motivación del estudiante durante su aprendizaje con la finalidad de proporcionar a los docentes del subnivel Bachillerato una visión mucho más amplia de las implicaciones en su enseñanza. Para lo cual, mediante un enfoque mixto que integra elementos cuantitativos y cualitativos se recabo información a partir de las experiencias de los actores principales del quehacer educativo. Los resultados obtenidos en el estudio revelan la importancia de aplicar instrumentos que permitan al docente identificar las razones ocultas detrás de una aparente apatía por el estudio. Los impactos y beneficios generados a partir de esta investigación se verán reflejados en la vocación de cada educador y su compromiso de convertirse en un estratega y diseñar sus propias herramientas a partir de la necesidad real de sus estudiantes lo cual resulta imposible sin antes conocerlas.

**Palabras clave:** factores, motivación, aprendizaje, instrumento, estrategia.

# ABSTRACT

# "SITUATIONAL FACTORS THAT INFLUENCE LEARNER´S MOTIVATION TOWARDS LANGUAGE IN EFL CLASSROOMS".

**Author:** Myrian Stephanie Suárez Pavón

**E-mail:** redeebyjes@hotmail.com

The process of learning a foreign language implies the recognition of each of the factors that affect its teaching. The English language, recognized as the universal language, is taught within the academic curriculum in public and private institutions of the country, so the classroom becomes the main link of the student with the language of study. The main objective of the research was to determine which factors influence student motivation during their learning in order to provide teachers of sublevel Bachillerato with a much broader view of the implications in their teaching. To this end, through a mixed approach that integrates quantitative and qualitative elements, information was collected from the experiences of the main actors in the educational field. The results obtained in the study reveal the importance of applying instruments that allow teachers to identify the hidden reasons behind of an apparent apathy for the study. The impacts and benefits generated from this research will be reflected in the vocation of each educator and their commitment to become a strategist and design their own tools based on the real needs of their students, which is impossible without first knowing them.

**Keywords:** factors, motivation, learning, instruments, strategies

**CAPÍTULO I**

## 1. Introduction

Learning a foreign language is a dynamic process that includes more than only a cognitive dimension. It also involves important social, affective and psychological issues where the will to learn constitutes the cornerstone of learning. Motivational factors hold an important place in teaching and learning a foreign language due to the degree of the predisposition of a person conditions the level of achievement. Through the years, many researchers have shown there is a correlation between learner's intrinsic motivation and their academic achievement not only in terms of grades but also in regard to language outcomes demonstrating that enthusiasm and encouragement increase individual potential development. However, it is sometimes ignored in the classroom until it turns into a problem.

According to Dörnyei (2015) there are several factors that can affect student's motivation and consequently their performance including learner's self-system, teacher´s influence and learning environment. These variables can work turning learning into a rich and exciting experience or in a barrier that impedes students to get involved. For this reason, EFL teachers cannot pretend students master the target language ignoring all the factors that lie beneath it. They need to focus their attention on students as the center of the learning process and explore the reasons that lead students' willingness or the lack of it during language instruction.

Since the paradigm of motivation is a decisive element in learning, without it, any effort will not be enough to guarantee students' success, even the most well-organized curriculum or

sophisticated teaching resource. This inner power needs to be boosted and nurtured strategically so that pupils can be inspired to train harder to achieve their goals. After all, the main teacher's role is to use all available tools effectively in order to open student´s minds as well as to touch their hearts.

## 1.1. Statement of the Problem

Learning English as a foreign language is a process that requires time and effort as well as constant motivation and encouragement due to the challenges learners face in their local contexts. EFL learners need to be constantly stimulated not only to learn some linguistic forms but to acquire specific skills that enable them to interact using the language in real situations as the overall goal of that process. For this reason, EFL instruction ought to apply didactic methodology guided by a social constructivism view where learners play an active role and instructors create the appropriate environment where language skills can be developed progressively.

In our country, English is taught as a foreign language since 2nd Grade. The ultimate goal, according to the New English Curriculum, is that all secondary graduates reach B1 level according to the CEFR. It means, they become intermediate English language users with an independent commandment of listening, reading, writing and listening skills. However, the education system has succeeded in obtaining tasks completion and skillful test-takers meanwhile there is still a gap to reach the key aim that students become in fluent L2 English users. (British Council , 2015). Thus, this study examines the role of motivation in foreign language instruction

with the aim to encourage an active language learning among non-native speakers in a monolingual community.

In public schools, English learning follows the guidelines provided by the Ministry of Education, which promotes the communicative approach. The "Unidad Educativa Ibarra," one of the most emblematic high schools, includes foreign learning as part of the general education program for all students, who after having completed a set of activities and requirements, finally expect to be promoted with high scores. However, the experience of learning a language seems not to be perceived as an enriching opportunity among students who see this as something hard and tend to be guided by the interest to approve it as the rest of school subjects rather than in their language production for real communication.

Unfortunately, motivation has been used for years only as an external pressure mechanism for getting the job done. But now the new educational proposal demands a broader vision, which includes preparing competent students to be part of the global community. EFL teachers not only require to get some knowledge to teach the grade-level standards, they ought to possess knowledge and skills about how to teach in FLL contexts and moving students away from a sense of duty to the pleasure of discovering the benefits that bilingual education could bring. Since learners are more than thinkers and problem solvers. They should be considered as whole beings with diverse needs, desires and interests that need to be boosted to maximize their potential.

## 1.2.    Justification

Teaching students with few or no opportunity to use the language outside the classroom, demands a deeper understanding of the context where it is being taught, since demotivation is not solely internal, but also external. Situational factors can potentially increase or reduce the interest to study. In an EFL instructional setting, every learners' perception towards themselves, to the teacher and to the learning process by itself, as well as the underlying teaching assumptions from language instructors, can directly influence the learning process. Currently, most of the studies about motivation focus only on one side of the class, teachers or students; nevertheless, it is important to consider both viewpoints. For this reason, the main purpose of this study is to examine the overall teaching and learning process in EFL classrooms.

This study wants to provide a space for reflection on the study experience of a foreign, language classroom to find out which factors make learners lose their motivation for language instruction as a way to approach students' needs. The findings of this study will provide teachers with clear insights to create tools for their environments that improve learners' attitudes toward the target language. It pretends to be a guide that supports both, teachers and students, in their attempt to produce meaningful English in an EFL setting, by applying strategies within context which activate learners' desire  for taking part in their learning process, and enjoying while they are going through it. It can benefit all EFL teachers and students to align with the official government goal for English instruction.

**1.3. Research Objectives**

**1.3.1. General Objective.**

Determine the main motivational factors that affect high schools' students in EFL classrooms

**1.3.2. Specific Objective.**

- Identify linguistic and social affective factors that affect student's motivation in EFL learning settings
- Apply instruments that allow teachers to access the students' actual profile
- Carry out a workshop to get teachers familiar with strategies to make the most data collected

**1.4. Research Question**

What are the main motivational factors that affect high school students in EFL classrooms?

**1.5. Significance**

The motivation state of learners plays a key role for learning success due to the fact that this psychological construct leads all human behavior. Consequently, the conditions where language learning is taking place require special attention by teachers, since they can become potential influencers for students during the process. The current study reveals the main motivational factors that affect language learning in an EFL instructional setting, which provides clear insights about all the implications for its teaching and language outcomes achievement. The findings of

this study, work as a base for a more student-centered framework proposal where all teaching practices focused on learners as the main element in the learning process and motivation as a potential educational tool for academic achievement.

The study will provide EFL teachers a closer approach to their students' needs as the first step on their path to increase interest for language learning in their classrooms and support them in their role to inspire students to become foreign language users by turning each learning experience into meaningful opportunities to explore and discover the benefits of language learning.  EFL students will be also benefited as long as they will be supported efficiently in their attempt to learn a foreign language from their individual assets within their context. The ultimate contribution of the study and its impact will inspire further research to continue improving English learning at educational settings

**1.6. Definition of Key Terms**

- **Approach:** a way of dealing with something. In Education it refers to the way of looking at teaching and learning.
- **Behaviorism:**  theory of learning based on the idea that all behaviors are acquired through conditioning.
- **Constructivism:** Theory based on the idea that people construct their own understanding through experiencing things.
- **Classroom Environment:** referring to the emotional and the physical aspects of the classroom.

- **EFL:** abbreviation for "English as a Foreign Language". This is mainly used to talk about students whose first language is not English and learn it while living in their own country.

- **Extrinsic Motivation:** refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual.

- **FFL:** abbreviation for " Foreign Language Learning".

- **Framework:** The underlying system or concept. In Education refers to how Education programs are designed.

- **Intrinsic Motivation:** refers to behavior that is driven by internal rewards. In other words, it arises from within the individual because it is naturally satisfying.

- **Instrumental Motivation:** refers to learning to accomplish something for instance, a task, a course, a better pay, and so on.

- **Integrative Motivation:** refers to a favorable attitude toward integrating and adapting to a new target culture through the use of it.

- **Identity:** distinguishing character or personality characteristics of individuals.

- **Language Acquisition:** the natural process by which someone acquires the capacity to perceive and comprehend a language.

- **Language Outcomes:** specific students´ knowledge and abilities they must know or be able to do at the end of a course or program.

- **L1**: Term associated with First or native language and mother tongue.

- **Methodology:** is a system of methods and principles for doing something. In Education it refers to the practices and procedures that an educator uses to teach.

- **Motivation:** reasons one has for acting or behaving in a particular way.

- **Target Language:** a term used for referring to the language learners are studying.

- **Self-confidence:** a positive sense of your own capability to accomplish something.

- **Stimulus:** something that incites to action or a response.

- **Strategy:** refers to the plan used to achieve the desired result.

- **Social affective dimension:** refers to the nature of feelings y attitudes shared in a group

## 1.7. Delimitation

The study was carried out in a Public Highschool located in Ibarra City at Imbabura Province "Unidad Educativa Ibarra." The participants were students from the First Year of Bachillerato who initiate a new sub level after a previous experience of language learning at the basic years. This Institution had a total of 463 students distributed in 12 classrooms, from which a sample of 210 was surveyed in order to determine the main motivational factors that are influencing them at the classroom. Two language teachers who work with this group of students were also interviewed and observed in order to obtain a more holistic approach. The study was conducted during the 2019-2020 school year.

## 1.8. Limitations

Every methodological process is subject to certain limitations due to the nature of each method. Thus, in the quantitative phase of the study, the representativeness of the universe can be biased by the sample. However, the participants of this study were randomly selected in order to ensure greater reliability and validity of the data by applying a simple random sample, where everyone was eligible, and the randomness determined the final conformation of the sample. On the other hand, in order to ensure observer neutrality, the triangulation of the sources from a mixed method, as well as, the socialization of findings with the participants and the monitoring of an external supervisor guarantee objectivity in data collected.

# CAPÍTULO II

## 2. Literature Review

Motivation can be defined as the force that stimulates, directs and sustains behavior. It is a fundamental element in any human activity. (Palmer, 2005). In the educational field, motivation also plays a fundamental role. Brophy (2004) defines "learning motivation is the tendency of a student to find meaningful and useful academic activities and to try to obtain academic benefits from them" (p. 24). Thus, in language learning settings, it constitutes an essential tool to promote student's performance and language outcomes. Since learning a foreign language is an active process that takes time to generate enthusiasm and interest during it might be substantial to succeed on it.

Authors like Schunk (1995), Bandura (1996 ) stated clearly how psychological, social affective and environmental factors are decisive elements in learning, creating an effective learning classroom environment can help students to achieve their academic goals, whereas there are also several factors that can obstruct the learning process and affect considerably learner´s motivation. This is an important aspect that instructors should take into consideration at the moment to plan the instruction to be given in order to align it with a more sensitive teaching approach.

Because of its importance, motivation has been the focus of many studies and research in the last decades. Nowadays, it is mainly dominated by a social psychological approach inspired by

Gardner´s and Lambert´s work. This shift in thought on L2 motivation provides new concepts and theories on the subject. This chapter reviews L2 motivation research based on three issues that are key concepts to understand this phenomenon. EFL learners, teachers and teaching language process. We will start by summarizing the main motivation theories that answer the fundamental question of where motivation comes from.

## 2.1. Motivational Psychology Theories

Early theories of motivation based on behaviorism state motivation like a stimulus-response where rewards or punishment were considered as key elements to enhance it. (Watson & Rayner, 1920). Then, during the second half of the 20th century, new insights based on cognitive theories arose. (Maslow, 1970) explained the five basic human needs; psychological, safety, love, esteem, and self-actualization. Based on this theory, motivation became part of an individual's personality and its influence on peoples' behavior affects their whole life, including education context.

Then, one of the most influencing cognitive theories was the Expectancy value theory. According to the main principles of this theory, motivation is the result of the individual's expectancy of success in a given task and the value that the individual attaches to success on that task. According to this theory, each individual develops his or her expectancy for success based on their past experiences, the way they judge their own competences, and their attempts to maintain their self-esteem.

According to the Attribution theory past experiences define future achievements. For example, failure at speaking in a foreign language will decrease expectations for future interactions using L2. (Weiner, 1974). On the other hand, in Self-efficacy Theory, Bandura (1977) refers to people's judgment of their own capabilities to carry out a certain task. This low or high sense of efficacy will set the level of effort, interest and persistence someone will display on doing that. Here, the frustration students can feel in their effort to learn English can make them give up trying.

Further on, Covington asserts about the need for self-acceptance which is often associated with achievement. The self-worth theory of achievement motivation assumes that the highest human priority is the search for self-acceptance and that "one's worth often comes to depend on the ability to achieve competitively" (Covington, 1998, p. 78). In school settings, self-worth can generate several behaviors. For example, students tent to hide the amount of effort they invest in a task trying to make others think it is a result of higher ability rather than effort.

The second component of expectancy is value. (Wigfield, 1995), defines it in terms of four components: attainment value which refers to the importance of doing well on a task based on personal values and needs. Intrinsic value or interests refers to the enjoyment or satisfaction it brings, extrinsic which constitutes the utility value, and cost in terms of time and effort activity involves. It is assumed that these four elements will determine the strength of the behavior

Subsequently, the term was replaced by the term goal. That is how goal-oriented theories emerged stating motivation as an innate capacity that needs to be activated by means of setting

specific goals. There are two main influential goal-theories which are still applied in classrooms until now.  In goal-setting theory, actions that students take are caused by a certain reason. It means they need to set a purpose to carry out a specific activity. (Locke & Kristof, 1996). On the other hand, goal orientation theory states that academic work should follow a performance and mastery orientation which imply to set specific goals focused on showing evidence of learning.

### 2.1.1 L2 Motivational Self System

Then, Dörnyei (2009) reframed L2 motivation as a self-system. It became in one of the most influential motivation constructs which proposed a wider understanding of personality. He explained how individual differences can be translated into behavioral characteristics. Based on this doing side of personality he proposed that, self-image can be the most motivationally effective system based on three main components: The Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience.

The first component concerns about the desirable self-image that we can have about the kind of L2 user that we would like to be. This future representation involves thoughts, images, goals, personal aspirations and wishes. According to the discrepancy theory proposed by Higgins (1987) an inconsistency between desirable self-image and their current state may motivate learners to go further and develop higher skills.

The Ought-to L2 Self, refers to the attributes we must possess. This is an imported image of the future that the learner will have to internalize.  It is a representation of duty, obligations, or responsibility. The third component, the L2 Learning Experience, is focused on the learner's

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experience, and all situations related to the learning environment for instance the curriculum or the peer and influence. This self's theory is currently one of the most reliable motivational theories. It has placed the self as the center of motivation, creating a bridge between personality and motivational psychology and reconceptualizing L2 learner motivation. It has also changed the conventional approach of L2 motivation from a cognitive-situated period to a new social psychological concept of integrality. (Oyserman & James, 2009).

Motivation has been seen for years as inner solely; however, it is externally constructed by our experiences. Thus, situational factors which refer to all surrounding influences around us play a paramount role since they are interrelated with dispositional or internal issues and both can be affected by each other. This also means that external elements can be successfully used to increase internal motivation. But extrinsic motivation should not be only used to get a task done. It should work as a tool to promote interest in it in order to move someone from external pressure to accomplish something internalizing the importance and benefits of this.

### 2.1.2 Integrative vs Instrumental Motivation

Integrative Motivation is defined as the learner orientation towards the goal of learning a specific language. It is led by a need to be part of a community. It involves a strong desire to become familiar with all the elements related to the target language, including the people and the culture implied. In an EFL context, it might be understood as the desire to become bilingual and become bicultural. At this point, effective language learning depends on active participation and social interactions. (Benson, 2009)

In contrast, instrumental motivation is the form of motivation referred to the intention to obtain some benefit from it. It is related to the practical usefulness of the language. The most common instrumental motivation examples that generally guide the language learning process is meeting academic requirements like passing an exam to be promoted or apply to an academic program. There are not opportunities to use the language or interact with people of the target group. (Hudson, 2000).

At first sight, integrative approach seems to be highly motivating and apparently more successful for language learning. Nevertheless, as Brown (2000) states, both integrative and instrumental motivation are interrelated. A good sample of it is the international students who learn for both an academic purpose and the need to be part of the community. In the local context opportunities to use the target language are very restricted, which also limits EFL learners to integrate into the target language community.

It means that Ecuadorian high school students are frequently guided by instrumental reasons more than integrative reasons at the moment to study the foreign language. However, now, because of the importance of English as an international language and the need of all nations to be immersed in a globalized world; Latin languages learners over the world can also be successful with instrumental purposes as their main temporary reason for studying it and to take part in an international community.

The following category to be described is teachers' related factors due to the determining role that they play in the learning process. They can foster students' interest by considering the ups

and downs learners go through during the different stages that are part of any learning process. Furthermore, teachers' attitudes toward the language and particularly toward learners can increase or lower their desire during learning. Based on these criteria, we describe the mai motivation issues related to teacher personality attitude and methodology.

## 2.2. Teacher´s related factors

### 2.2.1 Teacher`s attitudes

According to Dornyei (1994) demotivation is caused by different external factors. He states that the lack of students' interest can be directly influenced by teachers' and instructors' attitudes. There is anything more harmful than a demotivated teacher or someone who ignores their students' psychological conditions. It implies teachers can foster students' motivation not only by making lessons more interesting but, building supportive environments thought positive reinforcements, considering feelings and emotions of stakeholders and understanding their learners' individual characteristics and needs at the moment to design class activities.

On the other hand, the lack of approval and affection by teachers can also affect student's motivation negatively. In Nakamura's view (2002) there is nothing stronger than being accepted. Rejection and discernment in the classroom are not only linked to racial prejudice but also includes the lack of inclusion of students with disabilities or different learning styles It implies negative feelings like inferiority, anxiety, frustration, or fear that threat student's psychological welfare and decrease their interest in learning. Teachers should provide a supportive learning

environment facilitating integral learners' development where students assume more active roles to increase enthusiasm towards classroom activities.

Language teachers cannot teach a language effectively without understanding the importance of motivation and its effect on language acquisition. When we talk about motivation it is not only related to a person's intrinsic goal or desires. Successful language learning occurs when instructors find ways to join the learner's passion and the external needs applying strategic tools in the classroom since motivation is not a static concept. On the contrary, it fluctuates constantly. The biggest teachers' challenge is to work on creating, increasing and maintaining student's interest in all different learning stages.

Constructivist environments highlight the need for affective involvement. Commis (1991) argues that this emotional response predisposes a positive attitude toward what is being learned. In such environment, meaningful learning takes place easier and students find stronger connections to remember what they are learning. According to this view, the Cognitive dimension is stimulated by affective teaching practices so less proficient learners can be sensitized toward their own improvement need by means of social affective learning strategies that include understanding of student biographies to increase their self-confidence at the interaction level and lowering affective filter which is understood by experts as the anxiety levels students experiment during language production.

This is consistent with what Murry (2015) has referred to as the Reflective teacher role, which is to consider the impact that implies to ask students to perform an activity in a foreign language

and the importance to support students not only cognitively and linguistically but also affectively through a rich instruction based on flexibility accommodation, adaptation and understanding of students' background as the center of classroom practice. These recommendations are echoed by numerous researchers (e.g., Kowal 2001; Brisk, 2005; Murry, 2011). Accordingly, based on our review of literature, we argue for the need to provide educators with consistent tools to approach students' profile.

As Murry (2015) relates, ignoring this can result in a number of negative consequences including lack of motivation. Quoting him "Effective educators accommodate the assets and differential learning needs of all students, providing instruction grounded in theory and practice". (Murry. 2011, p. 67). Such educators first examine their beliefs concerning human and mental development, learning and language acquisition. They review literature and research to acquire an understanding of theories that guide current instruction with the best interest of their students in mind. Then, they choose an approach on which they will base their instruction, instead of doing it on generalities or wrong assumptions.

**2.2.2 Teaching Methodology**

Over the years, English teaching methodology has changed, considerably improving the achievement of the desired results. From its beginnings with The Grammar Translation Method", The Direct Method, Audio Lingual to the Communicative Method, that is the most applicable today. According to López (2009) this a communicative approach allows students to be able not only to understand texts but, also to interact in a second language. Something that in the past was

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more difficult especially for those who learn English as a foreign language due to the scarce resources and opportunities to approach the culture of native people.

However, today's technological development has removed this gap, allowing cultural exchange and becoming it in an increasing the need for which learning a second language is the key. According to Núñez (2011) the demands of today's society requires the development of communicative skills that allow students to use the language in real situations. Now, we all are immersed in a global community where only developing greater academic and social skills we will be able to take part in it.

In virtue of all these changes, a transformation of the teaching practices in the classrooms is also required. Based on a redefinition of the role that the teacher and student play in order to achieve the learning goals. Although it is true that in an EFL context the vision of using the language outside the classroom is not a real daily need for the student. However, the main role of the teacher is to recreate or simulate that reality in the classroom and to generate or create needs for using it outside the classroom considering the social nature of L2 learners. Thus, each task should imply a situation to be solved in which it is required to put into practice what has been learned.

Within this approach, the student's role in the learning process is active while they develop autonomy and commitment with their progress. As the author states, facing diverse situations make students aware of the need and importance of developing a certain number of specific language skills. This is also the best way to perceive the usefulness of the language and the

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greatest motivation to continue and go further on their own. In conclusion, a communicative framework can be successfully applied in any context if the basic conditions for interaction take place for the use of language.

On the other hand, the persistence on traditional pedagogical practices that ignore students' age, interests, needs and any other individual characteristic of the current generation can become in another factor for demotivation. Consequently, innovative ways for learning are not attempted at all nor the use of authentic material that enhances lessons making them meaningful for students. Language courses should be designed taking into consideration learner´s interests and expectations because to identify students' purposes and needs will guarantee instructors to develop proper motivational strategies. Learners not just need quantity but quality of instruction that guides them to understand why and how they can progress while they have fun.

Timmis (2001) suggests that another reason for the lack of motivation in students are non-supportive classroom environments, where students can feel free and safe to participate, take risks and make mistakes. Teachers are the main responsible for creating an adequate classroom atmosphere that promotes active learners' participation and interest. As Murry (2011) points out, educators should enrich the learning experience by becoming classroom in positive places where anxiety is low and each person can be respected, valued and estimated as a whole human being different and diverse.

Powell (2011), in their book how to teach now: Five Keys to Personalized Learning in the Global Classroom summarized:

"Educators also need to appreciate that readiness is profoundly influenced by an individual's prior learning success or failure, self-esteem, sense of efficacy, cultural norms, social status within the class or group, life experience, dispositions and attitudes, and habits of mind. When we know our students deeply, we are able to consider all these factors and determine individual readiness with greater accuracy—and then pitch instruction more precisely to a student's optimal zone for learning". (p.5)

## 2.3.    Learning Related Factors

### 2.3.1 Learning context

Linguists believe that there is a big difference between acquiring and learning a language. Acquire implies a natural process where skills are spontaneously developed while learning refers to follow a conscious process to develop those skills. Based on this definition, learning a language is a dynamic system that involves the use of instructional tools which play a main role for its success. Language studies also distinguish the difference between learn English as a second language SL or learn it as a foreign language EFL. Both theories differ from each other in terms of context. Since in a SL environment, learners are immersed where the language is spoken; in contrast, EFL learners who try to develop the language skills in their local setting.

The facilities and limitations related to the context where the language is taught should be taken into consideration by language teachers in order to provide the necessary tools to support them during each learning stage. Otherwise, this process turns hard and frustrating for learners and they could even lose interest and quit trying. The strategies to be applied in the classroom

should be also carefully selected according to learner's characteristics and the learning environment because they can enhance or damage the process, deflect learning goals and diminish motivation.

### 2.3.2 Error treatment

In language learning, failure is a common phenomenon. When it occurs, students tend to internalize that, they do not have the ability to perform competently, limiting themselves to keep trying. Furthermore, learner's past failure experiences make them  perceive success as difficult or unreachable in the present. Daily classroom practices like teachers' feedback, emphasis on correctness and peers' negative attitudes can cause a strong impact in their self-efficacy belief. Teacher should reduce the impact of failure by detecting initial students' beliefs and creating a safe classroom environment to develop learner´s self confidence

### 2.3.3 Assessment

The emphasis on content and results as a product usually tends to cultivate extrinsic motivation guided only by the need to meet certain requirements. Nevertheless, academic goals achievement can be successfully attained by helping learners to move from a system of grades and tests to cooperate in competences building as the most effective predictor of learning and language proficiency. Mechanic exercises and drill practices are commonly used to simplify the process of qualification of right and wrong answers and assign scores. Although, the ultimately goal of language learning that has been mentioned before is its use.

The content emphasis in assessment, naturally leads to memorization where students learn to repeat certain words and phrases but do not produce meaningful English. The lack of varied assessment opportunities in the classroom as Socorro & Murry (2011) state, will limit language skills development, creativity and enthusiasm in students. The authors also highlight the importance of initial detection as well as periodical registration and monitoring of early language abilities to promote motivation to move forward to the next level. They summarize this as celebrating every single progress which is inspiring and the best incentive to continue working to improve weakness areas reducing the impact that an isolated grade can cause for learners.

Based on this point of view, teaching effectiveness relies on understanding the role of preassessment in instructional planning. Preassessment determines the initial point for comprehensible instruction and help teachers to avoid decisions that can be counterproductive. Approaching language students profile allow language teachers to know prior knowledge and experiences EFL bring to the classroom rather than assuming content and skills they must have learned at this point of the process. Thus, students' language biography can guide instruction effectively and scaffold and readjust equitable evaluation processes. While not being aware of students' limited English proficiency at the moment to evaluate raises dramatically affective filter.

### 2.3.4 Coursework material

According to Crookes (1991) another important motivational component is the relevance of coursework where the syllabus and content material requires to be updated and accommodated to

specific interests and functions. Authentic and rich grade level material adapted to proficiency level support content taught progressively. These materials help EFL learners to perceive the practical functionality of themes in real contexts and motivate students to create connections with lessons and activities otherwise, they do not find relevant to learn it. They also agree on the importance of linguistically simplifying it for varying proficiency levels and even include native language content at initial stages to make stronger connections in a meaningful manner.

Choice opportunities in terms of topics and material to be used in the class as well as, age-appropriate worksheets and handouts is also important. According to Herrera (2011), lower material may be insulting for teenagers, lower self-esteem and underestimate their capabilities. As she states, do not start from a clear diagnostic could make teachers choosing wrongly class tools based on assumptions or reduce activities to meaningless tasks. Considering important information from students like age, personal interest and proficiency level will avoid teachers apply simple resources which do not allow higher-order thinking skills development since early language learning stages by considering they are not able to do it. However, the temporary limits of a language learning stage do not limit their cognitive capacity.

Varied material should be used in the class by students can find from several forms, their own way to decode information and make connections with their prior knowledge. That is how learning can take place meaningfully. Teachers should supply different material facilitating learning for those who need to create a mental image to understand better (visual learner) or getting involved in (kinesthetic learning). So that, when class topics and resources are relevant to

student´s lives and address multiple ways of learning; they are naturally engaged to take part in the class. Consequently, involvement and interest levels increase and as long as learner's satisfaction increase learning turns into a   pleasant and enjoyable experience.

### 2.3.5 Classroom environment

The classroom environment plays also a significant role in any instructional process. According to Krashen (1981) creating a low-risk environment requires an understanding of learning stages and factors that could inhibit learning.  In a safe classroom environment, errors are taken part as an important learning issue. This concept is also embraced by students who know that mistakes will take part as an opportunity to learn from. As he affirms for this happens there will be a classroom atmosphere of   respect and cooperation where students instead of being ridiculed or embarrassed by their failures can be encouraged to improve.

### 2.3.6 Comprehensive input

Comprehensible input is another critical component of language instruction. Providing comprehensible input to learners occurs when language is contextualized and understandable for learners. It implies modifying speech and support understanding by means of supportive material to create meaningful connections. Thus, explanations of tasks are given by modeling procedures, pictures, objects, manipulatives and so on. For Echeverria (2006), checking understanding frequently provide EFL learners access to key information. and clarify instructions for lower proficient learners.

### 2.3.7 Cooperative learning

Cooperative learning is an integrated approach that consist of working together to achieve shared learning goals through cooperation. This new educational paradigm differs from past learning methods based on competition and individual academic achievement. In cooperative learning, educational practices focus on interaction as a mechanism of knowledge construction. Applying cooperative strategies in EFL classrooms enhances students' participation, developing individual accountability and a positive interdependence relationship among learners.

### 2.3.8 Peers

Teachers might consider language proficiency when grouping students since learners can be benefited by taking part in mixed groups and same level Proficiency groups as well. More proficient students can support less proficient linguistically and hold them to higher expectations. (Thomas & Collier, 2002). Pairing students for pair work should also consider students' characteristics. In that way, recognizing students who work better in small groups or the ones who have the ability to work independently as well as who have some proficiency level that might need less support or for whom working in pairs or as a whole class can be most appropriate (Echevarria, 2006)

## CAPÍTULO III

**3. Research Methodology**

**3.1. Research Approach**

In order not to limit the results to a single methodology; but to obtain a holistic view of the object of study, a mixed methodology was used. For this reason, the sequential collection and analysis of both, qualitative and quantitative data was required thought an exploratory design. It provided a wider perspective about the phenomenon overcoming and combining the weaknesses and strengths of each method to produce richer information through different ways of data collection. Data was gathered from three different sources teacher's interview, students' survey and class observations in a real environment. (Monje, 2011).

**3.2. Design**

Due to the nature of the study, a non-experimental methodology was proposed. We observed how the phenomenon occurs in its natural context in order to analyze the underlying factors (The SAGE Glossary of the Social and Behavioral Sciences, 2009b). The instruments applied in the qualitative phase deepen the information obtained in the quantitative phase related to the phenomenon increasing awareness of it. Finally, data was analyzed through the triangulation of three different sources to validate findings. (Morales, 2012).

### 3.3. Population Sample

Teachers and students from one of the most emblematic Public Institutions from Ibarra City, Unidad Educativa Ibarra, participated in this study. In the case of students, due to the population number; a sample was selected through statistic operation to calculate its size taking into consideration a margin of error of 5,0. The sample was obtained by the following formula:

These elements mean:

n=       Sample size searched

N=       Universe size

Z=       Statistical parameter that depends on N

p=       Probability of the event occurring

q=       (1-p)= Probability of the event not happening

e=       Maximum estimation error accepted

$$n = \frac{463 \cdot 1,96^2 \cdot 0,5 \cdot 0,5}{(463 - 1) \cdot 0,05^2 + 1,96^2 \cdot 0,5 \cdot 0,5}$$

$$n = \frac{444,6652}{1,155 + 0,9604}$$

$$n = \frac{444,6652}{2,1154} = 210$$

As we obtained a final sample of 210 people, 210 students took an online survey for the study. 1n order to guarantee representativeness, a probabilistic random sampling was applied. Male and female students from the First Years of Bachillerato were chosen randomly. (Lopez, 2004).

Furthermore, two language teachers, whose average age was 40 years, were also interviewed. Both had college degrees majored in English and they usually work with this group of students at their initial stage. Lastly, both teachers were also observed in order to validate all findings.

Table 1.

*First Year Students*

| Grade | Male | Female | Total students |
|---|---|---|---|
| 1BC A | 13 | 23 | 38 |
| 1BC B | 9 | 27 | 36 |
| 1BC C | 16 | 18 | 34 |
| 1BC D | 11 | 25 | 36 |
| 1BC E | 14 | 22 | 36 |
| 1BC F | 11 | 24 | 35 |
| 1BC G | 10 | 24 | 34 |
| 1BC H | 10 | 24 | 34 |
| 1BC I | 11 | 25 | 36 |
| 1CONTA A | 3 | 21 | 24 |
| 1CONTA B | 10 | 14 | 24 |
| 1INFO A | 24 | 12 | 36 |
| 1INFO B | 25 | 8 | 35 |
| 1PRE BI | 6 | 19 | 25 |
| **TOTAL** | **173** | **286** | **463** |

Fuente: Secretaría UEI 2019.

### 3.4.    Tools and Techniques

In the initial exploratory stage of the research, teachers' experiences were the starting point for the approximation of that reality. By means of a semi-structured interview, participants were asked about a list of guide topics that included their teaching approach, classroom activities, and motivation.  Participants were allowed to express themselves freely about the main language issues they face every day in their classrooms.

The information obtained was supported on theoretical foundations from bibliographic review and other studies on the subject to design an instrument to quantify the causal factors around the research phenomenon through an open-ended questionnaire to address students' viewpoints. Survey data was processed automatically by a computerized system in order to speed up the process.

Finally, in order to validate and expand quantitative results, a simple or unregulated observation was carried out to register all visible elements of behavior and interactions in a natural learning setting without any interference from the observer, only based on the guidelines established on the observation checklist considering three different dimensions: learners', teachers' and learning-related factors.

### 3.5.    Ethical Considerations

School authorities guarantee open access to conduct interviews and surveys in order to get data, as well as the parental consent of the participants.  Researchers informed the participants

about the objective of the study and provide the free right to decide about their participation in each stage of the research process by means of an Informed Consent Letter. All formal requirements and Institutional protocols were followed in regard to approaching to the participants. Finally, we also guarantee the anonymizing of research participants and confidentiality during the research process. Nutbrown (2011).

# CAPÍTULO IV

## 4. Discussion of the main findings

## 4.1. Survey Results

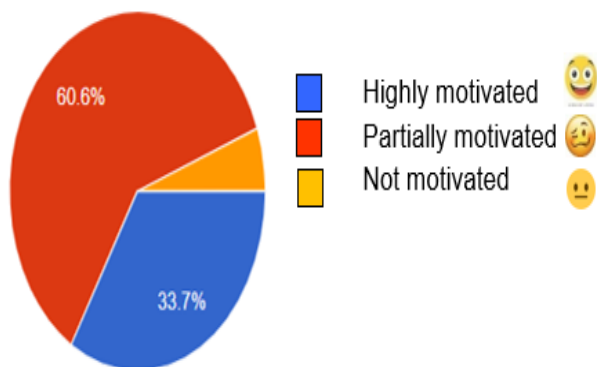## 1. In the following scale, choose your motivation level during English classes



*Figure 1*. Students' current motivation level

In the first research question, students were asked to value in the scale their motivation level during English class. More than a half, 60.6 % percent of the participants admitted feeling partially motivated at English lessons while 33.7 % are highly motivated and 5.7% are not motivated at all. Data shows that, the experience of learning the target language, is not being perceived as motivating for students. This is the first factor found on the study. which reveals the need to awake students' desire to take part in their learning process willfully engaged. As Dweck, (2014) states, one of the main ingredients of meaningful learning is the willingness to learn: nevertheless, this also commits educators to create the conditions within their main role as motivators to boost learner's inner curiosity, they all have since they born.

**2.** **Which situations make you feel more motivated in the classroom?**
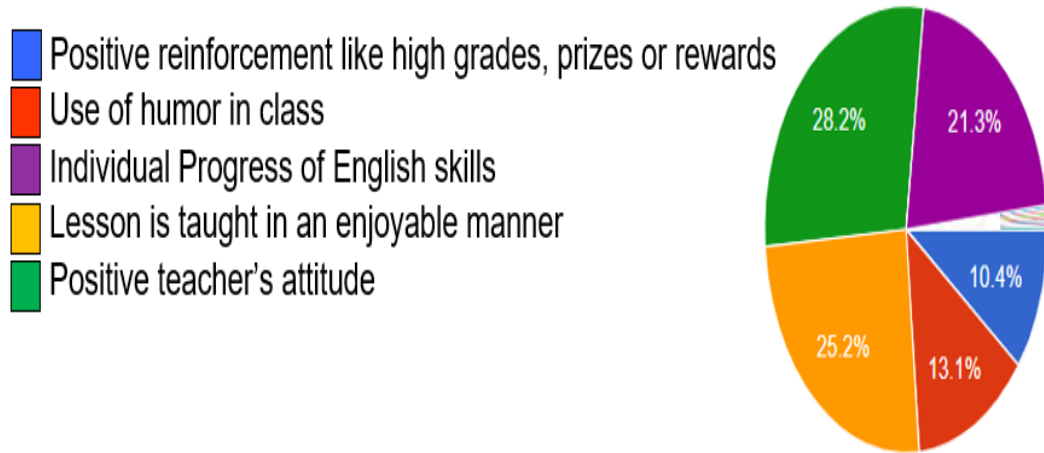


*Figure 2.* Motivating classroom situation

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The findings toward the rank of classroom situations that make students feel more motivated during lessons pointed out teacher related items like teacher positive attitude 28% followed by when lesson is taught in an enjoyable manner 25%. This shows that, social affective factors play a very important role in the classroom due to as Herrera & Murry (2011) states, learning flows during pleasant experiences It is also worth noting that, the  gradual progress of language skills 21% is more motivating for students than using humor 13%  and positive reinforcement through high grades, praises or rewards 10%. According to these results, we see there is a tendency to be more stimulated when instruction is conducted by means of an affirming attitude by language instructors towards learners.

**3. Which class activities do you enjoy most?**



a) listening to and singing English songs
b) watching videos films ad multimedia in English
c) working in groups and interacting with others
d) playing games, and taking part in roleplays
e) reasoning and solving problems, puzzles.
f) Other:
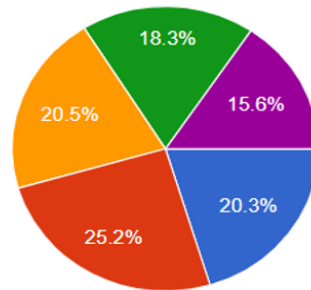
*Figure 3.* Diverse Learning Styles

In the activities section, the results showed a statistical proportional representation based on the variety of learners. The 25% of the participants stated that they enjoy most learning through visual content like watching videos. 20% enjoys listening to songs and podcasts, 20% prefers working in pairs or groups to interact with each other. 18% learns better taking part in roleplays, game and competitions and 15% reasoning, solving problems and puzzles. In the open-ended part of the questionnaire, two students added they enjoy painting and doing crafts. Students responses fit the theory of multiple intelligences proposed by Gardner which highlights the importance of providing diverse teaching ways and integrate all of them into the classroom in order to give equal access opportunities for different type of learners.

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**4.      I lose my interest in English class when**



a)  content and topics are boring
b)  seldom opportunities to participate
c)  class explanations are not clear
d)  exercises
e)  low scores

Other:  _____
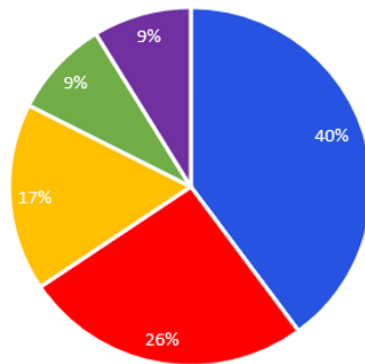
*Figure 4.* Methodology Influence

In this part, students were asked about what makes them lose their interest in English class. The 40% of participants pointed out content and topics are boring as the main demotivating factor. For 28% of students is the lack of opportunities to participate. while for 17% the unclear class explanations. According to the 9% grades are also a demotivating factor and for 8% tasks and exercises. Finally, important variables were added in the open-ended part of the questionnaire like monotonous class, repeated activities and when the entire class takes place in English. However, there are several ways to introduce new content and making it easier and funnier for students by appealing their interests, likes and needs.

**5. I would like my teacher**



a) be more kind and friendly with students
b) shows appreciation and approval of my work despite my mistakes
c) helps me to learn easier respecting my rhythm and learning style
d) have a stronger personality and be more strict
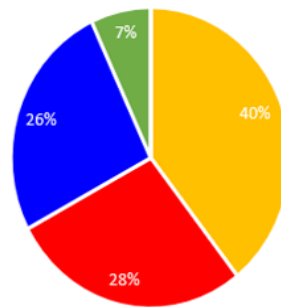
*Figure 5.* Teachers' Influence

In regard to teachers' role the 40% of the participants claimed that they would like teachers help them to discover easier ways to learn and improve academically respecting their individual rhythm of learning. According to the 28%, students also need to be stimulated by teachers' appreciation and approval of their work, while the 26 % stated that, it is also necessary that teachers should be more patient, kind and friendly with students. Only 7% expressed teachers requires a stronger personality and be stricter. Based on the results a more assertive approach is claimed by students instead of an autocratic teaching style where the main teachers' role is facilitating and stimulating learning, making it a rewarding experience and supporting them from their own individuality.

**6. My English classes are mostly focused on**
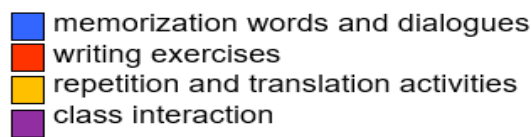


*Figure 6.* Classroom Emphasis

According to the students, their current English classes are mostly focused on   memorization of words and dialogues 40%, writing sentences 28%, repetition and translation activities 28% but, not on interaction 14%. The results showed an emphasis on classroom activities rather than in communicative purposes confirming the theoretical framework proposed by Luzon & Soria (s.f), who regarding with communicative method says that, " it's not just a matter of students acquiring a certain language system, but that they are able to use it to communicate in an adequate and effective" (p. 42). Otherwise, classroom practice turns on a boring set of repetition and drill activities.

**7. I think English is useful because I can**



a) use internet or any tech tool easily
b) study abroad someday
c) get better job opportunities in the future
d) communicate with people all over the World
e) I think English is not useful at all

19.1%   18.3%   13.1%   46.8%
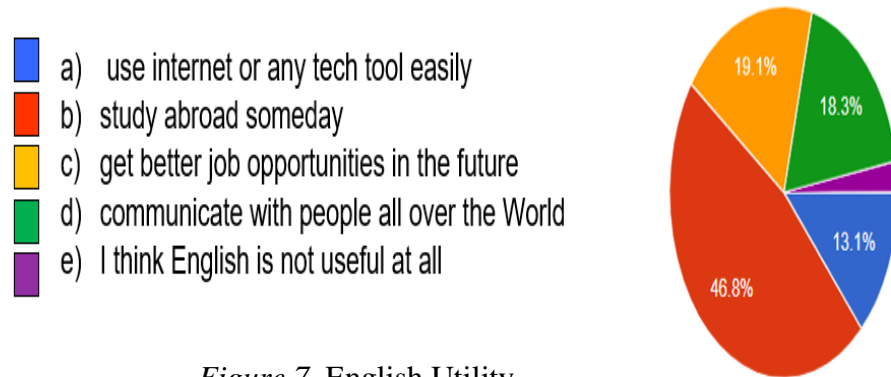
*Figure 7.* English Utility

In question 7 students were asked to reflect on the utility of the target language. The results exhibited varied interests including overseas study purposes 40% better job opportunities 19%. Other included social interaction 18%, understanding foreign content on media 13% and only 3% expressed that English is not useful at all. Based on the survey data, students seem to perceive the benefits of becoming L2 users. Nevertheless, in an EFL context, the language benefits require to be promoted constantly by students can confirm its external validity and keep focused on linguistic skills rather than external requirements, so a more integrative language orientation seems to be needed.

**8. English classes can be more enjoyable if we**



a) Incorporate new class activities and material
b) Use technology in the classroom
c) Interact with foreign people in the class
d) Other:  _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
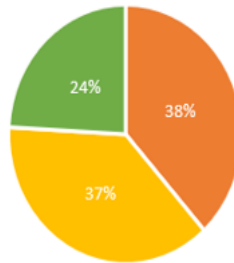
*Figure 8.* Areas of Improvement

The last question allowed students to show how their ideal English class looks like. The 38.1% of students expressed that English classes would be more enjoyable for them if teachers incorporate new class activities and material according to their likes and learning styles like visuals, songs, roleplays etc. The 37.4% claimed about the importance of incorporating tech tools to the class changing the traditional way of teaching and 24% considers important intercultural exchanges with foreign people in the classroom. The immediate reactions of students to the need of improving language experience through innovative learning classroom activities and material guided the proposal design detailed in the following chapter and aimed to provide practical tools. for teachers in their way to meet their classroom needs and help students to achieve their language goals in a funnier way.

## 4.2. Interview Results

In the interview, teachers provided important contributions to the findings. Initially, teachers were approached in a general way by asking them to point out from their daily experience in the classroom which is the main problem they face with their students in the language learning process. To which teachers answered: One of the main problems is that students are not interested in learning English. They feel that they do not like the subject. Both teachers agreed on the fact that motivation is one of the main issues they must deal with daily in the classroom. We can see that teachers' assumptions about the lack of students' interest or motivation for English is an important consideration to be considered since both teachers' and students' perceptions toward learning play the main role in developing quality classroom practices.

Naturally, the next question to be asked was for the reason of this. They affirmed this is because of: the low knowledge of students have about English and also: they are in an environment that they don't need to use the language. The low language proficiency level which makes students struggle with class content is definitely one of the main learning barriers that teacher should work to reduce in order to guarantee comprehensive input as well as to minimize learners' frustration and anxiety which lead into demotivation. However, the lack of or few opportunities to interact in EFL contexts is part of teachers' duties. As Beltran (2017) states creating this need in their local context is possible by means of applying a real communicative approach in the classroom where students carry out real-life tasks using the target language. It allows them to perceive its usefulness and be prepared to face it later. (p.95)

Teachers also came up with significant insights regarding to the way they try to improve students' interest and participation in the class. One of the teachers said that she tries to encourage students in the class by incorporating songs and games. While the second teacher mentioned: I mixed all the methodologies but the most used in class is natural approach and counseling learning where students can use their language spontaneously and work in teams which is the most important.  Classroom activities are important tools that can be used as good motivators. Nevertheless, motivation should be seen more than a fun activity. Thus, incorporating motivational strategies into the daily classroom practices needs to become in one of the lesson plan priorities. On the other hand, it is true that the game is one of the main tools used by teachers in the classroom in order to encourage participation. Nonetheless, it is also extremely important to consider aspects such as the purpose, grouping, time, rules, among others, so that the activity does not become an opportunity for recreation simply by leaving the training process aside.

Regarding to the class activities teachers use. They mentioned: I present some handouts to fill out crossword puzzles and matching exercises… depending on the topic and students' progress. The other participant pointed out that among the activities she most uses are songs and games. Although, it depends because each group is different. She concluded. We can infer from their responses that important learners' characteristics like learning styles or language profiles are not playing a significant role at the moment to design class activities. For this reason, we stand for a more participatory student role as well as free and varied choices opportunities for them in order to appeal students' interests and needs engaging them actively in their learning process.

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Teachers were also asked about certain time or classroom situations where students tend to be more willing to learn or they just enjoy most. Teachers pointed out students are more active at the beginning of the lesson and they like playing games or working in groups. However, during the rest of the lesson involvement level seems to decrease considerably which could become a great problem because the role that students play in the classroom should not be passive due to it could limit language skills development. According to the literature review proposed in the theoretical framework, there could be several factors that can affect students' motivation like teachers' attitude, methodology, classroom environment hence the importance of determining how all fluctuate among them.

Regarding methodology for language acquisition, and strategies they use to foster students' motivation. Only one of the teachers said that she applies some teaching practices from the natural approach for language acquisition where interaction and communication seem to be as the main goal of classroom instruction. The other participants did not mention one explicitly but, regarding classroom strategies she stated: we have many activities we can use to motivate students for example start the class with a song or a game. According to Krashen and Terrel (1991), a communicative method is an interactive way of language learning that stimulates student's participation and linguistic skills development. It also implies comprehension of students' silent period providing comprehensive input and lowering the affective filter. Consequently, class activities should be adapted in such a way student find support through a rich language environment as the main stimulus in each production stage.

Finally, for teachers, the best way to increase students' interest for language learning is: thinking about their interests according to that I can foster some activities… for example if they are good at learning let's say expressions to show future activities maybe so we can do activities like making a weekly plan. The second participant said: for example, we can teach them activities using listening activities or speaking activities… we can use readings in which they can participate using things that are of their interest. The answers elicited from interviewing participants, revealed the need to enhance the learning process and improving language instruction methods in public school classrooms by means of approaching students 'interest and needs through a more contemporary methodology portrayed by the communicative approach for EFL learners.

## 4.3. Observation Results

The findings gathered from class observation were registered by means of a checklist of the main elements related to three different aspects:  students', teachers' and learning related factors. Within learners' related factors, important insights were added to the research.   Firstly, students' participation was passive. Only 40% of students participated during class presentation. The rest of the students seems to be lost or confused and remain unmotivated despite the teachers effort to call their attention, mainly because they did not understand what the teacher indicated because they started to ask each other what they have to do in Spanish instead of asking to their teacher. This suggests that diverse learners´ linguistic level in the classroom needs to be addressed by

means of accommodative instruction to encourage students to participate little by little otherwise passiveness could limit language skills progress

Another important finding was many students in the classroom which limited teachers' rapport with all members of the class as well as, seems to limit somehow a real application of the communicative approach. Since classrooms are composed by 40 students and more which means a big challenge for both teachers and students because class size does not allow the same opportunities for all learners can share ideas or get enough feedback. Rhalmi (2016), suggests that engaging learners in crowded classes with mixed abilities, language levels, interests and goals might be possible by means of cooperative work. Working in groups strategically may be beneficial for learners giving them more chances to practice and measure the effectiveness of classroom instruction.

It was also evident that students who hesitate to participate or take part in class activities are limited by a strong feeling of being unable to do it. Reluctant students expressed phrases like why me, I am not sure, and they tried to hide in order to not be called by the teacher. This fits with EFL theories which state that underlying assumptions potentially guide behaviors so that past failure experience might be minimizing success students' expectations now. It was also evidenced that although teachers ask students to participate many times, students had few intentions to do it.

Finally, regarding to students-related factors, learners demonstrated a limited ability to speak. They appeared to be more motivated to meet the class requirements rather than taking part in real

class interactions because their focus during teamwork was to finish the task before the class was over. They hurried each other to finish speaking in Spanish all time. Other significant observation was that syllabus content tends to be simplified considering the initial level of students as beginners; however, it did not include varied opportunities for linguistically diverse learners in the class. According to Bucher & Lee (2007), detecting can do statements at the moment to plan lessons and design class activities will allow teachers to enhance grow opportunities for both weaker and stronger students dynamically.

On the other hand, regarding to the learning related factors, It was evident in both observed classes that, motivation is not considered as an important issue during the whole lesson but only at the beginning of the class, where through a warm up- activity teachers tried to capture students attention to get started. However, in the next learning stages, lesson focused mainly on teacher and consequently student's involvement reduced considerably. This allowed to determine there were varied episodes of motivation and demotivation which fluctuate during the beginning, middle and end of the class.

The observation findings also showed that there were not a plenty variety of activities that meets diverse learning styles. Most of lesson time focused on content rather in skills and it was mostly delivered by lecture. Groups and tasks were assigned randomly without considering preferred grouping, students' assets or individual needs. Furthermore. there was a tendency to elicit mostly competition instead of cooperation through class activities and games where weaker

students have less opportunities to success than stronger students. It was evidenced that there were not meaningful connections between student's prior knowledge and new content.

Important elements were added in terms of classroom environment and teaching methodology. Instruction included important stages of presentation, practice and evaluation However, there was not room available for individual help. There was only a one-way explanation, and none use of audiovisual materials. Material includes grade level content but not different learners level accommodations. The understanding was not ensured before moving students to the next stage. Students were encouraged to complete a task which they dealt with until the end of the hour. At the end of the lesson, there was not clear evidence of individual progress and language goals achievement.

Finally, among teachers' related factors in both observed classes, the lessons were mainly conducted in English in a 90% only final announcements were given in Spanish. Teachers showed enthusiasm as well as a considerable speaking ability in the target language. The class arrangement was effective enough although big rooms were not equipped with technological tools nor any didactic material for visual support. Teachers also demonstrated to be skillful in terms of general discipline and classroom management. Nevertheless, there was one of the classrooms in which, students on the back were talking and doing other activities while teacher was giving the instructions.

Among the important findings is that positive feedback was not given explicitly based on students' mistakes. On the other hand, it was demonstrated a balance between firmness and

warmness in one of the teachers. The other tended to have a more autocratic teaching style; however, none of the two praised or stimulated students' effort after their participation. According to the IDB Education Network (2012) from the earliest classrooms to the contemporary schools of 21st century; educators have had the responsibility to provide safe environments where learning can take place as a pleasant experience for all. Consequently, we state the importance to create more meaningful classroom experiences based on the findings described above.

## 4.4.Discussion of the main findings

The first finding was regarding learners' current motivation state. The survey results showed that, students' interest, is the main factor to tackle during English lessons. Since they are not considered as a highly exciting experience for students. This is from teachers' point view due to the low English proficiency they have gotten so far, which turns lessons difficult for learners. Furthermore, it was evidenced during class observation that motivation is not considered as an important issue during the whole lesson but, only at the beginning of it; where using a warm-up activity, teachers tried to capture student's full attention. However, in the next lesson stages, most of the students started getting lost and looked tired and confused asking each other what they were supposed to do. This fits with theories presented on the theoretical framework, that shows how motivation has been for years misunderstood as a fun activity only or wrongly used to just get something done but, not to inspire people to commit willingly.

The salient demotivating factor detected on students' survey was content and topics are boring. In contrast, teachers affirmed that context is the main reason for learners' lack of interest in English learning because as EFL learners, they are not required to use the language daily outside classroom. In the observation, what could be seen was that students use the English book provided by the Education Ministry and complete extra worksheets. Also. the center of the lesson was mainly a grammar topic. However, input and output activities for a real language acquisition seems to be reduced to much simpler class activities due to the students' limited level of language production. As Krashen (1983) states, for language learning, it cannot be taught directly. A balance of both, explicit and implicit instruction is required especially in EFL contexts for a more natural and meaningful learning process that mainly started inside the classroom but, it must be oriented for real communicative purposes.

On the other hand, among classroom situations that make students feel more motivated during English lessons. We found that students are encouraged when teachers have an affirming attitude and show appreciation of their work despite of their mistakes. The survey results showed that learners claim for a more social affective instruction as well as more enjoyable English lessons. On their part, teachers argued that learners tend to be more motivated at the beginning of the lesson or when they play games and work in teams. Something that was clearly evidenced during class observation, where students' involvement and participation fluctuated during the beginning, middle and end of the class. Most of the students took part during the initial activities like warm-ups or games but, only a few of them play a significant role during the rest of the class and in the groups, they were assigned randomly. Based on the literature review proposed in one of the

previous chapters, we evidence the importance of grouping arrangement considering learners' characteristics and their language profile.

Regarding with the factor, teachers' role on students´ motivation. Participants claimed that, they require more support from language instructors to find out easier learning ways. Therefore, it can be inferred that this process is seen as difficult for them. In the interview, teachers expressed that the best way of fostering students' interest in language is taking into consideration what they like which is true. Although, it implies knowing them as learners in order to approach their real needs. This is something teachers did during the observation because both teachers started the class with a game. Then lessons were conducted successfully following a logical order of organization but, there was not available room for individual help which is the main students' request according to the surveys.

Another important factor that has a considerable impact on motivation detected in the study was classroom activities. The third question was aimed to show how varied activities suit each learner best according to their own learning style. Students' survey results demonstrated a varied participants' choice that includes visual, auditory, inside, outside and hands on activities. Gardner´s approach is confirmed here due to the author says that, students learn differently. Consequently, lessons require varied ways to be presented in order to help learners to retain information better, to make meaningful connections and assimilate class content. Some of these activities were mentioned in the interview but not conducted by teachers during observation. Furthermore, when they were asked about how they choose the activities to be used in class.

They did not mention to consider any special learners' characteristics instead, they assured doing it based on class topics or progress of students. Planning classes for homogenous groups without considering different learning styles can diminish students' engagement and reduce interesting and creative ways of teaching in the classroom.

Teaching methodology was also another important motivational factor found in the study. Although, teachers mentioned that they try to provide spaces for students exchange their ideas in a naturally and spontaneously. When participants were asked about their current English classes, they pointed out memorization of dialogues, filling and translation exercises as the main activities they usually perform in their classrooms. The ultimate choice for them was communication or interaction. What was evidenced during the observation is that students talk in class mostly in Spanish. The class was mainly dominated by teachers and students did not play an active role. Additionally, tasks and teamwork focused on writing more than sharing ideas or oral practice. According to the literature review consulted, when teachers become in the main focus of the class; naturally learners tend to distract, and their initial interest starts to decrease. However, teachers' tendency to center instruction on themselves instead of in students is not easily perceived by them like an outside observer can do it by simply considering who is assuming the main role of the whole class. (Purcells, 2009)

Another important finding was regarding perceptions about English utility. Teachers had already mentioned before that learners are not immersed in a context where they need to use the language. In contrast, the students' survey result showed that learners seem to perceive the

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different advantages of language learning like studying abroad and getting better job opportunities as the main benefits and only a 3% of students pointed out they think it is not necessary or useful at all. Moreover, in the class observation, the checklist added important contributions to the findings that could answer this, due to the fact that some important elements like language goals and linguistic functions of content developed in the class were not explicitly detailed. For this reason, at the end of the class, there was not clear evidence about the purpose, achievement and its practical importance.

Finally, the last question was addressed to know participants' points of view about how to improve the language learning experience for EFL learners. Three different options were provided: a) change classroom activities and material incorporating more attractive choices considering learners' characteristics, likes and learning styles b) incorporating tech tools to the class and c) exchange opportunities with native people. Survey results showed that students consider important to improve English lessons by means of incorporating new classroom practices as well as technology. Teachers in the interview never mentioned specific strategies or apps used to increase language acquisition motivating students to produce English meaningfully. Also, during the observation, there were not evidenced any personalized tool to awake, keep and maintain low encouraged or fewer proficiency learners focused and motivated. For this reason. the design of a proposal that merges all findings seems to be very promising for both EFL teachers and students.

**CHAPTER V**

## 5. Conclusions and Recommendations

### 5.1. Conclusions

Not all students come to class naturally enthusiastic about learning a foreign language. Most of them need to be inspired and stimulated. However, whatever level of motivation they bring to the classroom can be modified by means of strategic classroom practices. As Ericksen (1978) states "Effective learning in the classroom depends on the teacher's ability ... to maintain the interest that brought students to the course in the first place". Based on this, the teachers´ main role is not just facilitating learning in terms of content. Their main commitment is to be a motivator, who boosts the inner curiosity that we all have since we are born. When motivated teachers direct a positive attitude toward language in the classroom, they motivate learners to value the subject and have a strong sense of purpose.

Motivation cannot be seen as a learners' intrinsic related factor solely. It is a social construct potentially influenced by all the environmental elements around. In an EFL context, where an integrative purpose does not play a significant role for students; there are many factors that can affect learners' motivation. The compulsory nature of the English subject, the few opportunities for interaction and the way lessons are presented, have oriented students' interest towards extrinsic requirements. However, the overall language goal is that learners are able to use it. For this reason, language instructors should encourage them to become independent L2 users, rather

than to push them just to fulfill tasks. by turning emphasis on productive skills and appealing student's needs and interests

Motivation is a key factor for meaningful learning. The theoretical insights proposed in the literature review, demonstrate that when students experience positive emotions; they are more likely to acquire new knowledge and make more meaningful connections. Thus, when students feel welcome in the classroom, this sense of belonging predisposes them positively to the class. Besides that, when they are positively affirmed by the teacher, their self-efficacy, expectancy, and esteem system are nurtured. increasing potentially their willingness. For that reason, demonstrating connectedness with students by means of a more affective instruction can encourage learners while they develop more emphatic relationships.

Students do not acquire knowledge in the same way. On the contrary, they differ from other peers in the way they access, process, and retain information. When they do not find space for their learning preference, it can not only become in a potential demotivating factor, but it can also affect the construction of new knowledge. Hence, to support students in their attempt to acquire language includes detecting prior learning experience and diverse learning styles they have, in order to scaffold the process providing appropriate support during the different stages. This information should be gathered as part of their learning profile and used to personalize instruction focused on strengths instead of students' weaknesses. For that purpose, the use of specific tools to pre-assess, register and monitor these individual characteristics is essential.

Motivation is not limited to an opening activity at the very beginning of the class or towards the topic of the day. It consists of aligning students' personal interests with the goal to be achieved. By setting the specific actions to get it and injecting them with the strong sense they are capable of doing it. A teacher who ignores key motivational concepts tends to prioritize what he or she considers as an effective teaching method or classroom activity. Nevertheless, sensitive teachers include behavioral, cognitive, and affective components to maximize learners´ success' and opportunities in the classroom; treating each student as a single unit to be welcomed and valued from its individuality and differences.

Students are naturally engaged when activities in the classroom are interesting and useful for them. But, if they do not find them purposeful or enjoyable, their interest can diminish. On the other hand, the lack of students' choice in the classroom, compromises their intelligence strengths and presents challenges for different types of learners. For this reason, setting the conditions for active learning involves knowing students as learners. It will allow teachers to choose appropriately the activities that suit their learners best, according to their assets and liabilities. That is why curriculum and syllabus content need to be adapted in such a way, they appeal students' real interests and needs.

21st century students demand from teachers to integrate new and varied instruction methods to support language acquisition, and engage students doing activities easier and funnier for them. It is time to take away obsolete methods and integrate into the curriculum, communication, creativity, critical thinking, cooperation, emotional intelligence as well as digital technology as

basic skills, to equip learners for higher education and to succeed in the complex society we live now. We cannot keep teaching in the same way we learned many years ago, because education ought to meet the new challenges of today's society.

## 5.2. Recommendations

Promote language benefits so that students can perceive the usefulness of the language in the personal and professional field. By providing a complete picture of what learning a language means and its advantages; learners will start seeing it as an investment worth of all their enthusiasm and effort. Infect learners with an international mindedness, where the role of language is seen as the key to succeed at all levels like business, tourism, entertainment, technology where they want to dabble in the future.

Turn class emphasis on communicative purposes making students embrace it as the ultimate lesson goal. Encourage students to produce meaningful interactions in the target language rather than to limit class instruction to complete book tasks. Moving lessons from content goals to communicative language functions and making room for students' creativity instead of they only respond based on given examples- It will also move students from a sense of obligation to a more personal desire to experience new challenges.

Explore the dimensions of affective learning that foster personhood and important values like confidence, self-efficacy, and esteem in the classroom. By seeing learners through the lens of their capabilities instead of their deficits and promoting an ideal self-image of themselves as L2 learners, which makes students feel confident to achieve what is expected from them. Remember

that, students also need to experience achievement. That is why, increasing opportunities to succeed will enhance learners' expectancy and encourage them to fall forward. We can detect things they can do well and using them in class to allow learners to change their wrong beliefs and see themselves as capable of achieving it.

Pre-assess all assets students bring to the classroom considering their biographies as an important tool to obtain a more detailed understanding about their development areas. It will also allow teachers to keep a positive attitude toward their smallest progress and it can be also emulated by learners affirmatively. This information should include important aspects like prior academic experiences, family background, linguistic level and learning style because this will help you to avoid early failures and its negative impact on motivation and contribute choosing the appropriate strategies to scaffold the process, accommodate lessons, adapt material based on detected needs and promote cooperative teamwork among students by means of a more inclusive and supportive framework.

Create a safe classroom environment for every learner where through assertive teaching practices, level of anxiety and fear decrease allowing learners to take part actively. A space created for students where mistakes can take place as a natural part of their process and through positive feedback and appropriate error correction treatment, they can also develop accountability of their own learning without being hurt or judged for them. A secure zone that promotes cooperation instead of competition among learners and provides equitable assessment opportunities for all enhancing their abilities and strengthening their weaknesses.

Evaluate the effectiveness of strategies applied in the class by considering the results obtained and their impact on learner´s motivation. Remember that learners do not only need to know what is expected from them but, also what they can do to go there. They can feel more motivated when they can see clear links between the procedures they have to carry out and expected outcomes. For this reason, we must make them reflect on the adequacy of strategies they have been using and attribute the results to them but, not the lack of personal ability to perform well. Incorporate motivational strategies to make lessons more pleasant taking into consideration that meaningful learning is not forced. It only takes place when someone experiences excitement and joy.

Improve teaching quality understanding it as the need for a more personalized classroom instruction, where the diverse type of learners can have the same access opportunities. This is the real intention of Education, impact positively every students' life, inspiring them in their long-life learning. However, to achieve this we need a shift in schools' priorities and policies. By praising effort instead of intelligence and engaging students by belonging, scaffolding and motivating as the best way to contextualize the curriculum to their reality.

**6. Academic Proposal**

**6.1. Title**

MOTIVATIONAL STRATEGIES FOR EFL CLASSROOMS

**6.2.    Rational**

   The most important about research is putting findings into practice. This is why based on the results, a section with practical classroom strategies is provided in order to improve  learners' motivation and support teachers in their task to teach English meaningfully in EFL environments. The literature review shows the paramount role that motivation plays in learning settings and language outcomes. For this reason, we propose to enhance language learning by making lessons more appealing to EFL learners' characteristics, needs and interests

   According to Dornyei motivational strategies are those procedures consciously exerted to achieve some systematic and enduring positive effects. According to his definition, motivators should work to promote the individual's goal-related behavior. He also states that motivation needs to be generated, promoted and maintained. Thus, in the classroom, teachers are the ones called to create supportive and pleasant environments where learners are stimulated to become in proficient English speakers.

This proposal focused on the importance of orienting students' desire to the overall Ecuadorian English Curricula goal to become in language users due to sometimes motivation is only seen as positive attitude toward an academic subject; however, language teachers carry the huge responsibility to move learners by the desire to get an increasing command of the target language. Then, this guide seeks to provide practical tools for teachers developing a more student-centered approach that allows them to choose the appropriate strategies to facilitate learning since initial stages.

## 6.3. Theoretical Framework

The strategies proposed are based on one of the most influential studies on motivation conducted by Dornyei. He states that motivation is a dynamic construct that varies and changes constantly. For this reason, he suggests setting a plan that includes pre-actional, actional and post actional stages. Ten motivational strategies for language teachers proposed by the author also called 'Ten Commandments' of Motivation inspired this work based on the results obtained in the research.

The author states that to motivate students we need to explore the reasons why they enjoy or did not enjoy certain class activities and foreign language learning experience by itself. Therefore, pre-assess students includes to detect cultural background, prior school experiences, L1 abilities and strongest areas of cognitive development due to students biographies will equip teachers with a whole picture of students capabilities from which teachers will scaffold the

learning process, adapt the material and accommodate instruction properly without falling into either side of simplifying or demanding above or below their current level.

According to the Attribution theory Weiner (1992), past success and failure experiences will determine the high or low level of achievement in the future. Weiner´s theory states that people usually tend to credit success to personal abilities and blame for failure to external factors. Nevertheless, according. to him, achievement involves controllable facts like effort, difficulty. On the other hand, repeated failures tend to make students think they are less competent than others attributing failure to ability rather than to effort. This theory does not only explain differences between higher and lower achievers; but, it also shows how failure can affect self-esteem and move students to avoid tasks related to succeeding because they think it is something that they cannot control.

Confidence is another important variable to take into consideration. It is the sense of having the ability to perform competently. According to the self-efficacy theory proposed by Bandura in 1997 students need to develop a strong sense of efficacy because learners are constructed by observational experience in the classroom. When it is firmly developed on learners, failure will not have a negative impact on them. For this reason, teachers must work on building students' self-confidence detecting negative beliefs they have internalized of their efficacy and encourage positive beliefs of themselves through an assertive language and valuing their differences.

On the other hand, students also need achievement. Based on the main principles proposed by Self Expectancy Theory teachers should also increase experiences of having satisfactory

results on a particular activity by providing them of the right resources, and required support to achieve it. This will increase students' level of satisfaction, expecting increasingly better results and demand higher effort to get the expected outcome. Expectancy theory says that learners are motivated to work hard when their contributions are seen as an investment and expectancies are achievable and attainable to their skills Teachers provide the right means to reach them by showing appreciation, recognizing their accomplishments and providing timely constructive feedback which acts as a roadmap toward their goals.

Based on these theories we support the strategies proposed below inviting teachers to explore the dimensions of a more affective learning taking into consideration behavioral, cognitive and affective components to foster EFL learners' motivation. Setting up the conditions to offset the effects of the compulsory nature of foreign language study in their local context and our system domination of grades and tests that value content, correctness and competitiveness, building competences and important values of cooperation and stronger learners' self-system.

**6.4. Objectives**

**6.4.1 General**

Set motivational strategies to secondary school EFL learners based on data obtained in the study

**6.4.2 Specific**

• Make lessons more appealing to students needs

- Create more supportive and pleasant environments

- Encourage EFL students to become active English learners

- Guide learning processes with communicative purposes

## 6.5. Beneficiaries

The main beneficiaries with the application of motivation, strategies are students because they will be moved by a stronger desire to get a better command of language instead of just approving another school subject. Also, language teachers will find practical tools to deal with the varied reasons for learners' demotivation in the class. Lastly, the innovation of teaching strategies is highly necessary at Education Field that is why, the English area from the school and the Institution as well will be directly enriched by incorporating new learning experiences in the classrooms.

## 6.6. Impacts

The expected outcomes from applying motivational strategies lies on the increasingly learner's involvement in English lessons and the progressive development of language skills. Teaching procedures suggested in the guide intend to support educators to address students' needs based on learners' actual profile moving them by the desire to become competent English users that means setting the foundations during the first years not only in terms of knowledge but also in terms of encouragement for the next school levels.

## 6.7. Developing

The strategies described in this guide are based on research findings and supported on theoretical claims of human development.
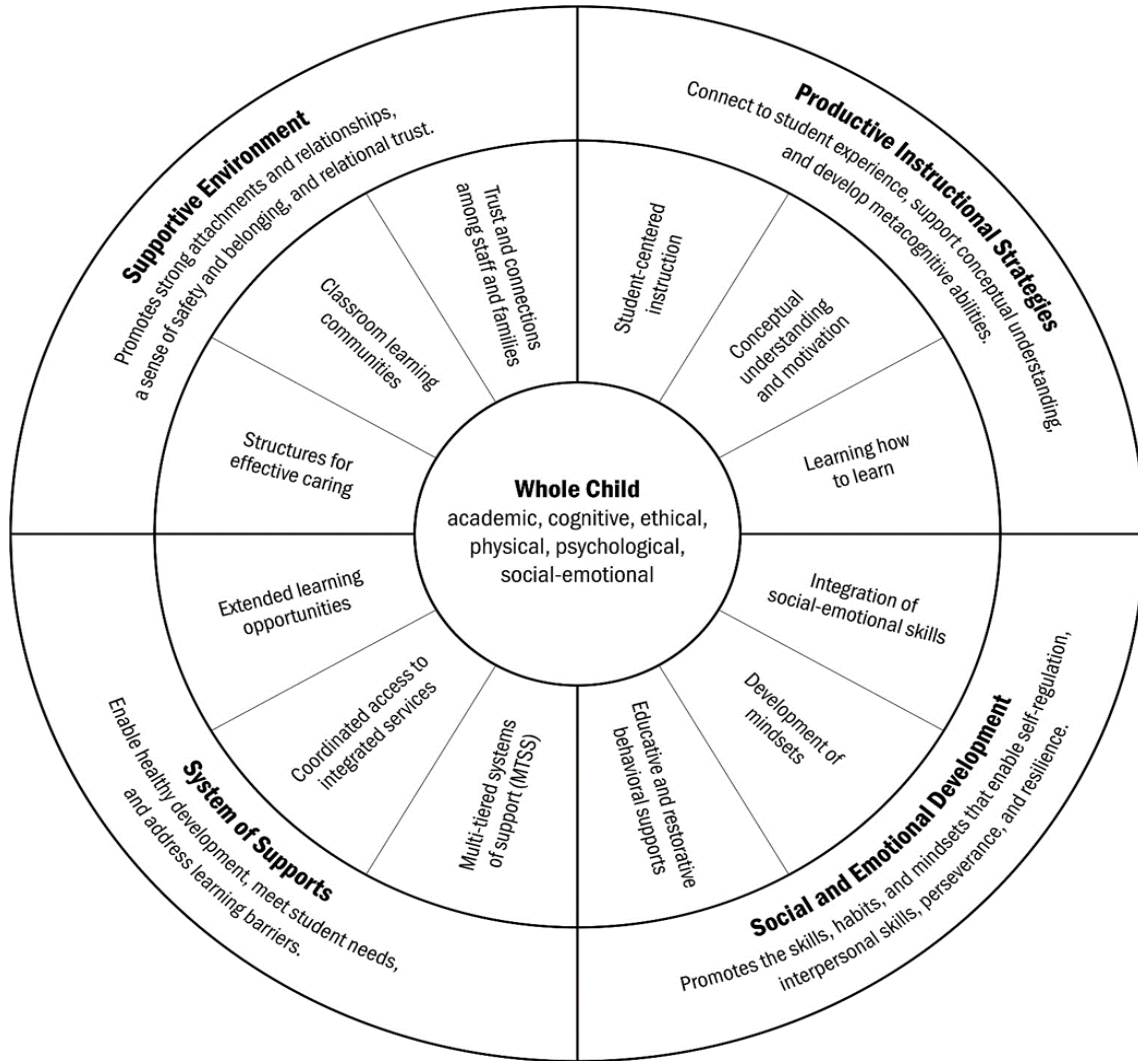


*Figure 9.* SoLD principles of practice

### 6.7.1.Preactional Stage

**Set the conditions**

According to Dorney, (2005) motivation has to be generated by setting the conditions for a pleasant experience. As it happens, different types of motivation can be elicited depending on teachers' contributions to direct the learners' orientation. Educators must integrate components of both integrative and instrumental motivation and serve as a model of a positive disposition toward L2 community and the desire to take part in it by considering the several gains of being a profiencient language speakers.

Before to start teachers will need:

1. Know the group of students you are going to work with

2. Preassess assets and liabilities learners bring

3. Discover personal interests and individual needs

4. Apply instruments to gather students' information

5. Set suitable strategies for diverse type of learners based on findings

6. Provide a clear plan to evidence progress and result

## **STRATEGY #1**

### **Approach students' reality and needs**

**Description:**  There is no other motivational strategy more effective than making pupils feel as unique and special in the classroom.  Today, research on learners' diversity show how inquired teachers maximize learning opportunities for students by creating a strong sense of belonging and security in the classroom. Student counselors and learning specialists also suggest the multiple benefits of personalized learning which implies knowing students as learners to address their individual needs instead of treating them as a single entity.

Maslow (1991) cited by Powell (2011) proposed that belonging, affection, and esteem are what learners look for mainly in a group. For this reason, being valued in the class increases chances to take the risk that learning a new language involves. Sadly, in some cases, teachers end the school year without knowing either their names thus, the unique set of experiences, traits each bring to the class, and how they influence their learning are totally ignored during their learning process.   Quoting Powell " Every student presents us with a different learning puzzle that we must solve in order to give them the best opportunity".

Coming to know students especially in big size classrooms can be perceived as a hard duty. However, by considering the benefits of doing it, we recommend developing student learning profiles. We provide a clear guideline to help you to meet the challenge of coming to know your

students based on five important dimensions of learning that includes identity, emotional factors, academic performance, and learning preferences.

**Purpose:** Explore students' profile to discover learners' assets and liabilities to accommodate instruction to address their needs and encourage them to be active learners.

**Application:** At the beginning of the school year the teachers will take time for getting to know their students considering important aspects like Socio-Cultural, Linguistic, Cognitive, and Academic Dimensions. Any relevant information will be registered on the individual student´s sheet. Not all information needs to be collected at one time, but as you compile much more student data it will enable to use those findings as key tools to bust their learning potential

**Benefits:**

- ✓ Welcoming all students identifying differences and commonalities
- ✓ Create a psychologically safe environment for every learner
- ✓ Provide individual help for low achieving students
- ✓ Recognize their strengths and readiness to make effective instructional decisions
- ✓ Provide equitable evaluation for low and high achieving students
- ✓ Increase language outcomes and encourage English learning in the classroom

**a) Socio Cultural Dimension**

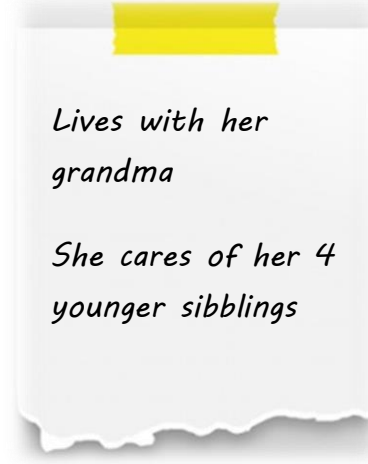**Home+ Community + school= background knowledge**

♥ **Personal Information**

Approaching students' sociocultural realities will allow teachers to develop a more caring relationship with them. As we know, home influences critically instructional success. For this reason, is so important knowing their surrounding circumstances to make instructional decisions on time by establishing a collaborative relationship with parents to inform periodically their achievements and difficulties. Building a community that involves parents and students to take part actively in their development.

Sometimes teachers use labels like "lazy" "noisy" when there are many causes behind these behaviors. Nisbett (2003) affirms that learners' attitudes in the class are the visible manifestation of inner and home conflicts. It affects directly expectations and values they hold about themselves and their capability to succeed. Also, studies demonstrate that students who experience high levels of insecurity or anxiety at home generally struggle with concentration or retention in class. That is why including important information such as family background of students will equip teachers with better tools to detect high-risk students and support them in enhancing their self-esteem.

Tomlinson & McTighe's (2006) in their book Integrating Differentiated Instruction and Understanding by Design. The writers present plenty of samples of how showing interest in their

personal issues increases potentially involvement during class activities as long as they are positively included by stronger social connections rather than only academic intervention. All information you consider relevant should be included since social economic status, poor quality nutrition, loss in the family, to more specific details like special needs detected by experts such as ADD (Attention deficit disorder) and some other, results of personality test and any factor you consider can inhibit learning.

*Only child*

*His father is a teacher*

Lives with her grandma

She cares of her 4 younger sibblings

**b) Linguistic Dimension**

**L1 & L2**

A misunderstanding of the role of the first language can limit student´s growth in their attempt to learn a foreign language. It is important to consider that learning a language is a natural process that occurs in progressive stages. In EFL contexts there are students who have achieved different proficiency levels. Maybe some of them are in their early production stage while other group of students is still non-verbal learners. For this reason, it is important to

determine students' production level to scaffold the process instead of pushing and frustrating them in their attempt to move forward.

Teachers ought to possess depth knowledge and a range of skills to be able to meet the unique needs of a diverse group of learners. Saville-Troke (1984) affirmed that many cognitive tasks become complex challenges because of delays in academic areas in their own native language. As he stated constructing meaning using unfamiliar academic concepts or new cognitive processes can be difficult for students. On the other hand, the transfer of knowledge and skills from L1 to L2 can be successfully attained when we have detected their L1 schema (existing knowledge) as part of students' biography. We can use their subject areas of domain to enhance content process and build both native and target language proficiency.

Table 2.

*Strategies by Krashen-natural hypothesis*

| Stage | Outcomes | Teacher´s strategies |
|---|---|---|
| **Pre-Production** | Students exhibit high levels of anxiety when they are required to speak<br><br>They show understanding nodding, pointing or answering in their first Language | Use a variety of visuals, body Language facial expressions and gestures will help students to figure out the meaning<br><br>Familiarity with student´s first Language<br><br>Focus on Listening, pre-teaching key concepts and providing visual support<br><br>Provide additional time to complete tasks<br><br>Avoid forcing to speak prematurely |

| Early Production | Students speak using isolated words and phrases<br><br>Identify high frequency phrases<br><br>Start making connections between L1 & L2 | Pre-teach vocabulary<br><br>Provide scaffolding instruction<br><br>Use age-appropriate literature<br><br>Provide learning strategies based on their learning style |
|---|---|---|
| **Speech Emergence** | Understand grade level-material<br><br>Take the risk to answer questions<br><br>Start decoding texts<br><br>Write short sentences with mistakes | Model responses Focus on communication<br><br>Provide a variety of content-area material<br><br>Focus on communication in meaningful contexts |
| **Intermediate Fluency** | Use L1 to help peers with translation<br><br>Use full sentences with a varied vocabulary<br><br>Make inferences in reading | Challenge students with more advanced material and content<br><br>Guide class discussions |
| **Advanced Fluency** | Responses include complex and varied grammatical structures and vocabulary<br><br>Read frequently and for pleasure | Provide an opportunity for working as a peer tutor<br><br>Encourage students to interact outside the classroom<br><br>Facilitate multiple strategies to improve reading skills |

*Note: Adapted from SLA Stages (Krashen & Terrel, 1983, p.34).*

Teachers can access this information by means of a diagnostic Test by Skills using Sample Tests available or creating your own for each sublevel.

**c) Cognitive Dimension**

**Student Processing:**

Sometimes teachers defend their teaching practices ignoring students preferred learning style. Nonetheless, there are students that require to categorize mentally information using graphic organizers while other students require physical manipulation to construct meaning about what they are learning. For this reason, it is vital for teachers to know what type of learners they have in the classroom in order to select the appropriate material and class activities to help all students to make meaningful connections based on their own learning way.

Due to the fact that proven studies have demonstrated that every student learns differently to address to different types of learners as single unit through a one-way teaching puts at risk not only the quality of teaching but also threatens their access to a significant learning experience. A more personalized instruction is required in order to meet the unique needs of learners building a bridge of opportunities for them.

Table 3.

*Strategies based on learning style*

| Learning Style | Description | Strategies |
|---|---|---|
| **Linguistic** | Ability to decode meaning | Class discussions Debates reports reviews e-mails oral presentations speeches board notes |
| **Logical** | Ability to analyze data, symbols, graphs and numbers. | Classifying Sequencing Problem solving experiments critical thinking mind games |
| **Bodily** | Ability to use gesture, movements and express feelings | Mimic Games Contest, Roleplays Dramas, Sketches relaxing games |
| **Musical** | Ability | Songs music videos audio scripts stress and rhythm patterns sugestopededy |
| Naturalistic | Ability to cope with the outside world of the classroom | Campaigns posters Social Projects Recycled Drafts |
| Visual Spatial | Ability to understand aspects such as shpaes color and size | Drawing Artistic activities imaginary situation maps |

| | | and routes Memory games |
|---|---|---|
| Interpersonal | Ability to interact with other people | Projects cooperative class activities pair & group work |
| Intrapersonal | Ability to reflect upon who we are and deal with personal feelings | Personal experiences Reflections personalized instruction

Self-evaluations |

Note: Adapted from seven ways to teach. ESL/EFL Methods

## Learning Style Test Proposed By Lynn O'Brien

1. Puedo recordar algo mejor si lo escribo
2. Al leer, oigo las palabras en mi cabeza o leo en voz alta.
3. Necesito hablar las cosas para entenderlas mejor.
4. No me gusta leer o escuchar instrucciones, prefiero simplemente comenzar a hacer las cosas.
5. Puedo visualizar imágenes en mi cabeza.
6. Puedo estudiar mejor si escucho música.
7. Necesito recreos frecuentes cuando estudio.
8. Pienso mejor cuando tengo la libertad de moverme, estar sentado detrás de un escritorio no es para mí.
9. Tomo muchas notas de lo que leo y escucho.
10. Me ayuda MIRAR a la persona que está hablando. Me mantiene enfocado.
11. se me hace difícil entender lo que una persona está diciendo si hay ruidos alrededor.
12. Prefiero que alguien me diga cómo tengo que hacer las cosas que leer las instrucciones.
13. Prefiero escuchar una conferencia o una grabación a leer un libro.
14. Cuando no puedo pensar en una palabra específica, uso mis manos y llamo al objeto "coso".
15. Puedo seguir fácilmente a una persona que está hablando aunque mi cabeza esté hacia abajo o me encuentre mirando por una ventana.
16. Es más fácil para mí hacer un trabajo en un lugar tranquilo.
17. Me resulta fácil entender mapas, tablas y gráficos.
18. Cuando comienzo un artículo o un libro, prefiero espiar la última página.
19. Recuerdo mejor lo que la gente dice que su aspecto.
20. Recuerdo mejor si estudio en voz alta con alguien.
21. Tomo notas, pero nunca vuelvo a releerlas.
22. Cuando estoy concentrado leyendo o escribiendo, la radio me molesta.
23. Me resulta difícil crear imágenes en mi cabeza.
24. Me resulta útil decir en voz alta las tareas que tengo para hacer.
25. Mi cuaderno y mi escritorio pueden verse un desastre, pero sé exactamente dónde está cada cosa.
26. Cuando estoy en un examen, puedo "ver" la página en el libro de textos y la respuesta.
27. No puedo recordar una broma lo suficiente para contarla luego.

28. Al aprender algo nuevo, prefiero escuchar la información, luego leer y luego hacerlo.
29. Me gusta completar una tarea antes de comenzar otra.
30. Uso mis dedos para contar y muevo los labios cuando leo.
31. No me gusta releer mi trabajo.
32. Cuando estoy tratando de recordar algo nuevo, por ejemplo, un número de teléfono, me ayuda formarme una imagen mental para lograrlo.
33. Para obtener una nota extra, prefiero grabar un informe a escribirlo.
34. Fantaseo en clase
35. Para obtener una calificación extra, prefiero crear un proyecto a escribir un informe.
36. Cuando tengo una gran idea, debo escribirla inmediatamente, o la olvido con facilidad.

## Resultado del Test del Canal de Aprendizaje de preferencia

*Cuidadosamente transfiera los resultados en cada línea*

| | | |
|---|---|---|
| 1._____ | 2._____ | 4._____ |
| 5._____ | 3._____ | 6._____ |
| 9._____ | 12._____ | 7._____ |
| 10._____ | 13._____ | 8._____ |
| 11._____ | 15._____ | 14._____ |
| 16._____ | 19._____ | 18._____ |
| 17._____ | 20._____ | 21._____ |
| 22._____ | 23._____ | 25._____ |
| 26._____ | 24._____ | 30._____ |
| 27._____ | 28._____ | 31._____ |
| 32._____ | 29._____ | 34._____ |
| 36._____ | 33._____ | 35._____ |
| Total Visual:_____ | Total Auditivo:_____ | Total Kinestésico:_____ |

Total Visual:                _____
Total Auditivo:              _____
Total Kinestésico:           _____
Total de las 3 categorías:   _____

Convierta cada categoría en un porcentaje:

Visual = $\dfrac{\text{puntaje visual}}{\text{Puntaje total}}$ = _____ %

Auditivo = $\dfrac{\text{puntaje auditivo}}{\text{Puntaje total}}$ = _____ %

Kinestésico = $\dfrac{\text{puntaje kinestésico}}{\text{Puntaje total}}$ = _____ %

*Haga un gráfico de su perfil*

Visual _____ %
Auditivo _____ %
Kinestésico _____ %

*Figure 10. Learning Styles Test*

**d) Academic Dimension:**

**+ State of Mind –**

Reflective teachers understand that frustration and hostility that students show in the classroom come mainly from past experiences. It means, that school system should also include progressive accommodation and modification stages for students because their previous academic record is equally influential in their performance. This process starts when educators spend time with students to detect personal challenges students are facing in their attempt to learn a foreign language. Thus, the prior learning experiences and learning environments to which students have been exposed before play a paramount role. Not only in terms of current language skills but also in their willingness to continue learning.

Preassessing students before start instruction should include important information regarding to previous learning experiences due the fact that their past success and failures could high or low their current motivation decisively. (Weinner, 1992) Teachers need to take into consideration factors beyond instruction and their impact on their learners' psychological development.

Accommodative based instruction also involves an appropriate grouping configuration in the classroom. Teachers should be skilled at the moment to assign team work purposely. Arranging collaborative groups implies knowing some characteristics of students. There are not only students who need more or less support but also there are students who work better independently than with a partner. That is why grouping students, ignoring these important

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considerations can turn group activities in a waste of time. For avoiding this, teachers can use information from learners' profile sheets to benefit students participating in mixed language proficiency groups, heterogeneous groups whole class or small groups according to their abilities of work. (Echeverría et al., 2000)

| **PRIOR ACADEMIC EXPERIENCE** | **I AM GOOD AT** |
|---|---|
| At school. | Doing grammar exercise |
| Extra lessons after school. | Writing short compositions |
| On language courses during summer | listening audios |
| With pen Friends in their country | reading texts |
| Using internet at home | playing language games |
| learning new words | imitating words sounds |
| learning new words | learning new words |

| **THINGS I LIKE DOING** | **PREFERRED GROUPING** |
|---|---|
| Read aloud in class | I like working: |
| Write on the board | in a group |
| Do art | in pairs |
| Complete book activities | on my own |
| Other: | as a whole class |

**6.7.2. Actional Stage**

**Generate Motivation**

The generated motivation also needs to be activated, maintained and protected periodically. Here, reducing obstacles and maximizing learners' opportunities for succeeding will allow them to see what they are capable of doing. On the other hand, promoting learners' values and orienting the process to goals achievement will keep learners focused and expected.

- Motivation can be nurture by means of:

- Reducing anxiety levels in the classroom

- Promoting cooperative work among students

- Ensuring understanding as an important predictor of demotivation

- Creating a psychologically safe class environment for learners

- Provide meaningful interactive opportunities in their local environment

- Prompting short term goals to increase learners' confidence and expectancy

**Finding 2:** The salient demotivating factor is unmeaningful class activities in EFL context

## STRATEGY #2

## Create the need

**Description:** In an EFL context, some students tend to think that English is not as important as other school subjects because they don't use it outside classroom. However, teachers are called to create that need inside the class just like marketing encourages us to buy even products we don't need. Here, teachers' main role is to create a specific motive for learners who do not apparently find one in their local environment engaging them by what interests them. According to Laura Ramos, a sales specialist, there are three types of customers: those who want it, don't want it or didn't think of it. In the context of the class, we can refer to motivated, unmotivated and students who have not really considered learning a foreign language yet. According to the expert, it is by means of questions that a need is created, and through the user's answers how the person becomes aware of the idea of what it is expected to achieve.

In SLL settings, this applies to help students to perceive the benefits of language learning in their personal and professional field. That is why to achieve this, we must start by creating a mental picture of what they could achieve by mastering a second language. An ideal picture of themselves as speakers of the language will be a great motivator during their process. When this broader vision of its utility outside classroom is internalized by learners, they will be moved away from a sense of duty to a more personal interest and willingness.

**Purpose:** connect school learning to students' real life and personal interest through an international framework of opportunities outside the classroom.

**Aplication**: Allow S's to answer the question why they would like to learn english. Include a list of choices and an extra space to add their own answer. You can start by showing them a motivational material before to start in order to give them more ideas.

Include this section in the S's language profile:

I´d        like        to        meet        international        friends.

I´d   like   to   understand   songs   in   english

I´d   like   to   travel   abroad

I´d like to use Internet, computer programs and video games

Teachers can help students, who strongly believe that they do not need to use english now, to realize about its importance by selecting according to their own interest an activity they would like to be able to do but they can't do it now because of language since things like singing in English, playing a video game to winning a scholarship or studying abroad. Then, connect this with the class content through meaningful activities that allow learners to see how this will contribute to achieve that goal. Link students with real situations outside classroom where they need to use the language will help them to perceive its role and turn lessons in a simulation of this reality will engage them to take part in actively. (Nuñez, 2011)

**Finding 3:** There is a reductionism trend based on students lacks

## **STRATEGY #3**

**Hold high expectations on learners setting specific learning goals and build the bridge to achieve them**

  **Description:** Then, the next step with EFL S's who demonstrate limited language proficiency is to ensure individual grow before moving to higher standards.  For this, instruction practices should be improved designing goal-oriented lessons with emphasis on communication.  It will potentially reduce barriers and obstacles to learn meaningfully and provide scaffolding from what they already know to what they need to learn becoming progressively aligned with Ministry requirements

  Learners need to start having in mind a clear idea about what they will be able to do at the end of a lesson or unit. They also need to break it into much smaller steps that guide them to achieve it. When they find their own learning way, they feel the goal is achievable and it will help them to stay focused and engaged. A goal-oriented process increases expectations which work as the strongest link to motivation because goals create a need of going further and they give as a sense of pride and confidence.

  Researchers from Comprehensive Center for Teacher Quality, (2008) cited by Krasnoff (2016) conclude that when students grow in understanding of what is expected from them, they will embrace the need of improvement. Then, readiness emerges and learning flourishes. Also,

evaluate the extent to which they met their goal at the end of a task or period of time develops individual accountability becoming them in independent learners capable to self-assess their learning and develop metacognitive strategies for improvement.

**Purpose:** Encourage S's to improve language outcomes by means of a goal oriented

**BEFORE**    **Set clear goals**

Lesson A

My learning goals at the end of Unit 1:

What can I do to achieve my goal?

Set your own strategy:

Final Task:

**AFTER**    **Reflection**

**Self-evaluation**

Have I achieved the learning goals I made at the end of Unit 1?

What did I do wrongly?

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How can I improve this?

*Figure 11.* Adapted from Cambridge Starter Resources 2012

### 6.7.3. Post Actional Stage

**Maintaining and Protecting Motivation**

In the last stage, teachers provide learners room for evaluating their actions. Reflecting on their performance, helps learners to develop accountability for their work. Here, the way how they evaluate that experience will determine their interest and desire to continue pursuing their goal. On the contrary, if they assess it negatively, their willingness can be potentially reduced. For this reason, teachers need to help students to evaluate their achievements and failures considering basic constructs of their self-efficacy and from attribution theory which state that:

- Learners' beliefs of their ability to perform well are decisive elements in their willingness.
- Past failure experiences can diminish learners' efficacy.
- Attributing failure to the lack of effort, gives students a sense of control over their cognition keeping goals achievable.
- Encourage students to accept mistakes as part of their learning progress is the first step to get them into autonomous learning.
- Self-assessment helps learners need to determine areas where learners should concentrate on.
- Teachers should avoid comparison as it can harm learners' self-confidence.
- Positive feedback provided by teachers emphasizes improvement instead of concentrating on students' mistakes or lacks

**Finding 4: Students perceive english as difficult**

**Strategy # 4**

**Enhance learners' values by means of an affirming attitude.**

**Description:** it is important that teachers play their role as a personal commitment to be an inclusive and responsive supporter toward the diverse language needs of their students; developing a more constructivist view where students are seen as learners capable of academic success. A teacher can significantly impact S's beliefs and consequently their academic performance by means of an affirming attitude.

Even lower and unmotivated students can be positively engaged by demonstrating a positive connectedness. They only need to hear something positive about themselves. In fact, troubled students are tired of hearing what they lack, and they only need to be stimulated by seeing someone else see brilliance on them. Being affirmed prepares learners to deal with the discomfort of new ideas and adjustment processes of preexisting mental models due to as Nunan (1991) states knowledge is not a static construct but dynamic that needs to be shared, assimilated and reconstructed.

**Purpose:** Build confidence in their capability as learners

**Application:** Start by working on students' self-efficacy, helping them to feel their effort is worthy through **positive error treatment.** Effective feedback that not only improve performance

but also build on their esteem and confidence. This affirming attitude will help them to see their failure as a need for more effort rather than to the lack of ability protecting learners' self-system and reduce the affective filter which decreases motivation. (Krasnof, 2016)

See and treat them through the lens of their capabilities instead of their deficits. Make instructional decisions based on diagnostic instead of assumptions. Do not underestimate their capabilities reducing class activities to meaningless tasks. Remember that their temporary limits of a language learning stage do not limit their cognitive capacity. Instead, challenge **students considering Can-do statements and PZD**. This will help you to avoid simplifying or highly demand learners using material above or below their current level which can become in a demotivating factor for low and high achieving students in the classroom. (Powell, 2011)

Vary the degree of dependence and **interdependence learning activities** among learners **through cooperative learning** strategies. Consider that grouping especially with teenagers requires special attention since simple reasons of affection or compatibility to higher academic purposes. (Wahyukti, 2017)

Avoid putting beginner learners in the spotlight. It will be harm than good. Teachers need to be aware that students have their own learning rhythm. Pushing students could increase learners' anxiety and threaten potentially their confidence. According to the experts, the sense of failure that students could experiment when they are asked to do something, they were not ready to perform will inhibit them to try it again. For this reason, teachers should provide diverse and

equitable assessment for students based on their assets and work strategically on their deficits.

(Collins & Samson, 2012)


We can use CFR indicators to design our accommodative based

Table 4.
*CEFR descriptors for A2 learners*

| 🔊 LISTENING | ☺ | 😐 | ☹ | Obsv. |
|---|---|---|---|---|
| I can  follow speech that is very slow and carefully articulated | | | | |
| I can understand familiar words, phrases and expressions | | | | |
| I can understand enough to be able to follow instructions and answer simple questions **(A2)** | | | | |


| 📖 READING | ☺ | 😐 | ☹ | Obsv. |
|---|---|---|---|---|
| I can recognize familiar words and very basic phrases on the text | | | | |
| I can understand very short and simple texts | | | | |
| I can understand and identify specific information from the text **(A2)** | | | | |

|  WRITING | ☺ | ☺ | ☹ Obsv. |
|---|---|---|---|
| I can write simple isolated phrases and sentences. | | | |
| I can write very short and basic descriptions about my family, past events, and personal experiences. | | | |
| I can Write about everyday aspects e.g. people, places, and study in linked sentences. **(A2)** | | | |

|  SPEAKING | ☺ | ☺ | ☹ | Obsv. |
|---|---|---|---|---|
| I can introduce myself and use everyday greetings and expressions | | | | |
| I can participate in short conversations in routine contexts on topics of interest. | | | | |
| I can stablish social contact expressing likes and feelings **(A2)** | | | | |

**Finding: 5** Students would like that teachers value their effort

**Strategy # 5**

**Acknowledging students' performance**

**Description:** Finally, another way to make students feel that their effort is worthy is celebrating it. We should praise students every day, even for the most irrelevant contribution in the class. Celebrating everything they do right validate students and stimulate a positive predisposition toward learning. According to psychologists, we all need to see we are able to achieve something. In the case of teenagers, this need is also expressed by the feeling that other people believe they can do it. For this reason, in the classroom teachers should be the ones who increase learners' expectancy and satisfaction by providing several opportunities to experience success and praise their achievements. (Shade et al., 2004).

Dell' Osa (2018) in her work Young learners and emotions, highlights the interconnectedness of cognitive and social affective dimension of learners. At the individual level, it increases self-confidence and in the academic and cognitive area it allows curricular connections that enhance students' performance in the classroom.

**Purpose:** Make student progress visible through regular records that display students 'skills progress to enhance S's self-efficacy

**Application:** Design a chart that includes dates and activities that students completed successfully

**STUDENTS DAIRY OF ACHIEVEMENTS**

Table 5.

*Students Diary of Achievements*

| Date | Activity | Achievement | Teacher´s Signature |
|------|----------|-------------|---------------------|
| 05-09-20 | DiagnosticTest | Score High | |
| 10-10-20 | Class Participation | Answer correctly Teacher´s questions | |
| 12-12-20 | Extracurricular Activities | Won spelling contest | |
| 15-01-21 | Listening activ | Extra marks | |
| 04-08-21 | Group work | Cooperate with peers | |

Note: Adopted from Cambridge Starter Resources, 2012.

**STUDENTS BIOGRAPHY CARDS SAMPLE**
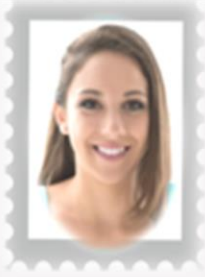
**Socio Cultural Dimension**
Home+ Community + school= background knowledge

**Academic Dimension**

**STUDENTS BACKGROUND**

Name:
Age:
Born Place:
Address:
Family Contact:

L1:
L2:

**Linguistic Dimension**

**I would like to learn english because**

☐ I'd like to speak in other language.
☐ I'd like to travel to other country
☐ I'd like to get better Job opportunities in the future
☐ I'd like to use Internet, computer programs and video games
☐ I'd like to understand English books. songs, films and TV programmes.
☐ I'd like to have friends in other countries.
☐ I'd like to pass international exams and get a scholarship at university

**LANGUAGE SKILLS**

Listening ☐ ☐ ☐

Reading ☐ ☐ ☐

Writing ☐ ☐ ☐

Speaking ☐ ☐ ☐

Use of Language ☐ ☐ ☐

**PRIOR ACADEMIC EXPERIENCE**

☐ At school.
☐ Extra lessons after school.
☐ On language courses during summer
☐ With pen Friends in their country.
☐ Using internet at home

**I learn better by**
Looking up new words in the dictionary
Memorizing a list of words
Looking at pictures
Watching videos
Listening and imitating pronunciation
Translating some information on my mother tongue
Participating in competitons, role plays

**Cognitive Dimension**

**INDIVIDUAL DIFFERENCES**

**PREFERRED GROUP:**

I like working in pairs / on my own / in a group / as a whole class.

**The most difficult thing for me is** speaking / writing in English.

**I AM GOOD AT**

☐ doing grammar exercise
☐ writing short compositions
☐ listening audios
☐ reading texts
☐ playing language games
☐ learning new words
☐ imitating words sounds

**LEARNING STYLE:**

Auditory
Visual
Kinesthetic

TEACHER NOTES

**Things I like doing in my English classes**

☐ Read aloud in class
☐ Write on the board
☐ Do art
☐ Complete book activities

**Socio Cultural Dimension**

**Home+ Community + school= background knowledge**

**Linguistic Dimension**

**L1 & L2**

**Cognitive Dimension**

**Student Processing:**

**Academic Dimension:**

**+ State of Mind –**

*Figure 12. Adapted from Ally & Bacon Resources 2005*

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**Annex 1 Operationalization of variables**

<table>
<tr><th colspan="4">OPERATIONALIZATION OF QUESTIONNAIRE VARIABLES CHART</th></tr>
<tr><th>VARIABLE</th><th>DIMENSION</th><th>INDICATORS</th><th>QUESTIONS</th></tr>
<tr><td rowspan="2">Motivation</td><td rowspan="10">Learning</td><td rowspan="2">Teacher´s Attitudes</td><td>Do they display enthusiasm?</td></tr>
<tr><td>Do they get along positively with students?</td></tr>
<tr><td rowspan="12"></td><td>Teaching Style</td><td>Do they apply strategies to catch students' interest?</td></tr>
<tr><td rowspan="5">Methodology</td><td>Do they perform the initial motivation?</td></tr>
<tr><td>Do they introduce the lesson in an enjoyable manner?</td></tr>
<tr><td>Do they conduct varied activities?</td></tr>
<tr><td>Do they carry out accommodations based on groups´ and individual needs?</td></tr>
<tr><td>Do they take into consideration diverse learning styles?</td></tr>
<tr><td rowspan="4">Classroom Environment</td><td>Does learning occur in a pleasant atmosphere?</td></tr>
<tr><td>Is class interaction stimulated positively?</td></tr>
<tr><td>Is individual effort recognized and praised?</td></tr>
<tr><td rowspan="2">EFL<br><br>(English as a Foreign<br><br>Language)</td><td>Are feedback and reinforcement conducted constructively?</td></tr>
<tr><td rowspan="5">Students</td><td rowspan="5">Learners Attitudes</td><td>Do they show interest in the class?</td></tr>
<tr><td>Do they perform activities with confidence?</td></tr>
<tr><td>Do they pay attention and show understanding?</td></tr>
<tr><td>Do they take part in activities actively?</td></tr>
<tr><td>Do they ask for clarification or help?</td></tr>
<tr><td rowspan="3">Peer´s attitudes</td><td>Do they elicit cooperation instead of competition?</td></tr>
<tr><td>Do all members play a significant role in the group?</td></tr>
<tr><td>Do they show respect toward partner´s intervention and mistakes?</td></tr>
</table>

**UNIVERSIDAD TÉCNICA DEL NORTE**

**ENCUESTA ESTUDIANTES**

**Objetivo:**

Con la finalidad de recabar información para un proyecto de investigación que busca el Mejoramiento de la Enseñanza-Aprendizaje del Idioma Inglés en la Unidad Educativa Ibarra nos dirigimos a usted con la presente encuesta. Solicitamos su colaboración llenando la encuesta con la mayor seriedad posible afín de obtener la información necesaria para la misma.

**Instrucciones:**

Lea cuidadosamente cada pregunta y las opciones de respuesta. Luego, seleccione la más apropiada de acuerdo a su experiencia personal como estudiante.

**Choose the option that best describes you**

1. **In the following scale choose your motivation level during English classes**
a) ☐ ghly motivated
b) ☐ artially motivated
c) ☐ ot motivated

2. **Which situations make you feel more motivated in the classroom?**
a) ☐ ositive reinforcement like high grades, praises or rewards
b) ☐ se of humor in class
c) ☐ dividual Progress of my English skills
d) ☐ esson is taught in an enjoyable manner
e) ☐ ositive teacher's attitude

3. **Which class activities do you enjoy most?**
a) ☐ stening to and singing English songs
b) ☐ atching videos films and multimedia in English
c) ☐ orking in groups and interacting with others
d) ☐ aying games, and taking part in roleplays

e) ☐ asoning and solving problems, puzzles.

Other: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

### 4. I lose my interest in English class when

a) ☐ ntent and topics are boring
b) ☐ ave seldom had opportunities to participate
c) ☐ ass explanations are not clear
d) ☐ ave only to complete grammar exercises
e) ☐ et lower scores on tasks and test

Other: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

### 5. I really would like my teacher

a) ☐ be more kind and friendly with us as students
b) ☐ ows appreciation and approval of my work despite my mistakes
c) ☐ help me to learn easier respecting my own rhythm and learning style
d) ☐ have a stronger personality and to be more strict

### 6. My English classes are mostly focused on
a) ☐ emorization of words and dialogues
b) ☐ iting sentences
c) ☐ petition and Spanish translations activities
d) ☐ ass discussions, group interactions

### 7. I think English is useful because I can
a) ☐ se internet or any tech tool easily
b) ☐ udy abroad someday
c) ☐ t better job opportunities in the future
d) ☐ mmunicate with people all over the World
e) ☐ hink English is not useful at all

### 8. English classes can be more enjoyable if we
a) ☐ se tech and multimedia in the classroom
b) ☐ corporate new class activities and materials
c) ☐ vite foreign people to come to interact with students

# Interview Transcript

**Teacher 1**

**Which is the main learning problem that you are facing with your students?**

Well, one of the main problems that I face with my students is that they are not interested in learning English they feel that they do not like the subject and I think that, this is because they do not have a good bases from the school that's why they are not interested.

**When do they feel more motivated toward English lessons?**

Well, Generally at the beginning of the class when I start with a kind of a game or something that engage students to learn that's a way which I can feel they are kind of motivated, they are interested and so on. They usually like playing games, being in a cooperative learning work is the best way I think.

**Which is the strategy that you use to increase students' interest and participation?**

Well, I have to use different kinds of methodologies depending on the topics so, I mix all of the methodologies but the most used in class is the natural approach and the counselling learning where students can use their language spontaneously in a natural way and also when I use cooperative learning method students have the chance to exchange ideas to interact and to be in to work in teams which is the most important.

**Which class do your students enjoy most? How do you know it How do you select them?**

The activities they like doing most is when I present some handouts for developing any kind of activity in a very easy way and also I choose the activities depending on the progress of the students for example I can use some handouts I mean to fill out some crossword puzzles and also to do matching exercises and also doing some activities like listening they love singing so If I present a song in parts I mean like a gamble activity they like they love doing these activities.

**What is the best way to foster students 'motivation?**

The best way I think is think about their interests what are their interest what are their needs and according to that I can foster some activities if they like talking about music for example I can foster an activity which is related to music I mean new artist a new songs and things like that according to their progress for example if they are good at learning lets say expressions for to show future activities maybe so we can do activities like planning making a plan you know a weekly plan for them to apply their activities as a real life

**Teacher 2**

**Which factors are affecting EFL classrooms and students?**

Ok, I think that the main factor that affects EFL students is the low knowledge that students have about the English subject and I think they are in an environment that they don't need the use of the English, I think.

**Which role does motivation play on it?**

Well I think that, it's is important that we are teachers have to motivate the students in the way that they show interest in the subject because most of the students in the school for example do not have the sufficient learning of this subject so, well I think that is our job to work with students is our responsibility to work with students to show them the interest in the English lessons,

**What are the reasons of students' disinterest in English lessons at high school?**

Well, the reasons. I think there are many reasons because they do not, they are not interested in the English. One of them is maybe is because they do not understand English, they do not like English, they are in an environment where they don´t need, they do not have the necessity of speaking in English so, I think this is the principal reason because they are not interested.

**Which class activities do your students enjoy most? And How do you select the activities you will use in the class?**

Well, I think that each classroom is different, the groups are different I think they like to work for example when they have different activities like songs or games where they can enjoy the class so it is important we start the classes doing these kind of activities maybe they can like the subject.

**Which strategies do you use to increase students' interest and participation?**

Well, activities in English, we have many activities that we can use to motivate students for example as I told you there are songs, there are games, they can do many activities in pairs in groups maybe we can use these kind of strategies to motivate students.

**What is the best way for fostering student's motivation?**

I think that the best way to motivate students learning English is we can use many activities to motivate them like for example we can teach them activities using listening activities or speaking activities and games we have to use activities that they feel interested we can use readings in which they can participate using things that are of the interest of the students. I think, that is all.

**Annex 4.**

**Informed Consent for Research Participants**

The purpose of this consent form is to provide participants in this research with a clear explanation of the nature of the research, as well as their role on it as participants.

This research is conducted by Suárez Pavón Myrian Stephanie, a graduate student at the Universidad Técnica del Norte in the Master's Program in Pedagogy of National and Foreign Languages. The goal of the study is to determine the current level of motivation of students regarding English language learning and the factors and situations that affect it.

Participation in this study is voluntary. The information collected will be confidential and will not be used for any purpose other than that the stated for this research. The answers provided in the surveys and interviews will be used with complete confidentiality.

If you wish to refrain from answering any of the questions or decide to withdraw from participation in the study, you are free to do so.

We thank you in advance for your participation.

_____

I voluntarily agree to participate in this research conducted by Suárez Pavón Myrian Stephanie. I have been informed in advance of the goal of this study related to determining the current level of student motivation toward English language learning and the situational factors that affect it.

I will participate in an interview that will last approximately 15 minutes.

I acknowledge that the information I provide in the course of the Research is strictly confidential and will not be used for any other purpose outside of the study. I have been informed that if I have    questions or doubts regarding the Research, I may request the necessary information during my participation, as well as  I can refrain from answering any of the questions or decide to withdraw from my participation in the study with complete freedom.

I understand that a copy of this consent form will be given to me, and I may ask for information about the results of the study when it has concluded. For this, I can contact Stephanie Suárez at 0990811751.

Janeth Revelo

| | |
|---|---|
| Participant's Name | Participant's Signature          20-10-19 |
| Researcher's Name | Researcher's Signature Stephanie |
| Stephanie Suárez | |

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Silvia Pinchao

Participant's Name                      Participant's Signature        20-10-19

Researcher's Name                     Researcher's Signature

Stephanie Suárez

**Annex 5. Observation Checklist**

UNIVERSIDAD TÉCNICA DEL NORTE
FICHA DE OBSERVACIÓN DE CLASE

UTN IBARRA - ECUADOR · Instituto de Posgrado

| NOMBRE DOCENTE: | | CURSO OBSERVADO: | |
|---|---|---|---|
| FECHA: | | HORARIO: | |

| MOTIVATIONAL CLASSROOM FACTORS | | | | |
|---|---|---|---|---|
| TEACHER | S | MS | NA | |
| **CREATES A GOOD ENVIRONMENT**<br>Start with a motivational activity, warm up, game | | | | |
| **STIMULATES STUDENTS PARTICIPATION**<br>Recognize and praise students' effort | | | | |
| **PROMOTES INTERACTION AMONG STUDENTS**<br>Students have several opportunities to talk and express their ideas | | | | |
| **GENERATES INTEREST**<br>Transmit Excitement, being enthusiastic and awaking students 'inner curiosity | | | | |
| **ENSURES ATTENTION & UNDERSTANDING**<br>Use call attention grabbers and ICQ strategies | | | | |
| **DEVELOPS THE CLASS IN AN ENGAGING WAY**<br>Use didactic resources and wide range of activities | | | | |
| **ADDRESSES STUDENTS NEEDS**<br>Considers learning styles, individual preference or any differentiated technique | | | | |
| **RETAINS STUDENTS' INTEREST**<br>Tasks are meaningful and encourage knowledge transfer to their real-life | | | | |
| **MAINTAINS A POSITIVE CLASROOM ENVIRONMENT**<br>Reduce affective filter and provides positive feedback | | | | |
| **ASSERTIVENESS**<br>Show balance between firmness and warmness | | | | |

| STUDENTS | S | MS | NA | |
|---|---|---|---|---|
| Pay attention to teacher's explanation | | | | |
| Participates actively | | | | |
| Show interest for the class | | | | |
| Understand and follow instructions | | | | |
| Ask questions to the teacher | | | | |
| Take part in the activities | | | | |
| Maintain a good state of mind | | | | |
| Relate positively with teacher | | | | |
| Perform activities with confidence | | | | |
| Work autonomously | | | | |
| Identify and apply strategies according their learning style | | | | |
| Have Individual support according their individual needs | | | | |
| Seem to enjoy class and activities | | | | |

| LANGUAGE LEARNING | S | PS | NA | |
|---|---|---|---|---|
| Material is suitable for students' level proficiency | | | | |
| Content appeals students interest according their age | | | | |
| Goal class are achievable | | | | |
| Assessment is applied considering students diversity | | | | |
| Activities display students' skills | | | | |
| Learning occurs in a pleasant atmosphere | | | | |

**Codes:**

S= SATISFACTORY

PS= PARTIALLY SATISFACTORY

NA = NOT APLICABLE

**Annex 6.**

UTN | Instituto de
IBARRA - ECUADOR | Posgrado

## SOCIALIZATION FORM

| FINDINGS | | PROPOSED STRATEGY | Rating | | | | Observations |
|---|---|---|---|---|---|---|---|
| | | | Applicable | Useful | Interesting | Invalid | This strategy is being applied with students from First years. An online version has been created for virtual mode. |
| 1. CLASSROOM ENVIRONMENT | Big size classrooms no room for individual help | BDI student's cards Aim: demonstrate connectedness and proximity to engage S'S | 4 | 1 | 1 | | |
| 2. THE SALIENT DEMOTIVATING FACTOR | EFL context meaningful experiences | CREATE A NEED Aim: Maximize opportunities for learning | 2 | 2 | 2 | | |
| 3. METHODOLOGY | Reductionism low-high achieving S's | GOAL ORIENTED CLASS Aim: Hold high expectations | 2 | 3 | 1 | | |
| 4. STUDENTS' PERCEPTIONS | Find easier ways to learn validate their effort | AFFIRMING CLASSROOM PRACTICES Aim: Build learning values | 3 | 3 | | | |
| 5. TEACHERS' PERCEPTIONS | English utility Students progress and deficits | CELEBRATE LEARNING Aim: Acknowledge students' effort and performance | 2 | 3 | 1 | | |

Participant´s Signature

| Lic. Rocío Placencia | Lic. Silvia Pinchao | Mgs. Janett Revelo | Mgs. Tanya Cárdenas | Mgs. Jessica Navarrete | Mgs. María Ramos |
|---|---|---|---|---|---|