



**Students' motivation for learning English as foreign language. A
case in Armenia city, Colombia**

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Thesis

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Licenciatura en Inglés como Lengua Extranjera

Armenia, Quindío

25/09/18



Analytical Summary

Through the analysis of the applied quantitative and qualitative research in a specific environment, especially, the one related to the educative sector in a bilingual school in the city of Armenia, Quindío and, in the bilingual atmospheres in general many aspects must be taken into account to making the bilingual atmosphere, (Pearson, 2008). One of the main aspects for making bilingual atmospheres is the student's motivation. This research investigates on the importance of motivation in bilingual environments, the previous background related to motivation issues in students and how previous researches have helped teachers overcome this set of problems. Besides that, this paper investigates quantitative and qualitative researches on the topic and, how both can be beneficial in order to be applied to the groups of students where this research has taken place. Finally, this paper aims to clarify the main aspects of motivation in a bilingual environment where motivation tends to decrease.

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Introduction

When studying the wide universe of education and the multiple processes in education, the analysis of main problems related to education might seem simple for someone who is just beginning the process of becoming in a teacher. Reading textbooks that show pedagogical strategies and how to apply this set of strategies in a classroom environment might be easy for someone who is involved in university foreign language studies. However, when that person begins to work in a real classroom environment with frequent problems, the situation can be harder from what the teacher expected to be. Many problems arise every day in the classroom environment; sometimes, the new teacher might not be prepared to face this huge avalanche of problems coming towards him in the education environment. Sometimes, the strategies that the new teacher is trying to implement can be outdated, or can be wrongly applied. Motivation in class is one of those hard issues a teacher will surely address when performing the teaching process. This research project aims to investigate how motivation affects students and how motivation can be improved at learning English as foreign language.



Justification

As we confirm in our daily teaching practice, lack of motivation is a common and hard problem in our schools and, then there is strong need to have solutions to this teaching-learning issue. We know that it is necessary to find out the variables that affect the students' motivation to learn English as a foreign language in order to identify better teachings practices, to have more motivated students and to keep student's expectations to learn a foreign language. Student academic achievement is an issue of major proportions in the field of education, taking a more global perspective serves to get a more accurate view of the multiplicity of variables that impact academic achievement. It follows that, there are many variables that should be considered in order to improve student learning outcomes, such as the number of students, level of proficiency at the time of admission and education equity (Coleman, 2001). Learning styles must be taken into account too, we can identify, visual learners, auditory learners, kinesthetic learners, tactile learners, group learners and individual learners, however, several styles may combine in any one learner,

(Richards, 2015); besides, the bilingual environment must be taken into account, words are constructed by people in dialogue with others to find shared or contested meanings. Such discourse takes place in changing context, (Baker, 2006); these contexts are a priority that was one of the main aims of this project. The mother tongue of the addressed population is Spanish, this is the language the target students firstly learn, they identify themselves with, and/or they are identified by others as a native speaker of; also it is the language that one is most competent in or uses most, (Mcarty, 1988). Due to state policies, the government has invested important amounts of money in bilingual nationwide projects, such as the program “Colombia Very Well” (Ministerio de Educación Nacional, 2015) a national program for English language learning from 2015 to 2025. This program is a state policy similar to other programs that had important impacts in the bilingual education in Colombia, such as the program “Programa de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras” (Ministerio de Educación Nacional, 2010) between 2010 and 2014 which provided training to 9.500 tutors in language learning and methodologies. This new program “Colombia very well” is having a bigger impact in due to many lacks that are still needed to address, such as the English level by teachers. The main aims of this program are personal development, social development and economic development (Nacional, July, 2014). As we can see, the present investigation is really appropriate inside a social and political context, of great amount of interest and effort in current Colombian society to foster a bilingual culture.

First Chapter

1. Statement of the problem

The number of students that usually abandon the English programs in the city where I live, Armenia, Colombia, is very high. This investigation is on the most relevant pedagogical and didactical factors that affect students' motivation to learn English as foreign language in the school 'Gimnasio Los Nogales Bilingual School', in Armenia city, Colombia; this study gives meaningful help to the whole educative community. Finding the motivation problems and knowing the best strategies to cope with these problems, it will be the banner of this research paper. When you are part of an educative institution that offers English courses directed towards children and adolescents, many aspects may arise in different cases where students lose their motivation to learn English. In the city of Armenia, COMFENALCO¹ has an arrangement or agreement with the University La Gran Colombia. COMFENALCO sponsors around the 75% of the total value of the English course for those who are associated to this Family Compensation Fund, whereby students have to pay something like \$70,000 Colombian pesos per month for approximately 24 hours of English classes distributed in 4 hours by Saturday, this fee is extremely economical for a great percentage of the population in Armenia. Despite these good conditions, many of these students abandon this course, even with such a low cost and with the great teaching level, that in most of the cases teachers with a degree from the university are in charge of this groups, however, motivation tends to decrease with the passing of the weeks. At the discussing of the student motivation and the importance of learning English, we observed differences between the ESL and the EFL contexts. Unlike EFL learners who, for the most part, learn English to pass the final exams, ESL learners see an immediate use of the language, and therefore, approach learning with more enthusiasm than EFL learners, therefore, focusing the research understanding differences in both ESL and EFL contexts will be beneficial in order to establish the differences in motivation between both groups (Boucher-Yip, 2014). Accordingly, the main aim of this project is to clarify the elements needed to be taken into account in order to assure students' motivation in EFL learning environments in the city of Armenia, Quindío, Colombia.

¹ COMFENALCO: It is a family compensation fund, widely used among citizens of Armenia.



1.1 Research Question

Through the quantitative and the qualitative researches, what are the most relevant pedagogical and didactical factors to be taken into account in order to assure students' motivation in EFL learning environments in the city of Armenia, Quindío?

Objectives

2.1 General Objectives

- 2.1.1 To investigate on the most relevant pedagogical and didactical factors that affect students' motivation to learn English as a foreign language, and subjects taught in English at the Gimnasio Los Nogales Bilingual School.
- 2.1.2 To make a proposal of didactic strategies to improve student's motivation to learn EFL.

2.1.2 Specific Objectives

- 2.1.2 .1. To identify activities that enhance motivation in students thereby, they can develop better their different skills in English language.



2.1.2 .2. To propose teaching-learning activities and strategies and make sure they are adequate for EFL learners in bilingual environments.



3. Theoretical Background

Motivation has been a wide and much discussed topic for many authors. From the perspective of psychology such as the one by (Brown L. V., 2007, págs. 29-45) to the meta-scientific studies such as in the comparative scientific study by K. B. Madsen (1974) in the book “Modern Theories of Motivation”, there are multiple theories behind the motivation for learning something in the field of language teaching. It is important to examine the language learning motivation through social and cultural contexts, where the social dimension featured less, (Nakata, 2006). Clement studies result in tripartite motivation consisting of integrativeness, linguistic self-confidence and appraisal of the classroom environment. It is interesting to understand and clarify the meaning of motivation (Clement, April 1977). This word has been widely used in scholar papers for decades, however an appropriate definition for this term is the one by Robins and Coulter, 2002, “Motivation is a psychological process and it can be explained as the willingness of individuals to do something for satisfying a need”, after that, the center of the definition by Robins and Coulter is centered towards the term “need” (Hoffman, 2006). A “need is a psychological or a physiological deficiency, which makes the attainment of specific outcomes attractive. Unsatisfied needs lead to drives which generate a search for particular goals. If these goals are attained the need will be satisfied”. In other words, individuals try to find a motive which justifies their behavior. In language learning processes this can be seen very often. In the particular case where I am working, individuals tend to access to this English courses with some unclear and undefined goals, many of these are very ambiguous and tend to decrease over time. Motivation often is considered a characteristic of the individual, when in fact is greatly influenced by the kinds of learning environments in which students are located, (Guthrie, 1997). Many people think they might travel to United States, that’s why they think that they should learn English, however, as the time goes by, this motivation decreases as they change their plans. Besides that, it is important to remember the old classical motivation theory of the intrinsic and extrinsic types of motivation, which has been leading to many educators and authors to propose different types of strategies regarding motivation. Intrinsic motivation exerts an influence when the individual engage in an activity for its own sake, whereas extrinsic motivation is used by a third party. David Lasagabaster carries out a major investigation in the field of theoretical and practical

insights into motivation, citing and analyzing many studies on motivation in foreign language classrooms. One of them is the Directed Motivational Current or (DMC) that is defined as a powerful motivational drive which is capable of both stimulating and supporting long-term behavior (David Lasagabaster, 2014). Bringing up many other theories from psychological studies related to motivation in foreign language learning environments the DMCs are capable of acting as a fundamental organizer of motivational impetus in general, and it can be used having a considerable potential as a specific tool for motivating learners in a language classroom. DMC can be exemplified as a spark of motivation that can change both physically and mentally the life of a person who is trying to reach a goal in the near future. The DMC can be appreciate in terms of projects that catch students attention over weeks, involving them in engaging and practical activities that allow them to feel useful in the activity and, where they feel they are using the language knowledge for a practical and relevant project. When this activity is managed to be challenging, extracting their innermost thoughts and competitiveness they can even surpass the initial task and work in their limits of knowledge allowing them to make a huge effort in order to accomplish this task without even being aware of how far they have come, taken by their willingness to overcome the challenges that a task such as this might have brought to them in the long way to develop the project. Teachers in charge of language courses might use the DMC in order to make the second language or the foreign language a desirable subject choice. A directed motivational current can last in some unique cases for decades depending on the individual. The directed motivational current can give a clear view of the behavior changes on a person. People around somebody under this methodology could say something like: “My friend is not going to the party tonight because she is working in her project; she has to present her project with her group next Tuesday”. Patterns like those could be seen in both scholars and athletes who are seeking to get good results in a certain type of contest. A directed motivational current is qualitatively different from the ongoing motivation of a good student, due to the fact that it is a relatively short-term, highly intense burst of motivational energy along a specific pathway towards a clearly defined goal, it is over and on top of the steady motivation any student will exhibit throughout the year. It brings a sense of urgency and more determination than traditional

motivation. This type of motivation, involves the individual in a specific goal towards a clear finish line. In the context where this research was done, this type of motivation can be effectively used in terms of long-term and short-term projects that engage students during the academic period. In this regard, the project-based learning can perfectly be adapted to generate the desired motivation in students from the perspective of the directed motivational current. (Blumenfeld, chapter 19)

Learning environments that are project-based have five key features:

1. Solving communication problems by addressing a driving question.
2. Students explore the driving question by participating in authentic, situated inquiry – processes of problem solving, in this process, students learn and apply their main ideas.
3. Students, teachers and community members engage in collaborative activities to find solutions to the driving question.
4. While engaged in the inquiry process, students are scaffolded with learning technologies that help them participate in activities beyond their abilities.
5. Students create a set of tangible products that address the driving question. This can be external representations of the class's learning.

In this context it will be very useful to apply the directed motivational current in a project-based program for learning English in the local context where the investigation is done. If we provide to my target public with a project that involves their social, cultural and economic context, we will have good benefits in terms of motivation. As it was previously mentioned, one of the steps for the project-based learning in (Blumendfeld et al., 1991, Krajcik, et al., 1994; Krajcik, Czerniak, & Berger, 2002) is solving a problem through driving questions. Developing the English courses through a central driving question that must be solved at the end of the academic period is one of the applications of the methods analyzed before. In order to do that, some suggestions can be taken into account regarding the directed motivational current and the project-based learning:

1. Language-centered pre-knowledge test: This kind of tests will give the teacher the opportunity to get to know the level of English of the students in order to assure the appropriate set of tasks that allow students to develop their project without having lacks of language characteristics.

2. Students interests: Assuring the fulfillment of students personal interests regarding the English course will result in an extra motivation for the student, some changes can be done to the project regarding the previously expressed interest by the student.

3. Language Competencies, Vocabulary, Grammar and Academic Goals: Teachers must be sure of taking care of the balance of the project-based learning regarding the Academic goals that the institute or university has for that level of English. Certain specific type of vocabulary, grammar, language competencies are always present in every level of English, which must be assured to be taught by the teacher regardless the method they are using for the development of the course.

As a conclusion and after analyzing several theoretical approaches, the one by Robins and Coulter, 2002, (As it is cited in Hoffman 2006) where “motivation” is seen as a psychological process where an individual tries to satisfy a need, it is the main theoretical approach we follow in this research. It is absolutely imperative to define what an approach is; an approach “is a way of looking at teaching and learning”. (British Council, 2008) Besides that, the directed motivation current, which is a powerful tool for long-term motivation in foreign language classroom environments, it is also used (David Lasagabaster, 2014).

3. 1 Theoretical Background - Literature Review

There are several researches done in the field of students' motivation and learning strategies that are important to highlight in order to have a wider view in this research project. In "*Ames & Archer, 1988, Vol. 80, research on Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes*", the authors specify how specific motivational processes interfere in a positive manner in actual classroom settings, the research made with one hundred seventy-six students in high school (Archer, 1988, Vol 80). This investigation had the purpose of examine motivation patterns in classroom. The main questions of this research were: "Do mastery and performance goal constructs differentiate students' perceptions of their classroom experience? How are the students' perceptions of the classroom goals related to their task choices, attitudes, and beliefs about the causes of success and failure?"

In order to develop this present research, general learning strategies were the main aim to be applied in multiple contexts. Besides classroom experiences, certain learners characteristics may also be expected to influence how students approach and respond to learning tasks (Bandura, 1982; Covington 1984; Schunk, 1984).

These are the characteristics of how this research was done:

We had 91 boys and 85 girls in grades 8 to 11 who attended a junior and high school. From 4 to 6 students were randomly selected from each class: English, math, science, and social studies class. The research was done through a questionnaire, items were prefaced with the heading "In this class..." and students rated each item on a 5-point Likert scale ranging from: Strongly Disagree meaning 1 point to, strongly agree meaning 5 points. Here are some examples of the items constructing the Master scale:

Goal orientation

- The teacher makes sure I understand the work

The teacher pays attention whether I am improving

- Students are given a chance to correct mistakes

These statements can perfectly be applied to almost any educational environment, in the present research case, for applying the evaluative instrument; these sentences will be used in order to understand students' motivation, as these are critical aspects of the teaching process.

Learning strategies

This item was prefaced with "In this class...", students rated each item on a 5-point scale. 1 = not at all typical of me, 5 = very much typical of me. These are some examples:

- I take time to plan my study schedule for _____”(subject matter identified)
- When studying _____, I try to decide what I am supposed to learn rather than just read over the material
- I try to pull together the information from class and readings

These are also crucial statements that need to be analyzed in the context where this project is going to be applied. Students can easily identify weakness and strengths in the educational process they are part of with this set of statements. This will result in an easier understanding of students' motivation in class.

In the descriptive statistics, the zero-order correlations between perceived goals and self-related measures, give us the idea that the attitude towards class was increasingly affecting the overall performance. In a second position the learning strategies and in the third position the task challenge were the main factors that affected the performance of the students. In the causes of success, the teacher was the main factor ranked by the students; this factor affected the most the performance. In second position the effort and the task case were the factors that majorly affected the performance in students. In the causes of failure, the teacher was the main factor too, in second and third position, the effort and strategy were respectively the main factors.



Second Chapter

4. Methodology Section

4.1 Research Paradigm

For the nature and purpose of this research, it was necessary to investigate several of the paradigms of the research projects, but specifically, the ones related to education. We follow the positivist paradigm; the most common and well established paradigm in the academy world. The called scientific research paradigm strives to investigate, confirm and predict law-like patterns of behavior, and is commonly used in graduate research to test theories or hypotheses (Taylor, 2013). As it is cited in this paper (Creswell, 2008) argues that this is particularly useful in natural science, physical science and, to some extent, in the social sciences, especially where very large sample sizes are involved. Generally its focus is on the objectivity of the research process. This positivist paradigm can involve the quantitative approach, which in the case of this research is completely suitable in order to carry out the investigation, modern researches methods use a range of data collection techniques – questionnaires, structured interviews, in-depth interviews, observation and content analysis. Considering techniques in education is a matter of critical importance, the term technique is understood as “specific classroom activities consistent with a method, and therefore in harmony with an approach”. (Richards, *Methodology in Language Teaching: An Anthology of Current Practice*, 2002) The three most common forms of data collection

are case study, survey and experiment. (Caputi, 2001) One of the main purposes of this investigation is to find out the main strategies that allow students to find the yearned motivation in English language classes. We must take into account that a methodology is seen as “a set of theoretically unified classrooms techniques thought to be generalizable across a wide variety of contexts and audiences”. (Richards, *Methodology in Language Teaching: An Anthology of Current Practice*, 2002) One of the aspects that must be taken into account is the students’ behavior; this is by far, one of the most important characteristics that must be analyzed in order to make the final proposal. Motivation is intrinsically linked to human behavior; therefore, the positivist paradigm is the most suitable taking into account the nature, aims and characteristics that are going to be addressed by this research project in the context previously proposed (Dejadena, January 2013).

4.1.2 Research Approach

Quantitative and qualitative approach

There are certain types of quantitative research, such as the experimental and non-experimental research. With the experimental research there is more control over the factors that might confound the findings, however, experimental research is more easily conducted in a laboratory rather than in a social setting, because, parents don’t want their children to be involved in experiments (Mujis, 2004). The researcher needs to be able to manipulate the independent variable, which in the case of this research can be perfectly done due to the nature of it. Here are some of the conditions a good experiment must have:

- Subjects should be selected at random
- The subjects should be assigned to groups at random
- The experimental and control groups should be selected at random

The researcher must manipulate the independent variable, that is, apply an intervention or treatment to the experimental groups and withhold treatment from the control group (Wayne K, Quantitative Research in Education: A Primer, 2016). These characteristics are going to be present in the development of this project.

This research give us an interesting results on how students perceive their environment and how they perceive the aspects and factors that affect their performance and motivation in the classroom. I believe, students perception in this regard, will enhance not only their own motivation for language learning, but also the teaching strategies that teachers are using for the development of their classes. It is very interesting, the fact that, teachers have a huge impact on students´ motivation (David Lasagabaster, 2014), however, in the environment where this was hold, we must consider other factors, such as the resources that teachers had, didactic materials, technological materials, open spaces in the outsides and hand-craft materials. Teaching resources are a matter of critical importance, using something tangible and visible helps pupils draw connections more easily, and makes the learning experience more memorable by relating different sensory areas of experience, encouraging the child to manipulate some physical resources can help to make otherwise more abstract ideas more concrete. (Gates, 2001)

4.1.3 Type of study

This type of study is supported in the experimental research design. This type of study has been widely used in scientific field with a great success, and in this case, it is applied in the

education field in order to obtain the expected results. Mujia (2004) defines it as: “a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis”. In the case of this research project, this was the basis in order to develop the strategies that will enhance students’ motivation. In this type of study, the variables need to be controlled as much as possible and be focused towards the main variables.

5.1 Population

5.2 Type of population

- Students

5.3 Age

- 8 – 16 years old

5.4 City

- Armenia, Quindío

5.5 Social Context

- Most of these students are in a medium-high level economic status. Some of them live in “Laureles” a high class neighborhood that in 2013 had 251 houses in the highest economic status. (Planeación, 2013) They have access to all the basic services, internet connection, smartphone, tablet and computer. Spanish is their first language, they are learning English as a foreign language. The department of Quindío have had a coverage of around 90% of Basic education in the last decade, which is a good indicator of the education in this area of the country. (Armenia, 2011) Most of them live with their parents, having a monthly income that allow them to have a normal lifestyle, having vacation at least once per year. Most of them are catholic and Christian. (Mora, 2011)

5.6 Institution



- Gimnasio Los Nogales Bilingual School/Universidad La Gran Colombia (English Program for Kids and Teens). (School, s.f.) (Colombia, s.f.)

6. Instrument

- Surveys, like other modes of observation in social research have special strengths and weaknesses. Surveys are particularly useful in describing the characteristics of a large population. (Babbie, 2008) It is interesting to highlight that, for this research project, the sample was taken from volunteers, because, if a sample consists of people who volunteer to be in a survey, they are likely to have a different profile of interests than those who do not volunteer. (Fowler, 2009) In this research, surveys use the question-answer format to obtain the desired information from respondents in face-to-face interviews seeking for the reliability, the consistency of measurement. (Wright, 2010). Of all the research methods, survey research may be the most practical and usable in one sense: it relies more on common sense and less on complex statistics. Survey research is particularly useful in language research because of the many types of data that can be gathered using surveys. (Brown J. D., 2005)
- This instrument will be applied to the students in order to determine the most suitable strategies.

6.1. Instrument 1

Question	Score 1 – 5 (1 strongly disagree – 5 completely agree)				
I like the environment where I study	1	2	3	4	5
I like to learn English	1	2	3	4	5
The teacher gives me different materials for learning English every week	1	2	3	4	5
The teacher makes sure I understand the work	1	2	3	4	5
The teacher pays attention whether I am improving	1	2	3	4	5
The teachers gives me a chance to correct my mistakes	1	2	3	4	5
The teacher puts short-term goals	1	2	3	4	5
The school gave me materials for learning English, such as books, songs, movies, webpage, etc...	1	2	3	4	5
If I make an effort I will pass the English subject	1	2	3	4	5
The teachers gives me rewards when I speak in English	1	2	3	4	5

6.1.1 Instrument 2

Question	Answer
What elements would you like to have in	

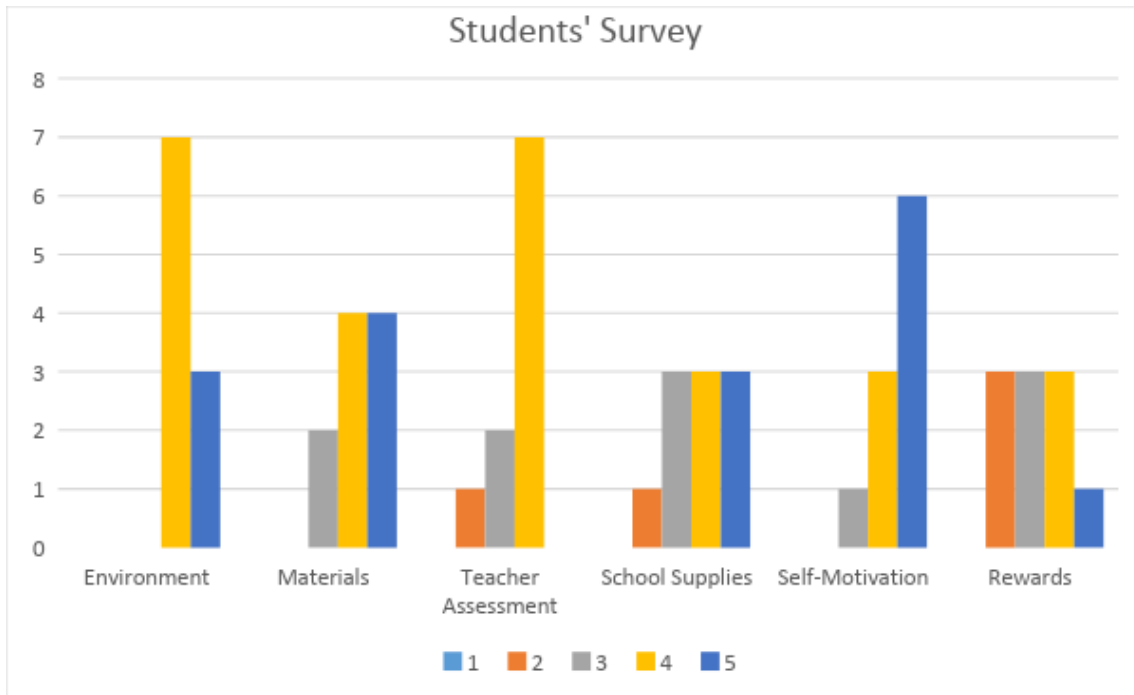
your classroom?	
How can the teacher make you more motivated to learn English?	
What can you change in order to be more motivated to learn English?	
What motivates you to learn English?	

6.1.2 Sample

Question	Score 1 – 5 (1 strongly disagree – 5 completely agree)
I like the environment where I study	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
I like to learn English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher gives me different materials for learning English every week	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher makes sure I understand the work	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher pays attention whether I am improving	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me a chance to correct my mistakes	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher puts short-term goals	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The school gave me materials for learning English, such as books, songs, movies, webpage, etc...	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
If I make an effort I will pass the English subject	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me rewards when I speak in English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Question	Answer
What elements would you like to have in your classroom?	I would like a bigger whiteboard
How can the teacher make you more	watch movies in his own class

What can you do to be more motivated to learn English?	I wouldn't change anything
What motivates you to learn English?	Probably my future

The sample was applied to students in the context previously expressed, in a bilingual school in the north of Armenia. The students were randomly selected from 6th grade to 10th grade. They answered the survey by themselves, without any intervention from other students or teachers. At the end of the survey, the teacher asked student by student, the open questions, orally, in order to understand the context in which they answered the questions. Listening to these students, was a very interesting exercise, since there are many aspects that decrease students' motivation. As the test was applied, other abstract topics arose in the oral discussion with students, especially, in the part of the open questions. Students that had a lack of motivation in English, also had a lack of motivation in other subjects such as Science and Social Studies. Students expressed that, as the subjects are in English, the strategies used by teachers seem to be the same in all the areas, that is why, a critical matter arise in this regard. Students answered the survey, not only thinking in the subject of English, but thinking in all the subjects that are taught in English as a general. The problems they face in English are the same that they face in the subjects taught in English. Let's consider the aspects of the survey:



7.1 Multiple-Choice Questions Analysis

The 10 multiple-choice questions were grouped in 6 segments: Environment, Materials, Teacher Assessment, School Supplies, Self-motivation and Rewards as it follows:

- Environment:
 1. I like the environment where I study
 2. I like to learn English.
- Materials:
 3. The teacher gives me different materials for learning English every week
- Teacher Assessment:
 4. The teacher makes sure I understand the work
 5. The teacher pays attention whether I am improving
 6. The teacher gives me a chance to correct my mistakes
 7. The teacher puts short-term goals
- School Supplies:

8. The school gave me materials for learning English, such as books, songs, movies, webpage, etc...
 - Self-motivation:
9. If I make an effort I will pass the English subject
 - Rewards:
10. The teacher gives me rewards when I speak in English

From the 10 surveys sample, the self-motivation, teacher assessment or influence her or she has towards students' motivation and the environment had the best results. In self-motivation, students expressed that making an effort, and having the goal of passing the English subject was one of the main motivational factors, however, as students stated, passing the subject with the objective of approving the academic period was barely their only goal, that is the reason for this result in the statement "If I make an effort I will pass the English subject". In teacher's influence on students' motivation, the statement "the teacher puts short-term goals" was the critical point of the survey. Most of the students marked this statement with 1 (strongly disagree), which is very surprising due to the environment where this test was applied. According to students' perception, teachers almost never supply them with short-term goals that allow them to maintain an extrinsic motivation during the week. As some students said, "my motivation depends on passing the exams at the end of the period". It seems in this case, that getting good grades at homework is not a source of motivation for students. On the other hand, this aspect seems to be a detriment for enthusiasm during the week. The statement, "the teacher pays attention whether I am improving" seems to be a field for improvement. According to students' discernment, the feeling of lack of constant accompaniment, especially, the one related to language issues is a weak point of English teachers. One of the students expressed that "our English teacher never explains the meaning between similar words or expressions in English, I remember that the teacher we had last year, took the time to explain similar words like "meat" and "meet" and made us take note of those words in the last paper of our notebook, that really helped me to improve my

English because I could learn a lot of new words and improve my vocabulary”. This seems to be the case of most of the student as the average in this statement was 3,7 in the sample taken for analysis. In the other side of the shore, the statement “the teacher gives me a chance to correct my mistakes” had very high results. Students expressed that, teachers are giving meaningful opportunities to correct their mistakes, teachers are patience and comprehensive with their mistakes. This had an average of 4,3 from the sample, one of the highest scores. In the statement “The teacher gives me different materials for learning English every week” the result was fantastic. Students are being provided with a lot of new and engaging materials by teachers, this was the highest average score with a 4,5. Students feel that they have been provided with more material that they can complete during the week; however, they enjoy the type of materials they are receiving. The rewards aspect definitely needs to improve as students feel they need constant rewards for speaking in English, something bigger than just “a couple of extra points if your presentation is in English”.

7.1.2 Open Question Analysis

The open questions were 4:

1. What elements would you like to have in your classroom?
2. How can the teacher make you more motivated to learn English?
3. What can you change in order to be more motivated to learn English?
4. What motivates you to learn English?

The answers of the first questions had a common topic, this was technology. Most of the students wanted improvements in the field of technology in their classrooms. Some even wrote that they wanted heating for their classroom because it is very cold, apparently this is affecting their performance in

class. Two of them wanted a kind of “dictionary” in a big cardboard on the wall where they can write the new words they learn every day, so they don’t forget those new words. Some of them wanted games and recreational activities related to topics of English. This mean, that students are not feeling enough motivated with the didactic teacher are implementing for their English classes. In the field of technology other elements were tablets and a television. An unusual answer to the first questions was “a gallon of water” and a “more calmed environment”. This last answer was made from a student in one of the busiest classrooms. In the second questions, 7 out of the 10 surveys sample taken for this analysis, had the same answer in this second question. “Going outside and having more fun activities, such games, fun activities and recreational activities”. In this point, students are begging for leaving the classroom and doing different kind of activities related to English, very off the traditional class in front of the board. The 3 remaining answers were: “watch movies, or listening to songs” “give more positive points” and “explaining the use of English and how the English can help us in our lives”. This last answer was from a student who has the best grades in the English subject. The third question had almost no answer, most of the students answered this question with “I wouldn’t change anything”. The fourth question was very interesting because students found motivation in being connected with the world and in their future. It was very surprising that 2 students left this space without an answer.

7.1.3 Discussion

The major findings in this research were discovering the failures in the educational processes related to motivation in the environment where this study took place; its results give us the opportunity to make the necessary improvements and getting to know the main

issues related to student's motivation for having a successful teaching process in a bilingual environment and having more motivated students. This research is very important inside of the institution where it was applied, since this is the first time that a research like this was carried out in order to know students' thinking and motivation for foreign language learning. This research was intrinsically assessing other subjects that are taught in English, not only the subject of English. This study is related to the one by Ames & Archer, 1988, Vol. 80, research on Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes, where one of the main questions was: 'How are the students' perceptions of the classroom goals related to their task choices, attitudes, and beliefs about the causes of success and failure?' This question is pretty similar to the purpose of the present research, in which, students' perception was analyzed. The field of study was pretty similar between both researches, in Ames & Archer's research there were 91 boys and 85 girls in grades 8-11 who attended a junior high/high school. 4-6 students were randomly selected from each, English, math, science, and social studies class. In the case of the present research, students were select between the 7th and 10th grade. For the teaching practice of the educational environment selected for this study, the improvements were of a greater consideration, our research provided an unprecedented academic benefit in this school since, the outcomes of this investigations were shared with teachers in order to reflect on the aspects to be improved. However, this study does not determine the best strategy for bilingual schools only suggests a few, it can be taken for improving several aspects of the teaching practice in very specific facets, such as short-term goals, teacher's attention on students' improvements, and meaningful, constant and specific rewards for language learning.

7.1.4 Conclusions

Results were meaningful, since, during the application of this test, students were able to identify the aspects of the teaching process where they lose motivation; aspects such as:

- The environment where the student is learning English. Very poor environment with a huge lack of visual aids and technological aids, like, virtual platform and e-books
- The materials provided by the school. Students received material from their teacher but were not provided by the institution with text books, practice books, reading books and e-books.
- The teacher assessment. Teachers rarely provided appropriate feedback, students seldom understood how to fix their grammar mistakes. When students had errors in their pronunciation teachers hardly ever corrected them with the right pronunciation.
- The school supplies and the rewards. Students were rarely provided with flashcards, cutouts, comics, etc... Poor didactic in the English class. Students didn't have rewards for speaking in English.

This research investigated on the most relevant pedagogical and didactical factors that affect students' motivation, here are these aspects:

- Setting short-term goals for students: Students need attainable and sustainable goals related to the fulfillment of the academic features of the curriculum.
- Weekly goals are a great source of motivation as students expressed in the applied survey. Students need games, competitions and tournaments related to English topics every week.
- Experience. Students need to feel that their language acquisition is part of an experience, rather than, being taught a topic. Recognizing their likes and their abilities is part of that experience. Classes should be done, recognizing and addressing students' likes and abilities.

This research project began with the acquisition and analysis of a previous background in terms of students' motivation, especially the one related to bilingual environments and language learning environments, as the main aim of this research was finding strategies in a specific environment, such as the ones previously seen. Analyzing previous researches was a matter of critical importance for realizing the real impact of



strategies and methodologies on students' motivation as well as other intrinsic and extrinsic factors, such as the investment in didactic materials, which was clearly seen as one of the most positive aspects for improving students' motivation. When students were provided with meaningful and attractive didactic materials every week, students perceived an upper enthusiasm for their teaching process.

7.1.5 Suggestions

For further advancement, some strategies may arise from the use of this research and the analysis extracted from it:

- Set short-term goals every week that allow students to reach an attainable and sustainable objective in a short period of time, this can't always be related to language issues, but also disciplinary and other academic aspects can be included in this regard.
- Teacher should always provide a safe environment where students feel that he or she is being accompanied by the teacher in all the areas. Students mistakes need to be recognized by the teacher and the teacher should always be in charge of giving meaningful opportunities for students to correct their mistakes in class.
- Students should always be provided with different, meaningful and attractive didactic material every week, these materials should vary from one week to another, and this is a huge source of motivation.
- Intrinsic motivation for learning English should be taken into account by teachers, students want to feel "connected" to the world that is why teachers should take this as an opportunity to enhance intrinsic motivation in students.
- Setting a routine of rewards for speaking English in class in an amazing opportunity to enhance students' enthusiasm for learning a language.

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Annexes:

- **Surveys**

Question	Score 1 – 5 (1 strongly disagree – 5 completely agree)
I like the environment where I study	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
I like to learn English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher gives me different materials for learning English every week	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher makes sure I understand the work	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher pays attention whether I am improving	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me a chance to correct my mistakes	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher puts short-term goals	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The school gave me materials for learning English, such as books, songs, movies, webpage, etc...	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
If I make an effort I will pass the English subject	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me rewards when I speak in English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Question	Answer
What elements would you like to have in your classroom?	I would like a bigger whiteboard
How can the teacher make you more	watch movies or listen some songs

What can you do to be more motivated to learn English?	I wouldn't change anything
What motivates you to learn English?	Probably my future

Question	Score 1 – 5 (1 strongly disagree – 5 completely agree)
I like the environment where I study	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
I like to learn English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher gives me different materials for learning English every week	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher makes sure I understand the work	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher pays attention whether I am improving	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me a chance to correct my mistakes	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher puts short-term goals	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The school gave me materials for learning English, such as books, songs, movies, webpage, etc...	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
If I make an effort I will pass the English subject	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teachers gives me rewards when I speak in English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
Question	Answer
What elements would you like to have in your classroom?	dictionary / Songs / Movies
How can the teacher make you more motivated to learn English?	give more positive points
What can you change in order to be more motivated to learn English?	Nothing all is good
What motivates you to learn English?	The positive points

Question	Score 1 – 5 (1 strongly disagree – 5 completely agree)
I like the environment where I study	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
I like to learn English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher gives me different materials for learning English every week	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The teacher makes sure I understand the work	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher pays attention whether I am improving	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me a chance to correct my mistakes	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher puts short-term goals	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The school gave me materials for learning English, such as books, songs, movies, webpage, etc...	1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
If I make an effort I will pass the English subject	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me rewards when I speak in English	1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Question	Answer
What elements would you like to have in your classroom?	A gallon of water and glasses
How can the teacher make you more motivated to learn English?	Explaining the uses of the English and how the English can help us in our lives
What can you change in order to be more motivated to learn English?	Speak with more people and listening more
What motivates you to learn English?	The English will connect me to the world

Question	Score 1 – 5 (1 strongly disagree – 5 completely agree)
I like the environment where I study	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
I like to learn English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher gives me different materials for learning English every week	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher makes sure I understand the work	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher pays attention whether I am improving	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me a chance to correct my mistakes	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher puts short-term goals	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The school gave me materials for learning English, such as books, songs, movies, webpage, etc...	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
If I make an effort I will pass the English subject	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teachers gives me rewards when I speak in English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
Question	Answer
What elements would you like to have in your classroom?	Comer in english
How can the teacher make you more motivated to learn English?	Bring outside more and doing for activities
What can you change in order to be more motivated to learn English?	Participate and socialize more
What motivates you to learn English?	To not forget it

Question	Score 1 – 5 (1 strongly disagree – 5 completely agree)
I like the environment where I study	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
I like to learn English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher gives me different materials for learning English every week	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher makes sure I understand the work	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The teacher pays attention whether I am improving	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me a chance to correct my mistakes	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The teacher puts short-term goals	1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The school gave me materials for learning English, such as books, songs, movies, webpage, etc...	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
If I make an effort I will pass the English subject	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me rewards when I speak in English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
Question	Answer
What elements would you like to have in your classroom?	I would like to have a (classroom)
How can the teacher make you more motivated to learn English?	doing more games
What can you change in order to be more motivated to learn English?	
What motivates you to learn English?	

Question	Score 1 – 5 (1 strongly disagree – 5 completely agree)
I like the environment where I study	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
I like to learn English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher gives me different materials for learning English every week	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher makes sure I understand the work	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher pays attention whether I am improving	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me a chance to correct my mistakes	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher puts short-term goals	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The school gave me materials for learning English, such as books, songs, movies, webpage, etc...	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
If I make an effort I will pass the English subject	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me rewards when I speak in English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
Question	Answer
What elements would you like to have in your classroom?	I would like to have a caleefacción
How can the teacher make you more motivated to learn English?	Doing more games
What can you change in order to be more motivated to learn English?	
What motivates you to learn English?	

Question	Score 1 – 5 (1 strongly disagree – 5 completely agree)
I like the environment where I study	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
I like to learn English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher gives me different materials for learning English every week	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher makes sure I understand the work	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher pays attention whether I am improving	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me a chance to correct my mistakes	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The teacher puts short-term goals	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The school gave me materials for learning English, such as books, songs, movies, webpage, etc...	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
If I make an effort I will pass the English subject	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teachers gives me rewards when I speak in English	1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Question	Answer
What elements would you like to have in your classroom?	Recreative games
How can the teacher make you more motivated to learn English?	Doing recreative games
What can you change in order to be more motivated to learn English?	Do silence
What motivates you to learn English?	I love learning languages

Question	Score 1 – 5 (1 strongly disagree – 5 completely agree)
I like the environment where I study	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
I like to learn English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher gives me different materials for learning English every week	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The teacher makes sure I understand the work	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher pays attention whether I am improving	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teachers gives me a chance to correct my mistakes	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher puts short-term goals	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The school gave me materials for learning English, such as books, songs, movies, webpage, etc...	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
If I make an effort I will pass the English subject	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teachers gives me rewards when I speak in English	1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Question	Answer
What elements would you like to have in your classroom?	of more calm environment
How can the teacher make you more motivated to learn English?	making funny activities in english and games
What can you change in order to be more motivated to learn English?	nothing to change
What motivates you to learn English?	to speak more idiom

Question	Score 1 – 5 (1 strongly disagree – 5 completely agree)
I like the environment where I study	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
I like to learn English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher gives me different materials for learning English every week	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher makes sure I understand the work	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher pays attention whether I am improving	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me a chance to correct my mistakes	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher puts short-term goals	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The school gave me materials for learning English, such as books, songs, movies, webpage, etc...	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
If I make an effort I will pass the English subject	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teachers gives me rewards when I speak in English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Question	Answer
What elements would you like to have in your classroom?	I would like a tv
How can the teacher make you more motivated to learn English?	Doing recreative activities
What can you change in order to be more motivated to learn English?	seeing the English like a tool for a better future
What motivates you to learn English?	my motivation is my knowledge

Question	Score 1 – 5 (1 strongly disagree – 5 completely agree)
I like the environment where I study	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
I like to learn English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher gives me different materials for learning English every week	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teacher makes sure I understand the work	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teacher pays attention whether I am improving	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
The teachers gives me a chance to correct my mistakes	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
The teacher puts short-term goals	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The school gave me materials for learning English, such as books, songs, movies, webpage, etc...	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
If I make an effort I will pass the English subject	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
The teachers gives me rewards when I speak in English	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
Question	Answer
What elements would you like to have in your classroom?	A dictionary with all the words that we don't understand.
How can the teacher make you more motivated to learn English?	Do more games and fun activities
What can you change in order to be more motivated to learn English?	More effort in the english class.
What motivates you to learn English?	Watch english movies.

