



**NINTH GRADERS' MOTIVATION TOWARDS THE ENGLISH
LEARNING IN A PUBLIC SCHOOL IN CALI COLOMBIA**

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ABSTRACT

Motivation is the motor for humans to accomplish a task. Many times, it determines success if we put it together with discipline. However, it is very important to take into account the factors that affect it in the different fields of life. To this regard, some authors mention different types of motivation, such as intrinsic, extrinsic and amotivation. To be motivated requires a series of characteristics that make an individual to behave oriented towards the achievement of a personal goal. In the field of language learning, there are some authors who describe some motivational components related to motivation and categorize them into three main dimensions such as the Language Level, the Learner Level, and the Learning Situation Level. Others talk about integrative and instrumental motivation toward language learning.

Consequently, this Master's research aimed at exploring motivation to learn English in ninth grade students of a public school from Cali Colombia. The main goal was to explore students' motivation to learn English as a foreign language, as well as the factors that affect it positively and negatively. Surveys, interviews and classroom observation were used as data collection tools. It was found that there are different types of motivation in this group. It was also found that the teacher, the material, the class activities and the group affect motivation positively in these students. Conversely, history and anxiety are the negative factors influencing ninth grade

students' motivation to learn English. They are closely related because one is the consequence of the other.

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1. INTRODUCTION OR BACKGROUND

At school, many students do not like English because they do not understand it nor do they have enough prior knowledge. Because of this situation, it has been very difficult for teachers to teach English and for students to learn the language in a successful way. That is to say, by speaking, listening, reading, and writing correctly. They view English as a subject to hardly pass, but not as a language to communicate with others. Nevertheless, there are few students who like and enjoy English, and even they have taken a course or have learned it by themselves. These kinds of students are the ones that I call self-disciplined. Therefore, it is very important to keep them interested in learning English.

Furthermore, it is very important to mention the pandemic (Covid-19) we have lived worldwide (2020-2022). In the academic context, it has been very difficult for teachers and students to carry out all the stuff they need to do. They had to learn how to use technology in order to continue with the educational process. However, the online classes were not the solution to the problem because not all the students had internet nor technological devices. In addition to that, many people/students suffered in different ways: some parents lost their jobs, some of them got divorced, domestic violence increased, among other situations. As a consequence of this, many students abandoned their educational process. Problems were numerous and the consequences were awful.

At Santa Librada School, students have had excellent English teachers, but according to the academic reports, students have shown a low performance

assessing English skills proposed in the syllabus. Students from 9th grade have been my students since the beginning of this year (2022). Most of them are very responsible and try to do all the class activities that I ask them to do. However, they do not remember much about what they are supposed to know, not even what they learnt the previous year.

In my opinion, the lack of motivation is the principal problem my students have to get engaged with learning English. Hence, there might be many factors that influence motivation such as: socioeconomics, the students' context, their interests, their learning styles, the teacher's practices, among others. These mentioned students need to improve their skills, then they need to be motivated. Therefore, it is very important to identify what is wrong with their motivation to learn English.

Regarding motivation in the EFL context, many researchers have contributed to demonstrate its importance in the teaching and learning process. Just to mention some of them: a) A study in an English for Medical Purposes (EMP) context explored students' intrinsic and extrinsic motivation. The aim of this quantitative study was to analyze if motivation could shape the learning behaviors and influence students' participation in the English classes and their self-study outside the class as well. The researcher made a 20 questions questionnaire divided into Basic information (year, specialization), questions about the students' motivation, and questions regarding the students' learning strategies. It was found that a higher degree of motivation leads to a higher use of learning strategies. Therefore, students with a higher level of motivation (both intrinsic and extrinsic) are more aware of learning and complex strategies than lower-motivated students. Although this study was carried out in a university

context, the present study can lead us to interpret students' behavior and participation in class. This way we can see what strategies motivate students and if they improve their motivation and learning.

b) A study on motivation in an EFL context (Saudi university students) was aimed to investigate the perceptions of teachers towards students' motivation. To understand so, researchers carried out questionnaires and surveys to students and university teachers. The study showed that motivational strategies such as creating a good environment in the classroom, having a good relationship with the students, giving positive feedback, increase students' self-confidence. The results of this research might serve to explore if these motivational strategies influence or improve motivation in my ninth grade students.

c) A study on motivation in the Colombian context, more specifically at "Escuela Normal Superior Distrital Maria Montessori", a public school in Bogotá, aimed to analyze the lack of motivation in seventh grade students as well as how intrinsic, extrinsic and experiential factors affect their motivation. In this specific case, the researcher made questionnaires and interviews with specific questions aimed to measure the levels of motivation in students. The study concluded that:

a) Students need to be intrinsically and extrinsically motivated. It means that when learners are intrinsically motivated, they feel the satisfaction of learning English just because they like it. On the other hand, when learners are extrinsically motivated, they learn English in order to seek a specific reward.

b) A good English environment requires some dynamics and games so the students get engaged in the class activities.

c. Interaction of students and teachers facilitates or impedes students' motivation. This study might contribute to the understanding of the present in the sense that the students have similar

characteristics, they are in a high school environment in which most of the students in Colombia have similar feelings toward the English language or the English class. Consequently, I have to analyze the type of motivation that my students have and to see the factors that influence it. After that I have to make a deep reflection on what I do or do not do to motivate my students in order to improve my role as a teacher and engage them in the teaching- learning process. Also to make them improve their language skills and achieve the goals proposed in the English syllabus. Thus, through the present research project I intend to find the reasons why there is an apparent lack of motivation in my students. Then, talking to them, asking them what they like and do not like about the class, and how they would like them to be, could be a good beginning. Finally, I have to add that the development of this Research Project could be helpful for teachers to find the answer to the million question: *why do my students show a disinterest towards English classes?* Taking into account that many teachers have the same problem, I will try to understand: *What are the factors that affect positively or negatively motivation to learn English as a foreign language in ninth graders at Santa Librada School? What is the impact of the classroom practices, classroom materials, teacher type, feedback, and classroom environment in the motivation of my students?*

2. JUSTIFICATION

English at school is not the same as English at the University or at the English Institutes. In the former case learners see it as a subject. In the latter case students see it as a language: because they want or need to learn it for a specific purpose (although sometimes, English at the university is just a prerequisite to get a degree). In the present research, students from 9th-3 grade at Santa Librada School show difficulties learning English. Then, I pretend to explore the factors affecting their learning process in the EFL classroom. Since this is a common problem that teachers have to face in this school, it is very important to explore students' motivation to learn English as a foreign language. It could give us the clues to go beyond the classes and to implement strategies in order to improve students' performance. In the present research I will ask students about their thoughts and feelings towards the English class as well as towards the English language. Therefore, I will be able to observe their attitudes in the classes and compare them between one experience and another.

Within the framework of the present research which main objective is to inquire about the possible factors that cause students' amotivation in the EFL classroom, I consider that the results would be of much help. First, to the global field of language teaching due to the complex task of improving motivation in the English Classroom. Having the certainty of the students' likes, interests, preferences and motivation to learn a new language, would help me to understand what they really want or expect from the class. Being motivated to learn a language means that knowledge will occur for sure. It implies the use of didactic and technological materials. In my opinion this is something that the Ministry of Education of Colombia should assure by providing the tools and the

pedagogical spaces for English teachers to guarantee excellent results. Then, the results of this study could give alternatives to look for the solution to the problem of low motivation of the students in the English class. What if this research arrives to the MEN, they take it into consideration and bet on the improvement of English as a Foreign Language in a different way? The desired “Colombia Bilingüe” shouldn't only be based on standards, competencies, and Basic Learning Rights. It also needs investment in English labs, books, video beams, speakers, and so on, in order to do the task correctly.

Second, to my colleagues because the findings will show them the path to achieve successful learning results. They must bear in mind that motivation is a really important factor in the language teaching and learning process. Having the opportunity to find the reasons why students do not get motivated to learn English in the classroom could help my colleagues to implement different strategies. In the same way, the results of this project could help us to find an appropriate approach for teaching English, since every teacher uses a different one in my school. It is very important due to the fact that if we work with the same approach, we will follow the same path to make students achieve their learning goals and competencies.

Third, to me as a teacher because this topic is a matter that worries me a lot. I think that doing a great job in the classroom implies a continuous self-reflection in my labor. In my experience as a teacher, motivation has been and continues to be a matter of worry since in our context most of the students do not like English. However, based on the theory of motivation I will know the kind of motivation they have or if simply they do not have it. Once we have solved the problem of the present research, the following step will be to raise motivation in

students. Then, if they get high levels of motivation, they will be able to perform better in the internal and external tests. Also teachers of other subjects could follow the way of this study. It means that they could investigate students' motivation in their classroom and maybe do action research. This way, meaningful experiences would come to our classes and our students would achieve a successful learning.

Finally, to me as a researcher because it will allow me to start action research in my classroom in the future. My role as a teacher and also that of my colleagues would improve meaningfully because we will probably find the ways to motivate our students. I will also be able to investigate profoundly about other problems that could arise in the classroom. Then, the satisfaction of making students achieve the right competencies will come.

3. RESEARCH PROBLEM

3.1. RESEARCH QUESTION AND OBJECTIVES

3.1.1. Research Question(s)

- What are the factors that affect positively or negatively motivation to learn English as a foreign language in ninth graders at Santa Librada School?
- What is the impact of the classroom practices, classroom materials, teacher type, feedback, and classroom environment in the motivation of my students?

3.1.2. General Objective

- ❖ To analyze the factors that affect ninth graders' motivation to learn English as a foreign language in the classroom at Santa Librada school.

3.1.3. Specific Objectives

- To describe factors related to intrinsic and extrinsic motivation toward learning English in 9th graders (language level).
- To analyze students' feelings of anxiety and competence toward learning English as a foreign language at Santa Librada School.
- To determine what factors related to the learning situation (teacher type, materials, group cohesion) affect motivation to learn English in 9th graders.

4. LITERATURE REVIEW

To understand the dynamics of English teaching and learning, it is very important to review the history of methods used for this purpose over time. To this regard, Larsen-Freeman and Anderson (2011) named a list of them which have been changing according to their functionality. 1. The **Grammar-Translation Method** or the **Classical Method** was a method used for teaching languages such as Latin and Greek in the 18th and 19th centuries. This method consisted in reading and translating classical literature. 2. The **Direct Method** which main goal was to convey meaning by using visual aids and the target language, but the mother language was not allowed. 3. The **Audio-Lingual Method** which was used to drill grammatical sentence patterns. 4. The **Silent Way Method** which aimed to teach in a way students learn the language like babies do it. 5. **Desuggestopedia Method** which incorporated the fine arts to make students feel that they can learn successfully. 6. **Community Language Learning Method**, the one in which teachers try to understand students' fears and to be sensitive to them. This way students can overcome their fears and feel comfortable in the classroom and confident when learning. 7. **Total Physical Response** in which students speak when they are ready to do it. First, they have to listen and try to understand what the teacher says. 8. **Communicative Language Teaching Method** which aimed to develop the communicative competence in students. 9. **Content-based Instruction Method** in which teachers use contents from other disciplines for teaching English. 10. **Task-based Language Teaching Method** in which students must develop tasks rather than contents.

Consequently, when teaching English as a foreign language, we as teachers can use any method and adapt it to our students' context. However, we have to face many situations and difficulties which most of the time are related to the students' low level of the language. We have to deal with so many factors that determine whether the students learn the language or not. Motivation is one of those factors that influence this process and it is such a big challenge for teachers to awaken students' interest in learning English. Thus, we must try to do our best in order to engage them in the task. Then, in this chapter I will present some definitions or views about motivation, the Self-Determination Theory (SDT), types of motivation, factors influencing motivation, and the role of the teacher in motivation.

4.1. Motivation

Taking into account that it is a crucial topic in the learning process, and in order to understand its meaning in the context of an EFL classroom, I have to start by introducing some definitions or views on motivation. First, for Ryan and Deci (2000), "To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated" (p. 54). It means that when an individual is motivated, he/she shows interest and does everything to achieve his/her goals. For Dornyei (1998) motivation is "a process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached" (p. 118). Certainly, for him, motivated individuals work until they find their objectives.

4.2. The Self-Determination Theory

Consequently to the definitions and views on motivation, we can find the Self Determination Theory (Ryan and Deci 1985). In their article, Ryan and Deci (2000), refer to it as “an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of human’s evolved inner resources for personality development and behavioral self-regulation” (p. 68). This theory states that to be motivated, individuals are required to have three basic psychological needs which enhance them to self-motivate. Dincer and Yesilyurt (2017) cite Deci and Ryan (1985, 2002) who define them as follows: “**Autonomy** (a personal endorsement of one’s action deriving from self); the individual does not depend on anybody. **Competence** (self-confidence in the ability to complete activities); the person has enough prior knowledge to perform in the class. **Finally, Relatedness** (positive interpersonal relationships with others)” (p. 4), which must exist in the learner in order to promote self-motivation. The authors point out that “when these needs are satisfied by the individual’s social milieu, the individual becomes more motivated to act and shows greater positive outcomes in the education setting” (p.4). It means that when learners fulfill the three psychological needs, motivation is achieved, and therefore, learning takes place.

4.3. Types of Motivation

Equally important, in the Self-Determination Theory (SDT), Ryan and Deci (2000) mention their work (1985) in which they differentiate three types of motivation based on the different reasons that push people up to achieve a goal. They make the distinction between *intrinsic motivation*, which refers to the

interest in doing an action because it is pleasant; *extrinsic motivation*, which refers to doing something because of the control or pressure of external stimuli, and *amotivation*, which refers to the disinterest for a specific activity.

4.3.1. Intrinsic Motivation

Ryan and Deci (2000) mention (White, 1959) who defines Intrinsic motivation as “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (p. 56). For White, a person intrinsically motivated “is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards” (p. 56). This type of motivation leads the individuals to achieve their goals only for the satisfaction of the goal itself. In other words, the goal accomplished is the reward. Consequently, Dornyei (1998) mentions (Vallerand, 1997) who points out the existence of three subtypes of intrinsic motivation: “(a) *to learn* (engaging in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world)”; “(b) *towards achievement* (engaging in an activity for the satisfaction of surpassing oneself, coping with challenges and accomplishing or creating something)”; and “(c) *to experience stimulation* (engaging in an activity to experience pleasant sensations)” (p.121). In other words, intrinsic motivation is inside the individual.

4.3.2. Extrinsic Motivation

Conversely, for Ryan and Deci (2000) “Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome” (p. 60). For them, “Extrinsic motivation contrasts with intrinsic

motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. However, unlike some perspectives that view extrinsically motivated behavior as invariably non-autonomous, SDT proposes that extrinsic motivation can vary greatly in the degree to which it is autonomous” (p. 60). In other words, extrinsic motivation can be autonomous or non-autonomous depending on the intention of the individual’s actions in the English learning process.

To show that, they mention four categories of extrinsic motivation to know: external regulation, introjected regulation, and identified regulation. In **External Regulation**, “behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency” (p. 61). The second one is **Introjected Regulation**, which “describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride” (p. 62). The third one is **Identified Regulation**, “the person has identified with the personal importance of a behavior and has thus accepted its regulation as his or her own” (p. 62). The fourth one is **Integrated Regulation**, “Integration occurs when identified regulations have been fully assimilated to the self. This occurs through self-examination and bringing new regulations into congruence with one’s other values and needs” (p. 62). In conclusion, extrinsic motivation is outside the individual and always depends on external factors.

4.3.3. Amotivation

Deci and Ryan (2000) point out that Amotivation “is the state of lacking an intention to act”. For them, “when amotivated, a person’s behavior lacks

intentionality and a sense of personal causation” (p. 61). In other words, it is the absence of willingness to do something.

4.4. Motivation in the EFL Classroom

In the case of motivation in the EFL classroom, Dörnyei, (1994a) (cited in Dörnyei and Csizér (1998) synthesized some of his research by providing a large list of *motivational components* related to motivation and categorized them into three main dimensions such as the Language Level, the Learner Level, and the Learning Situation Level.

The Language Level refers to values and attitudes related to the target language, such as ethno linguistic, cultural-affective, intellectual, and pragmatic values. At the same time, these values and attitudes are influenced by the social milieu of the learner. The motivational components for this level are: *Integrative motivational subsystem and Instrumental motivational subsystem*.

The Learner Level refers to personality traits developed by the learner in the past. The motivational components for this level are: *Need for achievement and Self-confidence*. The latter includes *language use anxiety, perceived L2 competence, causal attributions, and self-efficacy*.

The Learning Situation Level refers to different situations inherent to the language classroom. There are three main motivational components for this level: *Course-specific motivational components: Interest, Relevance, Expectancy, and Satisfaction; Teacher-specific motivational components: Affiliative motive, Authority type, direct socialization of student motivation such as modeling, task presentation and feedback; Group-specific motivational components: Goal-*

orientedness, Norm and reward system, Group cohesion, and Classroom goal structure.

4.5. Gardner and his socio-educational model

Gardner (1979) (cited in Gardner 1983) proposed a socio-educational model of second language acquisition, which main attention was on “four individual difference variables, Intelligence, Language Aptitude, Motivation, and Situational Anxiety” (p. 2). According to the author, the presence of these variables in determining proficiency depends on the “cultural milieu”, in the students’ beliefs about the importance of learning English as a foreign language. For Gardner, “although all four variables play a role in formal language learning contexts such as the classroom setting, motivation and situational anxiety play a more dominant role in informal learning contexts such as going to movies in the other language” (p. 2). It means that motivation and situational anxiety might contribute to determining which learners would learn from informal language learning contexts and also their behavior in class. In the same way, proficiency in the second language would result from formal and informal contexts. Thus, motivation and situational anxiety would affect students’ performance in informal contexts.

4.5.1. Integrative and Instrumental Motivation

Within the socio-educational model, Gardner (1979) points out that motivation in students is determined by two main classes of motivation: integrative and instrumental. The former refers to the desire to engage with the target culture of a certain target language. The latter happens when the student learns the language with a specific purpose, for instance to get a job.

4.6. Factors that influence Motivation

4.6.1. Anxiety

Within the factors that affect language learners' motivation many authors and researchers consider that *anxiety* is one of them. For example, Horwitz et al. (1986) assert that many people manifest they have a mental block when learning a foreign language, no matter if they are good and motivated to learn math, science or other subjects. They suggest that these kinds of learners possibly suffer from anxiety, a feeling that interferes with their language learning process. The authors define anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 125). They point out that symptoms of anxiety in a foreign language learner are the same as any specific anxiety. But when anxiety is limited to a language learning situation, it is a specific anxiety reaction: foreign language anxiety.

Consequently, Díaz (2019) mentions the skills based foreign language anxiety, according to different authors. They classify them into “Foreign Language Reading Anxiety (FLRA), Foreign Language Listening Anxiety (FLLA), Foreign Language Writing Anxiety (FLWA), and Foreign Language Speaking Anxiety (FLSA)” (p. 8-10). To this regard, Horwitz et al. (1986) assert that in clinical experiences, counselors find that the skills that cause the highest level of anxiety of foreign language learning are listening and speaking. For instance, anxious language learners can barely concentrate, forget what they have to say, sweat and have palpitations. They also procrastinate homework and evade classes. They say that learners feel more comfortable when drilling or performing

a prepared speech, but feel anxious in a role play situation. The authors also highlight three related performance anxieties, such as: 1) Communication apprehension: It's a fear about communicating with others. It's the difficulty of performing in public, or listening to a spoken message. 2) Test anxiety: It's a fear of failing a test, mainly in an oral one. 3) Fear of negative evaluation: It's a fear of being evaluated negatively by others.

4.6.2. History and Motivators

According to Gardner (2001) and his Socio-educational Model of Second Language Acquisition, there are two classes of external influences in the second language acquisition that affect motivation in students such as *History* and *Motivators*. *History* is "that complex of social and personal variables that the individual brings with him or her that can influence second language acquisition" (p. 5). He explains that every learner has a different glance or maybe a feeling towards the language learning according to his/her needs. These concerns could result in failing or succeeding in the achievement of the target language. He also points out that any individual has a different personal background and histories which at the same time depend on their socio-cultural milieu. On the other hand there are *Motivators*. According to Gardner, "it is proposed that teachers can help the language learning process by motivating their students" (p. 8). To this regard, Dörnyei (2001), (cited in Gardner 2001) names a group of important factors in the concept of motivation. They are: "1. Creating the basic motivational conditions. 2. Generating student motivation. 3. Maintaining and protecting motivation. 4. Encouraging positive self-evaluation" (pp. 8-9). These motivators taken together, would probably have influence on the Attitudes toward the Learning Situation (ALS).

4.7. The Role of the Teacher in Motivation

To start talking about the role of the teacher in motivation in the language classroom, Reeve (1999) in his research mentions some authors who point out that “teachers vary in the interpersonal styles they rely on to teach and motivate students” (p. 537). For Reeve, the teacher plays a very important role in students’ motivation. It means that teachers’ attitudes can foster or suppress students’ motivation. Therefore, he identifies two kinds of teachers to know:

4.7.1. The Autonomy-supportive teachers

According to Reeve (1999) some teachers “teach and motivate by identifying and supporting students’ interests and by supporting their internalization of the school’s values and agenda” (p. 537). These kinds of teachers give students the chance to feel autonomous or determined to learn.

4.7.2. The highly controlling teachers

On the other hand, the author points out that “some teachers target a way of thinking, feeling, or behaving and then offer extrinsic incentives and consequences for progress that their students show toward that way of thinking, feeling, or behaving” (p. 537). Consequently, the role of this type of teacher is to control students’ behavior.

4.8. The relationship among affective variables, motivation and English proficiency

Like motivation can determine students’ success in the English learning achievement, affective variables can also influence this process. To this regard,

Cocca and Cocca (2019) carried out a study aimed at evaluating the relationship among affective variables such as attitude, anxiety, self-esteem and autonomy, motivation and proficiency in the Mexican setting: the Autonomous University of Nuevo Leon (UANL). Their results showed that there is a high correlation between English proficiency and the intensity of students' motivation to learn English as a foreign language, their attitudes, and their desire to learn. They also found that English skills are closely related to students' motivation, which at the same time comes from the course's quality. Equally, they found that students' English skills are positively correlated to their attitudes towards native speakers. This is due to the geographical proximity between the two countries and the economic and cultural influence of the United States on Mexico. They found that instrumental orientation had a really positive impact on students' English level. Thus, motivational intensity, students' attitudes and the quality of the course positively predict English proficiency. However, results did not show evidence of anxiety, self-esteem and autonomy in this research.

4.9. Learning styles and strategies

In addition to all the concepts related to motivation in the EFL classroom, Oxford (2003) refers to learning styles and strategies as some of the main factors determining how students learn a second or foreign language. It means that they influence learning and language learning. For Oxford, "learning styles are the general approaches for example, global or analytic, auditory or visual that students use in acquiring a new language or in learning any other subject" (p. 2). Among learning styles Oxford names them as follows: a. **Sensory Preferences** which refer to physical, perceptual learning channels with which the student is the most comfortable. They can be visual, auditory, kinesthetic and tactile. b.

Personality Types: they can be extroverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving; Intuitive-Random vs. Sensing-Sequential; Thinking vs. Feeling; Closure-oriented/Judging vs. Open/Perceiving. **c. Desired Degree of Generality:** They can be Global or holistic, or analytic.

On the other hand, Oxford (2003) proposes the learning strategies which she defines as “ specifications , behaviors , steps , or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning ” (p. 2). Among them she names: a. **Memory strategies:** Help learners memorize info. b. **Cognitive strategies:** Encourage learners to manipulate material in direct ways. c. **Compensation strategies:** Help the learner make up for missing knowledge. d. **Metacognitive strategies:** Give the learner the understanding and control over the learning process. e. **Affective strategies:** Enable identification of emotional conditions in learning. f. **Social strategies:** Help the learner work with others and understand target culture.

Finally in her research, Oxford concludes that: a. Teachers must assess their students' learning styles and strategies in order to know how they learn. b. When teachers know about their students' style preferences, they can orient their students to learn the language in a successful way. c. Teachers should employ a wide instructional approach, taking into account that a single one would not fit the whole class. d. Teachers should take courses of strategy instruction in order to guide students in this process of adopting strategies to learn the language successfully.

To sum up, motivation has been, is and will be a matter of study, since it is an important factor of the English classroom for L2 achievement. Therefore, if students are not motivated to learn a foreign language, learning goals aren't going to be achieved. Then, students' interests, needs, learning styles and strategies are to be taken into account in order to make knowledge meaningful for them. For this reason, we as teachers, might focus our attention in every aspect of the classroom. For instance, students' attitudes towards the classes, and toward every activity we do. In the same way, we should pay attention to students' reactions toward our attitudes and feedback. This way we cannot ignore the role of motivation in the EFL classroom because many research questions related to English learning could be answered from this perspective. The different types of motivation and the factors that surround it give teachers a wider view to start action research.

5. METHODOLOGY

5.1 Socio-Academic Context

Santa Librada School is located in San Bosco neighborhood, in the commune 3. It is an institution of academic and mixed education. The school is composed of 7 branches: 1 for highschool and 6 for elementary. The institution, being close to the center of the city and being in a commercial sector, associated with the sale of auto parts, automotive maintenance and restaurants, has influenced the fact that our student population comes from the different communes of the city of Cali, including the hillside although we still have a good students presence from this commune, especially from San Bosco, San Cayetano and Libertadores neighborhoods.

We have the greatest representation of students in stratum 1, 2 and 3. We have indigenous population, concentrated in communes 1, 3, 18 and 20 from Cali. We have families displaced by the armed conflict, Ecuadorian and Venezuelan migrants. We have nuclear, extended and single-parent families, with diverse economic activities, among them: merchants, independent workers, artisans, peddlers, recyclers, micro-entrepreneurs, housewives, among others. A very small percentage have stable jobs or are professional. The student population comes from many economic strata. Most of their families are merchants, artisans, domestic workers, construction workers, etc. We have a night shift, which includes the adult education program for school cycles, also serving the deaf population with the support of Asordivalle; the leveling program for extra-age students has also been implemented. We currently have 2400 students distributed in 7 branches, in grades from preschool to eleventh. The average number of students per group is 36.

The school is part of the Jornada Única Program from 2015 (which is not working at the moment for technical problems). This has allowed our students to have a daily breakfast. On the other hand, since we have an Inclusion Program we attend Venezuelan and Ecuadorian people as well as deaf people through a program called INSOR. For this, we have an interpreter team, and also some of our teachers have been trained to accompany these students.

5.2 Participants

The grade object of study is group 9th-3. It consists of 28 students, from which 16 are girls and 12 are boys. It is a very homogeneous group, and their ages range between 15 and 17 years old. In the group there are two Ecuadorian

indigenous students, and four Venezuelan girls. Most of the students in this group come from commune 3 of the city, most of stratum 2 and 3. In this group there are no students with special needs. It is important to highlight that these students are well behaved in the classes and stand out for having good manners with the people from the school community.

5.3 Research Design

The present study is a Qualitative-Exploratory-Interpretive, according to Nunan (1992). In his book he mentions Grotjahn (1987) who points out that this kind of research “yields qualitative data and provides an interpretive analysis of that data” (p. 4). Therefore, this research is aimed to find out students' perceptions about their motivation to learn English. Consequently, it pretends to explore and describe ninth graders' motivation toward learning English as well as the factors that affect this construct positively and negatively.

5.4. Data collection instruments

5.4.1. Survey with open ended and closed ended questions

It was applied in order to inquire about the perceptions that students have of the English class and also of the teacher. These questions were designed to see if the activities in the class affect the students' interests toward English language learning. For this purpose, all nine graders were asked to answer the survey online, and it was sent by email. However, only twelve responded.

5.4.2. Face-to-face semi structured interviews:

Eight students were chosen to participate in the interviews with the main objective of collecting information about the English language. The idea was to go deeper through their expectations about the foreign language. This information could serve to understand students' interest or disinterest in learning English, which is the main goal in the present research.

5.4.3. Survey with a Likert scale:

It was carried out to inquire about the history and motivators that students have had in their past experience with the English language as well as their current English teacher. Here, the same eight students participated.

5.4.4. Class Observations:

In order to observe students' behaviors related to motivation and other factors related to the language learning process, observations were carried out in a naturalistic environment. Classroom activities were designed in order to find out the effects they could have on students' attitudes toward the language and toward the class as well. To collect data, a field diary was used to have a more clear perspective of the information obtained from the surveys and from the interview.

For the development of this project, first parents were asked for their permission to involve their children in the study and they responded affirmatively. It was also necessary to ask for the school's director's permission. After those permissions were ready, the second step was to develop a survey about students' feelings towards the English class where students found questions such

as: Do you like the English class? Do you like the way your teacher develops the class? Which activities do you like the most? Which activities you don't find interesting? Which topic (s) you have found interesting? However, from 28 students asked to answer the survey, only twelve responded. Although those responses gave a general idea of students' feelings, it was necessary to go to a third stage: an interview with eight students about their interest in learning English as a foreign language, and their perceptions about the usefulness and importance of English as a foreign language. However, the responses were not convincing because they did not reflect students' attitudes and performance in the class. For this reason, another survey was necessary, a survey using a Likert scale to the same eight students, pretending to make them be more specific in their responses. Fortunately, the goal was achieved and the answers were more clear. The final tool was class observation, used to observe the students' attitudes in the English class. These observations confirmed students' representations of motivation resulted from the previous tools.

5.5. Ethical Considerations

For the development of the present research, underage students were asked to participate with their parents' permission. To this aim, they were sent an informed consent through which they had to authorize their children to be part of the study. The consent was sent on paper, so it was easier for them to sign. In this consent it was explained to parents that the data collected during the study wouldn't affect students in a negative way. It was also explained that their personal information would be confidential and they were not going to be recorded. Preserving their identities is a clue when including students in a research project.

On the other hand, it is important to highlight that grades were not affected positively, or negatively in this process. It means that there was no place to score pollution in the classroom. But the information collected was essential for answering the research question. Equally, the findings were really important for improving the teaching practices in the English classroom.

6. RESULTS AND DISCUSSION

Going through the different stages of the present research, it is important to mention that the group object of study (9th-3) has 28 students, and all of them were asked to answer the first survey on a google form. However, it was not mandatory. The idea was to get a general idea of students' perceptions about the English class and the English teacher. Thus, only 12 students responded to it. Later, eight different students were chosen to participate in the other survey and in the interview. Finally, during the class observation, all the 28 students participated. It was done in the natural environment of an English class. The analysis of the data collected was carried out in order to identify different factors affecting motivation toward English learning. The results permitted the researcher to gather students' perceptions about their motivation to learn English.

As a result of this research, there is evidence of positive components. First of all, students give an important value to the fact that the teacher has human warmth. Then, there is a good student-teacher pedagogical relationship. In the surveys and interviews students manifest that the teacher shows respect for them and gives special value to their feelings. They also highlight that she tries to do her best for them to perform well inside the English classroom, by explaining the

necessary times and by giving positive feedback. This is according to Dörnyei's Learner Level, an important factor related to the Teacher-Specific Motivational Components. It is the Affiliative Drive Authority Type. It means that the type of teacher influences students' motivation. In this case, the teacher has increased students' self-Confidence, reduced Language Use Anxiety and students experienced a little sense of competence in the language, as they manifested in the first survey. They said that they have learnt a little bit more English.

Secondly, it is possible to say that there is a good classroom environment, taking into account Dörnyei's learning situation level. In this level there are motivational components to bear in mind, such as the course specific, teacher specific, and group specific. For example, according to the students' responses and class observation, there is evidence of the students' interest toward the class. On the other hand, according to Reeve (1999), there is an autonomy-supportive teacher who respects her students, gives them positive feedback and takes into account their interests. Finally, talking about the group it can be stated that there is group cohesion. To illustrate this, classroom observation shows evidence that students have good relationships among them. As a consequence of this, they do not laugh at other's mistakes and help others when necessary, doing collaborative work.

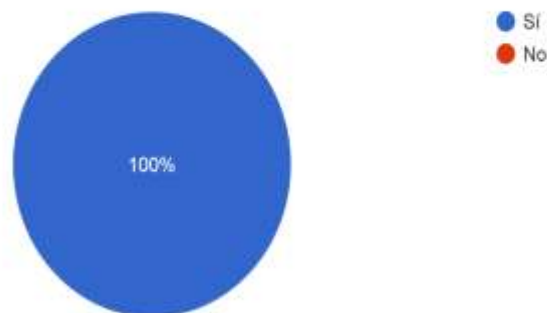
Third, according to the analysis of the data, it was found that the variety of activities in the class is welcome by most of the students. But, every student has his/her own preferences and interests. However, it is important to highlight that not all the students like the class activities and materials. Some of them do not think English is important and do the activities just because they do not want to fail. To this regard, Gardner (2001) points out that history is an external factor

that can affect students' motivation. For him, this complex of variables that are related to the social and personal background influence students' feelings towards the language.

6.1. Results from four different data collection techniques and instruments:

6.1.1. Survey with open ended and closed ended questions

1. ¿Crees que la clase de inglés es interesante?
12 respuestas



The total of the students who answered the survey agreed that the English class is interesting. This pie chart clearly shows the Course-Specific Motivational Components from the Learning Situation Level: Interest, Relevance, Expectancy and Satisfaction proposed by Dornyei, (1994a). At the same time, there is also evidence of intrinsic motivation and a high degree of interest, enjoyment and satisfaction mentioned in Dörnyei (1998).

2. ¿Qué tipo de actividades de la clase de inglés te gustan más?

12 respuestas



As in the previous chart, the Course-Specific Motivational Components from the Learning Situation Level, such as Interest, Relevance, Expectancy and Satisfaction are present again, and students show their preferences for the different activities proposed in the classes. Although there is a high percentage of students who prefer to work on the book, some other activities were also chosen which indicates that many of the activities are valuable for the students in this class.

3. ¿Qué tipo de actividades de la clase de inglés no te gustan tanto?

12 respuestas

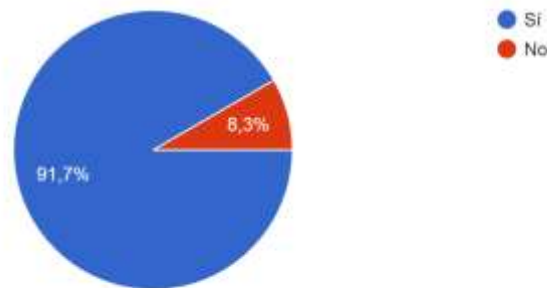


In this chart there is a clear dislike for speaking in front of the class. Oral presentations and expressing themselves in front of the class got the two highest percentages. This indicates that most of the students suffer from language use anxiety, a component of the learner level that Dörnyei (1994a) talks about.

However, the activities that students like the most, responded in the previous question, are not hated at all by the ones who did not point them out as their favorite ones.

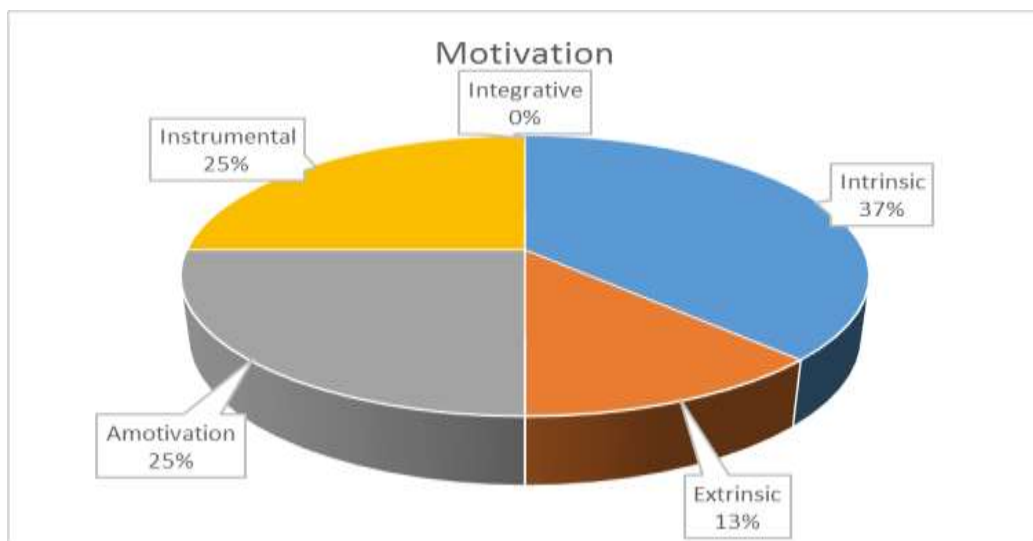
5. ¿Te gusta participar en la clase de inglés?

12 respuestas:

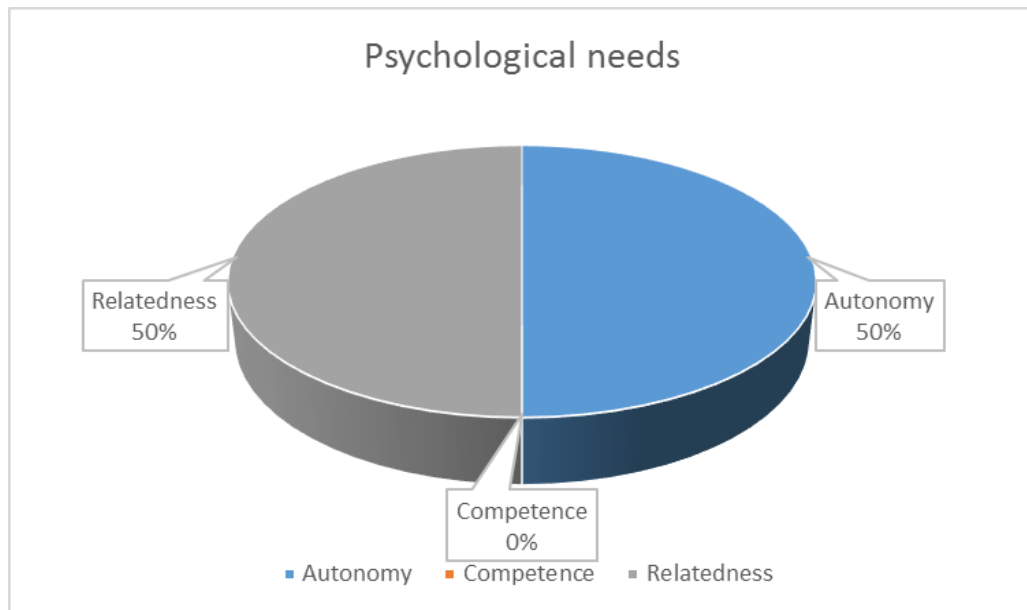


At the light of Dörnyei's Learning Situation Level, a Teacher-Specific Motivational Component such as Feedback is present. Although many students responded they do not like speaking in front of the class in previous questions, at this opportunity they showed the opposite. Most of them answered that they like to participate in class. This response is due to the fact that students feel comfortable when answering simple short questions in the class because the teacher does not laugh at their mistakes and also gives them emotional feedback. For instance, some of them justified their answers with phrases like *"Así aprendemos a pronunciar mejor y mirar en que nos estamos equivocando de manera amable y paciente"*. *"Porque siento que ahí puedo corregir en lo que estoy fallando"*.

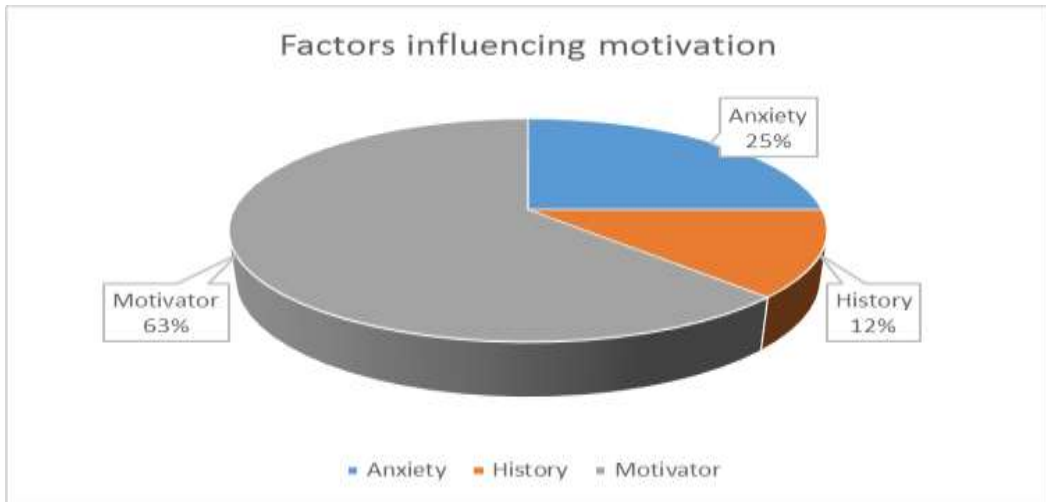
6.1.2. Semi-structured interview



This interview was focused on the students' attitudes toward the English language. According to Ryan and Deci's Motivation theory (2000) and also that of Gardner's model of L2 motivation (1995), (cited in Dörnyei 2012), this chart reveals that four of five types of motivation are present in the students. But, the desire to learn that Garner (1995) mentions is only present in 25 percent, represented in the instrumental motivation that Gardner talks about. It is important to take into account that different students from the same grade were chosen to be interviewed.

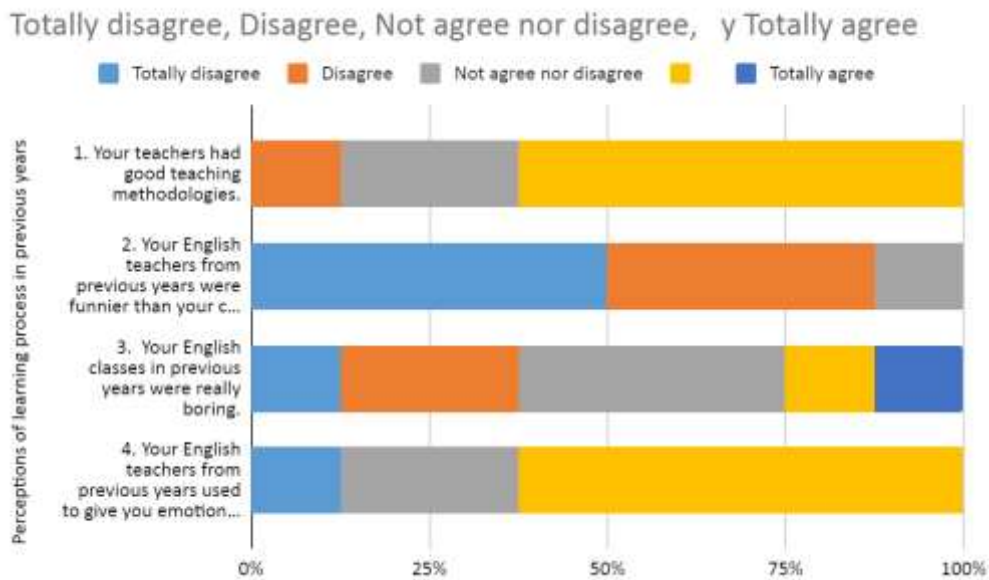


The psychological needs required for students to be motivated, according to Deci and Ryan (2000) named relatedness and autonomy are divided into equal percentages leaving behind the competence. These results show that half of the interviewed students (according to their answers), feel that they learn more and feel more comfortable by working alone, and the other half prefer working with others because they are more sociable or on the contrary, they need support from others who perform better in the class. Some examples from students' answers to the questions: *¿En las clases de Inglés te gusta trabajar en grupo o individual? ¿Por qué? "Sí, en grupo. Porque...sería más...más fácil de aprender a comunicarme con mis compañeros...aprender de otros"* (relatedness). *¿Qué tiempo le dedicas al aprendizaje del inglés? "Los fines de semana por ahí en la tarde...como 3 horas. Yo miro videos en inglés de aprendizaje para estar preparada en las clases de inglés. Me gusta mucho"* (autonomy).

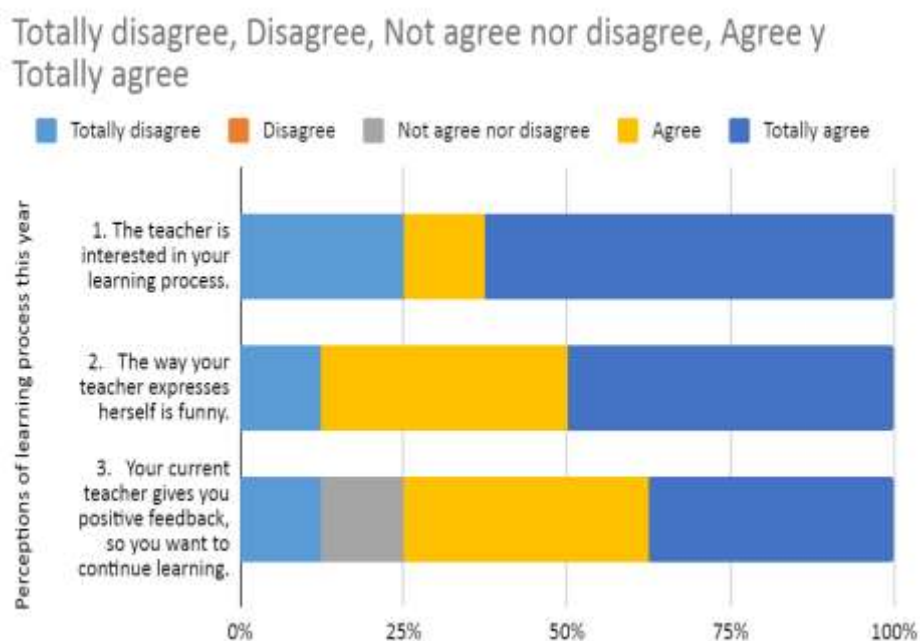


According to Gardner (1995), anxiety, history and motivators are factors that influence motivation in students. Most students' answers showed that motivators are very important. For instance, they mention music, arts, technology as other sources of motivation to get engaged with English as a foreign language.

6.1.3. Survey by using a Likert Scale

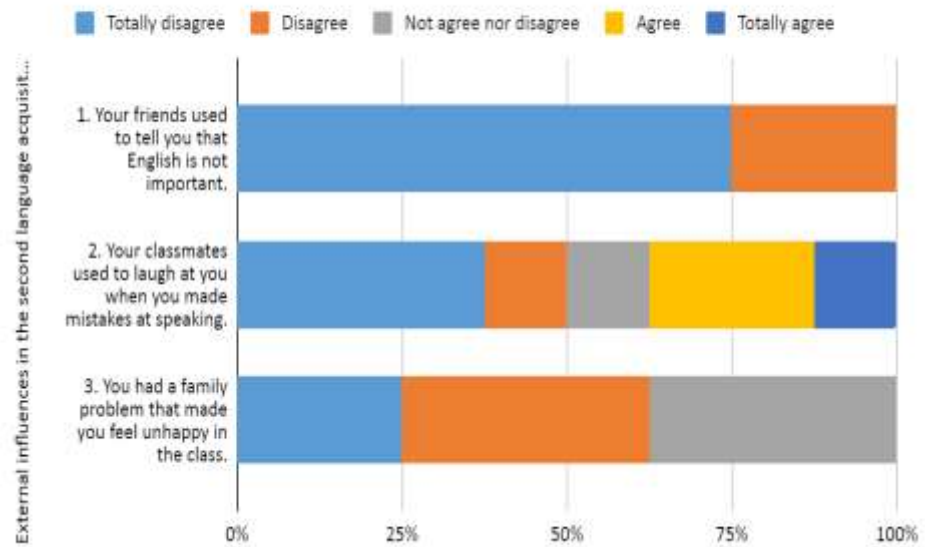


This graphic bar shows students' perceptions about their English teachers in previous years. According to these answers, in general terms, those perceptions are good with few negative perceptions. Taking into account Dörnyei's learning situation level, in previous years, teacher-specific motivational components, such as task presentation and feedback were present in their English classes.



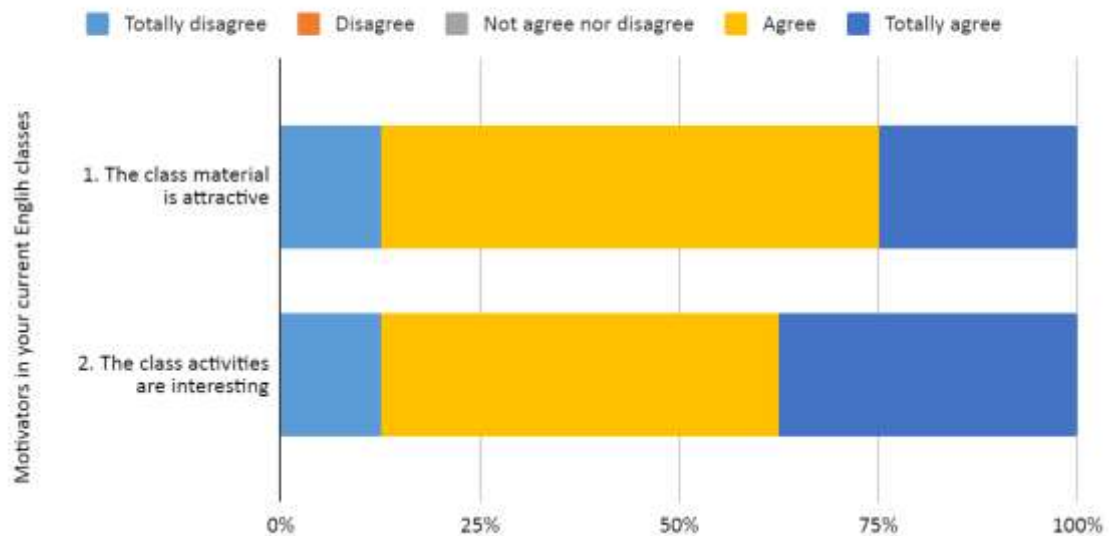
In this case there are similarities with the previous graphic. That is to say that in their current teacher they can also find Teacher-specific motivational components, such as affiliative motive, authority type, task presentation and feedback, although there are few negative perceptions.

Totally disagree, Disagree, Not agree nor disagree, Agree y Totally agree



These questions were focused on the classroom environment in previous years and had to do with Gardner's (1995) theory of history as an external factor that affects motivation. One of the answers clearly shows that in some cases their classmates laughed at their mistakes. As a consequence of this situation, it is possible to say that when students do not participate in speaking activities it is because they think the same is going to happen again.

Totally disagree, Disagree, Not agree nor disagree, Agree, y Totally agree



Another external factor of Gardner’s theory is Motivators. In terms of class material and class activities, this graphic bar shows a high percentage of positive perceptions of the students. However, there is a really low percentage of students with negative perceptions. This is reasonable because every student has different likes and interests.

6.1.4. Class Observations

In the first section I could observe in the students intrinsic and extrinsic motivation (in the level of External regulation) as well. The former, when students show interest in the activity of watching and listening to different songs. Although they like different types of music, they show that they could stay the whole class playing one song per person because they have a common interest: they like music. The latter, when they respond to the activities because of the fact that they had to show results to the teacher (they had to show prior knowledge).

In the second section, Amotivation is shown in the first part of this class since students were confused about the previous topic. But in the second activity, which required peer interaction, students seemed to enjoy it and showed a high level of motivation. Despite their lack of good pronunciation and fluency, students were excited and collaborative work was evidenced. Another factor evidenced in the class was a good classroom atmosphere, where the teacher passed around the class playing a role of facilitator, and students didn't feel anxious to perform.

In the third section, Motivation seems to be intrinsic. Many students performed well, but some were ashamed and nervous. It was reflected in their voice tone. But something to highlight is the collaborative work. Students with better academic performance helped the ones who are not in the same conditions. Two students who seemed to be not motivated in previous classes, in this class showed much more interest toward the English class. Their performance was better.

6.2. Triangulation of information from different sources

6.2.1. Learner level factors

- **Intrinsic and Extrinsic Motivation: Autonomy, Competence and Relatedness, Anxiety and History**

The interview reveals that students are involved in different types of motivation. There is evidence of intrinsic, extrinsic, instrumental and integrative motivation, as well as of amotivation. The motivated students show a level of autonomy, competence and relatedness in their language learning process. However, some students answered that they have study habits at home, but in the English classes they do not have good performance in the language skills. The amotivated

students show that they do not feel a real interest in learning the target language because it is very difficult for them to learn it or to understand it.

The first survey also shows motivation in students. Phrases like *“Me siento muy bien, ya que el inglés es un idioma que me encantaría hablar con fluidez y aprenderlo es una de mis metas y yo tengo fe en que lo lograré”, “Pues me interesa mucho el inglés y me gustaría aprenderlo”,* reveal intrinsic motivation, according to Deci and Ryan (1985). On the other hand, the responses in the first survey reveal some level of anxiety in students. To illustrate this, some students’ responses to the question *¿Cómo te sientes cuando tienes que hablar en inglés al frente de la clase?* *“nervioso porque cada vez que expongo me pongo nervioso y puede que diga alguna cosas mal”, “Normalmente me da miedo hablar en frente de mucha gente”, “La verdad me da un poco de nervios y pena de equivocarme en frente de toda la clase pero la maestra nos alienta y nos hace dar más confianza”.* Anxiety is related to the students’ history in this research. They feel anxious when they speak English because they are afraid of making mistakes and that the teacher and classmates laugh at them.

However, the second survey (with the Likert scale) showed that some students are not motivated toward the English language nor toward the English class. According to Deci and Ryan (2000), amotivation is one kind of motivation and taking into account the information in the survey, some students manifest that their current English teacher is not doing things correctly.

6.2.2. Classroom level factors

- **The autonomy supportive teacher, Task presentation, Feedback and Group cohesion**

Students' appreciation of the English class environment might show us what they really value within a language class. What they really appreciate is what increases their level of motivation to learn English. According to the surveys, students' motivation is related to the teacher, to the class activities, and to the class material. Peer interaction is not considered a negative issue for this group because most of them think that there has been group cohesion and respect among peers, although not all of them come from the same school.

The survey with the Likert scale showed that history and motivators according to Gardner (2001) affect motivation in students. Then, every student has a different experience in English learning in previous years as well as a different perception about their current English teacher, which determines their current level of motivation.

In general terms, the experience of the students in previous years in the English classes was good. Most of the students agree that their previous teachers used a good methodology in the English classes, (although it has been a bit difficult to adapt themselves to different teachers' styles) their classmates used to respect each other and did not laugh at mistakes. In other cases, there were some students who tried to disturb classes but the teacher controlled discipline in the class. However, one of them expressed that her teacher did not use to correct her mistakes, almost did not teach them English and during the pandemic there were no more English classes. Another student said that she doesn't

understand other English teachers and she thinks it is because they do not take into account the students' learning rhythm, do not take the time to correct students' mistakes in a good manner and with a good disposition. She says that she likes to be taught or that the teacher explains the little details. In her experience, she had had to write too many texts that she did not even know their meaning. She likes to be trained in pronunciation and her previous teachers did not work hard toward that skill.

On the other hand, they say that their current teacher has a good methodology and that the material used in the class is good, but it could be better. She explains very clearly and corrects in a good manner. They say that there is a good class environment, that there is respect among classmates and that the teachers treat them in a very good manner. However, one of them says that some students in the class are shy and feel ashamed to speak English and pronounce words wrong. Another student says that there are many lazy students in the class, but that there are others who want to learn.

According to the interview and the surveys, something that students value from teachers is the fact that they explain clearly, repeat the explanation as many times as they need, until they can get it. Another aspect to highlight is the teacher's attitudes. For instance, the fact that teachers give feedback in an appropriate way, the passion and interest perceived by students in the class, the teacher's concern about students' feelings and emotions. For example, *"Me siento muy bien en clase, la profesora explica excelente y tiene una forma de explicar muy buena... además nos tiene paciencia y busca más métodos para que entendamos los temas"*. On the other hand there is the class material. They consider that if a class has good and varied material, it is going to be interesting.

Equally, the class activities call students' attention and motivate them to learn the foreign language.

7. CONCLUSIONS

The present research showed important findings that have to do with the students' motivation to learn English as a foreign language. These findings helped to visualize a wider perspective of different factors that can affect students' motivation when learning English as a foreign language. Among them there are all those that Dörnyei, Deci and Ryan, Gardner, Horwitz and Díaz mention in their studies. For example, the class environment, the type of teacher, anxiety, among others. Apart from those factors, it is important to take into account the psychological needs that an individual requires to self-motivate according to Deci and Ryan (1985). They are autonomy, competence and relatedness.

It is important to highlight that motivation is a really important aspect to take into account in teachers' pedagogical practices. However, it is advisable to give a critical glance toward all the factors that affect its construction. In this sense, teachers should be aware of theories that pretend to explain this wide concept. On the other hand, teachers and researchers have to bear in mind that there are three main components that teachers and researchers must pay special attention to. For instance, the language level, the learner level, and the learning situation level. From this perspective, many classroom issues related to students' English learning process could be solved.

The present research concluded that there are some factors that positively affect ninth graders' motivation. For instance, the teacher, who is an autonomy supportive teacher. They say that she provides a good classroom atmosphere because she gives them positive feedback and makes them feel confident. There is a sense of respect and a good pedagogical relationship. Then, there is the class material and the class activities, which they consider attractive and appropriate for the class objectives and for their interests. Finally, there is the group which they feel is a good environment, there is group cohesion based on respect, good relationships, and collaborative work. On the other hand, there are two negative factors affecting motivation. For Example, anxiety and history. Some students feel nervous when they speak English because they had negative experiences in their previous years. They remember that their classmates used to laugh at them. Also there are some students who do not have enough previous knowledge because they did not have English classes in the past.

To conclude, at the end of the study, many students showed a sense of competence. They felt confident to participate in classes and to answer questions with no fear of making mistakes. They also showed interest in the class activities and material. At the same time, collaborative work and respect were present in the classes, and in general terms, their attitudes and perceptions about the English language learning changed a little bit more. Finally, it is important to highlight one limitation during the research. For example, although the first survey was not mandatory for all the students and they were not asked to write their names, for further research it is recommended to collect data with the same students in all the instruments for the results to be more consistent.

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9. APPENDICES

❖ Parents permissions

Yo _____ con C.C. _____

autorizo a mi hijo (@) _____

para participar en el proyecto de investigación realizado por la docente MÓNICA LEONOR BANGUERA GONZÁLEZ, estudiante de la Maestría “Enseñanza del Inglés como Lengua Extranjera” en la Universidad Icesi, en Cali, Colombia. Fui informado de los instrumentos de recolección de datos pertinentes para tal fin, tales como encuestas, entrevistas y observaciones. Así como también de que no habrá efectos negativos para la clase ni para los estudiantes.

❖ Open ended and closed ended survey

1. ¿Crees que la clase de inglés es interesante?
 - a. Sí
 - b. No

2. ¿Qué tipo de actividades de la clase de inglés te gustan más?
 - a. Juegos en línea
 - b. Trabajo en el libro

- c. Comprensión de lectura
 - d. Actividades de escucha a través de videos
 - e. Preguntas y respuestas entre compañeros (en inglés)
 - f. Expresarse en inglés frente a la clase para hablar de su familia o de temas de interés
 - g. Exposiciones
3. ¿Qué tipo de actividades de la clase de inglés no te gustan tanto?
- a. Juegos en línea
 - b. Trabajo en el libro
 - c. Comprensión de lectura
 - d. Actividades de escucha a través de videos
 - e. Preguntas y respuestas entre compañeros (en inglés)
 - f. Expresarse en inglés frente a la clase para hablar de su familia o de temas de interés
 - g. Exposiciones
4. ¿Cómo te sientes en la clase de inglés?
5. ¿Te gusta participar en la clase de inglés?
- a. Sí
 - b. No
6. ¿Por qué?
7. ¿Cómo te sientes cuando tienes que hablar en inglés al frente de la clase?
8. ¿Qué opinas de tu maestra de inglés?

9. ¿Cómo te parece la forma de corregir de tu maestra?
10. ¿Consideras que has mejorado, empeorado o sigues igual en tu proceso de aprendizaje del inglés?

❖ **Semi-structured Interview**

Entrevista para estudiantes del grado 9-3

1. ¿Te gusta el idioma inglés? ¿Por qué?
2. ¿Para qué crees que te sería útil aprender Inglés?
3. ¿Qué tiempo le dedicas al aprendizaje del Inglés?
4. ¿Qué tan interesado (a) estás en el aprendizaje del Inglés? Del 1 al 5 qué tan interesado (a) estás? ¿Por qué?
5. Como estudiante, ¿qué otros temas de conocimiento general te gustaría aprender a través de las clases de Inglés?
6. En las clases de Inglés te gusta trabajar en grupo o individual? ¿Por qué?
7. Si fueras la profesora o el profesor, ¿qué le cambiarías a las clases?
8. Si fueras la profesora o el profesor, ¿qué tipo de actividades realizarías?

❖ **Likert Scale Survey**

History

	Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo
1. Tus maestros de inglés de otros años te enseñaron inglés con una buena metodología.					
2. Tus compañeros de curso de otros años se burlaban de ti cuando pronunciabas mal.					
3. Tus clases de inglés en otros años eran muy aburridas.					

<p>4. Tus maestros de inglés de otros años eran más divertidos que tu maestro actual.</p>					
<p>5. Tus maestros de inglés de otros años te corregían de buena forma.</p>					
<p>6. Tienes una situación familiar que no te permite estar feliz en la clase.</p>					
<p>7. Tus amigos te dicen que el inglés no es importante.</p>					

Motivators

	<p>Totalmente en desacuerdo</p>	<p>En desacuerdo</p>	<p>Ni de acuerdo ni en desacuerdo</p>	<p>De acuerdo</p>	<p>Totalmente de acuerdo</p>
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1. La maestra se muestra interesada en que aprendas.					
2. La forma de expresarse de la maestra es divertida.					
3. El material de la clase de inglés es atractivo.					
4. La maestra te corrige de manera que te da ánimo a seguir aprendiendo.					
5. Las actividades de la clase son interesantes.					

❖ **Class Observation**

Grado:

Fecha:

Objetivos:

Fecha	Eje Temático	Objetivos	Actividades	Observación	Análisis