Motivational and demotivational factors, as well as identifying prominent strategies for

adult English learners of the educational entity Fundación Intercultura Bogotá. D.C.

A Research Project

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by

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Specialized Analytical Summary

Title	Motivational and demotivational factors, as well as identifying prominent strategies for adult English learners of the educational entity Fundación Intercultura Bogotá. D.C.
Author(s)	Olga Yamith Rivera Fernández
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| Contents | El presente estudio de investigación tiene como propósito determinar los factores que estimulan el aprendizaje en inglés para identificar estrategias comunicativas de interés para los estudiantes de la institución educativa Fundación Intercultura en Bogotá. A partir de su involucramiento, y de las relaciones que existen en correspondencia con la identificación de la motivación, enfatizando los factores intrínsecos, extrínsecos y distractores, |

	se utilizaron los elementos principales para proponer un estudio que permitiera analizar y reflexionar sobre cómo resaltar el interés en las clases de inglés, así como formular una metodología y hacer recomendaciones. La investigadora Bilbao, C. (2017), destaca y reafirma lo postulado por otros autores respecto a la influencia de los factores motivacionales en el desarrollo de los currículos escolares y universitarios ya que tanto los docentes como los estudiantes de inglés están capacitados en el manejo de competencias. Está en línea con lo que se pretende reducir los impactos negativos de las emociones en el aprendizaje del inglés. En consecuencia, los docentes deben tomar conciencia del manejo de las emociones positivas para fortalecer la motivación en las clases de inglés. Deben promoverlos con didácticas y actividades diseñadas de acuerdo con los intereses y estilos de aprendizaje de los estudiantes para que los resultados de aprendizaje sean más efectivos. Esto nos permitirá transmitir recomendaciones para fortalecer el uso de las herramientas TIC para demostrar las ventajas que ofrecen a los estudiantes y docentes. Finalmente, serán conscientes de que los docentes pueden mejorar sus estrategias didácticas y pedagógicas. Palabras clave: Motivación, estrategias, aprendizaje, herramientas TIC, desmotivación.
Research Line	The methodology used for this research is micro-ethnography, which involves taking both qualitative and quantitative samples through recordings of issues related to students' demotivation in online classes. According to Streeck, J., & Mehus, S. (2005). The use of micro ethnography confirms what Erickson said in 1984, "Educative micro ethnography allows the

	assessment of the contributions and perceptions of participants in the research process. Micro ethnography confirms what was said by Erickson in 1984, "Educational micro ethnography allows assessment of the contributions and perceptions of the participants in the research process." This study is qualitative. The second stage involves transcription and analysis of the various sources of data collected in the initial phase. Surveys, interviews, and questionnaires were analyzed quantitatively and qualitatively. Statistical information about students' participation in semi-structured interviews was collected and interpreted according to the categories in the data about the research questions that guided the study. Discussions are considered the source of primary data, an analysis of the institutional detected from interviews and surveys. Corroborated by the skills students learn in the courses Quantitative and Qualitative Research, Research Project, and Research Education at UNAD University. The authors Anneli; GRANNÄS, Jan, mentioned, "If the study intends to expose the reasons for each of the situations that occur in the classroom and in the negotiation with the students, it is considering the significance of the contextual context for the intersubjective relationships that are established, a qualitative approach would be the most appropriate."
Conclusions	This document reflects the research and analysis of the factors that increase and weaken the level of motivation of adult students who learn basic English from the educational entity Fundación Intercultura. The study identifies intrinsic and extrinsic motivational and demotivating factors that can enhance students' motivation to learn English. It is significant because it emphasizes the areas for improvement, drawing attention to the ICT strategies and didactics that most attract their attention, as well as reflecting on the distractors that affect the learning process, where the result of the

	study revealed that the motivation of the respective students is relevant. They were interviewed with six open questions, 34 items from a survey, and four multiple-choice questions to identify the didactic activities that most caught their attention, the demotivational factors, and the distractors. Motivation is a dynamic state that affects all spheres of life: the strength of motivation is the fundamental and perceived requirement for any endeavor in life.
Advisors	Magísters Edith Grande and Olga Lucia Fierro Leal

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knowledge would not exist.

Abstract

This exploratory study aims to identify communicative strategies of interest to the students of Fundación Intercultura in Bogota that stimulate learning in English. Based on their involvement and the relationships between them, emphasizing intrinsic, extrinsic, and distracting factors, the main elements were used to suggest a study that would analyze and reflect on how to raise interest in English classes, along with formulating a methodology and making recommendations. The researcher Bilbao, C. (2017) highlights and reaffirms what has been postulated by other authors regarding the influence of motivational factors in the development of the school and university curricula since both teachers and students of English are trained in managing competitions. She is in line with what is intended to reduce the negative impacts of emotions on learning English. Consequently, teachers must become aware of the management of positive emotions to strengthen motivation in English classes. They must promote them with didactics and activities designed according to the interests and learning styles of the students so that the learning results are more effective. This allows us to transmit recommendations to strengthen the use of ICT tools to demonstrate the advantages they offer to students and teachers. Finally, they will be aware that teachers can improve their didactic and pedagogical strategies.

Keywords: Motivation, demotivation, strategies, adult learning, ICT tools.

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Introduction

Identifying motivation factors for adult English learners and emphasizing comprehension abilities in the English learning process are the objectives of this study. In addition, to determinethe didactic motivation strategies used by English teachers and to know what ICT tools they are implementing. On the other hand, it is common to realize that some students are not in the right state of mind or motivation. Therefore, it is imperative to know their emotional state and that they are aware of using appropriate educational strategies and technological tools.

As described in Education, M. (2004-2019), the results of numerous studies have reaffirmed the lack of motivation among students in educational institutions in Bogota, particularly in the English-speaking area. In the field of education and pedagogy, this topic is of particular interest now. Because this subject is one of the fundamental issues within the broad spectrum of educational research, the Ministry of National Education has documentation on it in its public policies. Overall, this research addresses how to determine the lack of motivation in English and identify ways to improve level and performance, especially by using ICT strategies to instill motivation skills in a basic level for adult learners.

Emphasizes that all activity is driven by the force or impulse of our behavior, which allows us to generate significant changes at academic levels. To determine whether the motivation mentioned by Méndez Santos, M.D.C. (2019) does occur in an interdependent manner and changes with time, we must use another theoretical framework that explains all these aspects. In addition, pointed out there is a very consistent order of relative difficulty in the use of functors in different linguistic contexts, indicating that students encounter constraints when learning a second language.

Research Problem

Today one of the most serious problems in the educational system is the lack of motivation of English adult learners; also, in our country and in many parts of the world that most trainers facedaily, non-motivational causes identified that lead to demotivation, factors associated with the lack of adequate application of teaching materials and proper technological resources. Other causes are the lack of interest shown by students in learning or unknowing effective methods according to the learning styles and needs of the students.

Statement of the Problem

Demotivation is one of the most complex difficulties that teachers have, and in turn, generates other problems related to other behaviors, such as lack of concentration on the part of the students, and as authors mention Gamboa, C., Garcia, Y., y Ahumada, V. (2017), focusing on neuro-linguistic programming is essential not in classes centered mainly on grammar, and the lack of proper ICT tools accordingly to each activity stage, and especially it is necessary to find solutions for students to have better results even for projecting and encourage them to obtain excellent results in their final tests.

In Colombia, the main fear that adults have is that of having stopped practicing English a long time ago and going back to it or starting from scratch, added to the fact that today's learning is using ICT tools, and some resist changing it. According to the authors of the linguist, Bailey N, Madden C, and Krashen S (1974), a student with a highly effective filter that avoids adverse effects will have less difficulty processing information because language learning slows down. Or even completely blocked, so they must reduce their level of stress, anxiety, and negative attitude. The authors conclude that both adults and children have common linguistic processes and strategies for learning a second language.

In general, many authors agree that there is an optimistic view on integration and the use of ICT in teaching as far as they consider motivating aspects, for instance, the possibility of making classes more interesting and improving the presentation of didactic materials. Other authors are not so optimistic about a one-dimensional vision (arrangement of tools such as ICT), as mentioned by author Martínez Pérez, W. M. (2020), who declared the increase in the exchange of knowledge by reducing the temporal, spatial barriers, autonomy and ease of access to information, where it stands out to strengthen the pedagogical proposal in the processes of change in teaching and that there are new associated problems, such as remodified the methodology practiced, enhancing the participation of students.

Setting and Rationale

This study was conducted in the facilities of the non-profit educational entity Fundación Intercultura which accompanies and trains ethical, respectful, independent learners. Transcendent leaders who promote human development projects, including English classes, an institution located in the Los Alcázares neighborhood of Bogotá D.C., where the educational community is from strata 3 and 4, and most of the apprentices are over 40 years old. An investigation of factors that motivate and cause demotivation in adult learners of English aims to identify both intrinsic and extrinsic factors that lead to dropouts. As a result, they benefit from the research since the recommendations help direct the implementation of strategies. Furthermore, to discover what ICT tools are essential to promote and encourage a student's ability to learn autonomously with the help of didactics. In fact, the teacher's role in a student's education is fundamental since it is teachers who have the tools to achieve motivation and meaningful learning.

Research Question

How to recognize motivational and demotivational factors as well as identify prominentstrategies for adult English learners?

Objectives

General Objective

To explore the main motivating factors in learning English among EFL adult students from Fundación Intercultura in Bogotá, D.C.

Specific Objectives

To detect the intrinsic and extrinsic factors that affect the level of motivation in adult learners of English.

To determine strategies that stimulate and motivate adult learners of English.

Literature Review

Multiple investigations examine several factors that interfere with said process. These findings highlight motivation and disinterest in English classes due to texts foreign to students' cultures. Itis also crucial to consider the distinctive styles preferred for the reception of information, which is more so for the chosen target population of 40-plus-year-old adults, and the strategies favored for teaching English. It is also found that external factors such as level of schooling, and socioeconomic and cultural class, among others, affect the development of communication skills.This vision led to theoretical proposals that explain significant factors: motivation and attitude, learning styles, and teaching.

Learner Motivation

Student motivation is an essential factor contributing to the success of language learning. Ortega (2014) affirmed that the motivation for a foreign language refers to the desire of the learners to start learning the L2 and the effort they make to achieve it. Expressly, the motivation referred to in the field of education and learning is called academic motivation: this is considered today as one of the main concerns of teachers of different educational scenarios. In other words, the insufficient motivation of the students and the little commitment and effort they deploy.

The study by Weger, H. D. (2013, 2014) examined the motivations of adult international English learners studying English 20 hours per week in an Intensive English Program (IEP) in the United States by administering a questionnaire for measuring language attitudes, learning orientations, and confidence in learning. Factor analysis of the responses revealed five components of motivation: Self-confidence in knowledge, Attitudes towards English language learning/Community, Personal use of English, Value of learning English, and International Stance. The results showed the dualistic nature of the instrument and suggested that even in a

study abroad setting, international students of English are less motivated by positive attitudes towards the English community and more motivated by a sense of personal pride in learning and using the language. English language, even when the confidence level is low.

The study by Kisiara, O. (2021) examines the motivations of adults with refugee backgrounds to participate in English classes in the United States. Five groups of adults of refugee origin who were not proficient and not very fluent in English were surveyed. While the agencies and organizations that fund and run these English programs have typically focused on job-readiness English language skills in their programs, this study found that refugees had a wide range of motivations for learning English. Furthermore, refugees were also interested in learning English to connect to the health care system, avoid the humiliation of public assistance, safeguard their privacy, and become self-reliant. Enabled them to advocate for themselves in various settings, pass the United States citizenship test, and provide support in the English language to relatives and neighbors.

Kisiara, O. (2021) also heightened based on these findings; the study recommends that these language programs intensify collaborative learning activities that invite and incorporate the experiences, perspectives, and expectations of refugee participants in the design, delivery, and evaluation of these programs.

Demotivating Factors

Wigfield & Wagner (2007) said that Student identity, which originates from learning experiences and academic performance, can lead to proficient or problematic behaviors in L2 learning. This study can infer that one perceives oneself can gain a positive or negative impact on L2 learning.

The research led by Sakai, H., & Kikuchi, K. (2009) showed that content and learning material factors and test scores were demotivating findings for many Japanese high school students, especially those less motivated students. They were determined that, as teachers, we are responsible for addressing complex problems. This result is because almost all educators tend to worry about maintaining the interest of their students.

According to Song, B., and Kim, T. Y. (2017), language motivation is no longer considered a relatively stable learning trait; rather, it is seen as a more complex, multidimensional, and dynamic factor in a continuous evolution (p.49). This author also found external factors, such as ineffective teaching methods, learning difficulties, and peer pressure, affected the participants' motivation in high school. The main external factors for removal included changes in study methods and inspiration from classmates. In contrast, the main internal factors were increased awareness of the need for English for the future, successful experiences, and interest in English culture. Based on these findings, pedagogical implications are provided.

Adult Learning

Alhasov, Y., Verbytska, A., & Kolenichenko, T. (2020) investigated how to prepare adult learners to learn English by identifying the barriers to studying English and developing a model of English teaching environment for adult learners. Within a university, extracurricular activity is based on the collaborative teaching strategy. The research hypothesis is that the motivation to study the English language among adult students will increase after identifying the learning barriers. In addition, to minimize them in university extracurricular work conditions within the collaborative learning strategy. Studies (Severinsen et al., 2018) analyze the main English teaching strategies for adult learners, defining their advantages and limitations for them.

According to the particularity of their target audience in the context of their research, they considered it appropriate to focus on the collaborative learning teaching strategy. Collaborative learning promotes interconnected work as all participants share and learn more from each other DeCapua et al. (2018) reaffirms in his study that the participants collaborate to support one another when studying (Center for Canadian Language Benchmarks, 2016) where team-oriented learning facilitates interconnected work, as all participants can share and learn from one another.

Identifying Learning Strategies

Suwanarak, K. (2019)'s research aims to explore Thai EFL students' repertoire of learning strategies, how they transfer those strategies into positive correlation, and the student's awareness of the extcanto their English learning achievement. High and low-achieving students use similar learning strategies; however, the frequency of use of the learning strategy and by what means the strategy is used in several types of students. Overall, the implications of the study regarding pedagogy suggest a novel perspective for Thai EFL teachers in implementing appropriate learning strategies for students to learn more successfully.

Zhou, Y., & Wei, M. (2018) suggest that technology helps students learn English more effectively. Strategies under review include those for language learning skill areas, language subsystems, and self-regulated learning. Consequently, the setting of language learning has changed rapidly and enormously with the standardization of technologies in people's daily communication. As a result, the widespread use of mobile technologies and easy access to online resources require that digital language learners understand and employ appropriate learning strategies for effective learning. In addition, their teachers are able and willing to teach these strategies as needed.

Related Studies

Presents previous studies related to the subject of learning English as a foreign language and shows how multiple investigations have been developed, each context is, and the efforts made to understand a group and a particular program are always important, highlighting its objectives, methodologies its findings, and how they help us shape its proposal.

According to the author Selecky, E. (2017) who researched the topic of andropedagogy the 3L Program adapted to changes in provision and subjects for its age group. Although top universities currently have the pick of the most talented students, the number of senior students is increasing due to a longer life expectancy and enhanced opportunities. Seniors with physical disabilities require alternative learning options, such as e-learning and distance learning. While new technologies should not replace on-site learning.

One of the antecedents of research is the one carried out by Jung. S. K. (2011) reveals that, in the demotivation process, external factors are more effective than internal factors, and factors related to the learning environment are more influential than student factors. On the contrary, in the remotivating process, internal factors are more crucial than external factors. Overall, students' desire to be competent in English and their awareness of the usefulness of English determine their remotivating.

Likewise, the research on demotivation in a Korean context showed somewhat different results. Kyung Ja Kim (2009) compared demotivational factors between high-proficiency students and low-proficiency students at the secondary level by analyzing a student questionnaire. The demotivating factor that showed up most strongly was the content of the course, such as grammar or vocabulary. In contrast to other studies, teacher competence and teaching styles were less associated with student apathy.

Several survey studies on Japanese students studying English as a foreign language have been published (Arai, 2004; Fallout & Maruyama, 2004; Hasegawa, 2004; Kikuchi, in press; Tsuchiya, 2004a, 2004b, 2006a, 2006b). Arai, in her exploratory study, reports from 31 students (N = 105) who covered English classes at their elementary school, middle school, high school, college, and private cram school. Arai collected 105 comments and categorized them into the following four areas: (a) Teachers, (b) Classes, (c) Class environment, and (d) Other. He found that the number of reports in the first category, Teachers, represented 46.7% of the total reports, followed by Classes (36.2%), the second category. The third category, Class Atmosphere, was the least reported (13.3%).

Other research related to the objective of the study is carried out by the authors Abaunza, G. A., Martínez-Abad, F., Rodríguez-Conde, M. J., & Avalos Obregón, M. D. (2020). who show what demotivating factors are presented by English students from vulnerable rural schools in Colombia, to check if there is a relationship and influence of these factors on their academic performance. The results show that the Difficulty of Learning English, Teaching Competences and Teaching Styles, Inadequate learning environment, and reduced interest and motivation are demotivating factors; there is also a relationship between academic performance and factors.

Meshkat, M., & Hassani, M. (2012) the results indicated that (a) Iranian students considered 'lack of school facilities,' 'emphasis on grammar,' 'long passages,' and 'expectation to use grammatically correct English in the classroom' as solid sources of demotivation, (b) 'learning Content and materials' and 'Teacher competencies and teaching styles' are moderate sources of demotivation and (c) statistically significant differences found between girls and boys in general and concerning 'Contents and materials of learning and 'Competences and teaching of teachers' Styles.

Methodological Design

This chapter illustrates the methodological design that guided this research. The chapter begins by explaining the research approach, the method selected, and the reason for the choice. Then thetype of study. This is followed by a description of the participants, who they were, and how and why they were selected for this study. Finally, the instruments and the data collection process aredescribed.

Research Approach

In this study, I combined quantitative and qualitative methods to collect, analyze, and integrate data. According to R Kimmons (2022), any research approach that uses both qualitative and quantitative data is known as mixed methods. Similarly, J Schoonenboom (2017), a mixed methods design involves at least one qualitative and one quantitative research component.

Mixed methods are pluralistic; according to Johnson & Onwuegbuzie (2004), researchers can use them to develop an eclectic approach. As well as Tashakkori & Teddlie, (1998). It is highly relevant to use pluralistic educational and social research approaches to understand the issue. Venkatesh, Brown, & Sullivan (2016) determined that researchers can produce a wide range of divergent and complementary viewpoints.

Type of study

According to Edmonds & Kennedy (2017), researchers used an exploratory design that follows qualitative findings with quantitative analysis to uncover participants' ideas and knowledge. Also, it is appropriate for researchers who wish to generalize their results to various groups. Researchers may identify emergent categories from qualitative data and then examine their prevalence in different samples during the quantitative phase for workplace data analysis. In addition, Shaheen, M., & Pradhan, S. (2019) conducted an exploratory study since it aims at

finding out what students think about their opinions about how was their learning process, didactic interest, and determining distractors that could affect their learning process. Venkatesh, Brown, & Sullivan (2016) research should produce divergent and complementary viewpoints.

Participants

This research project is conducted with a sample of twenty-five adult English learners from the Fundación Intercultura entity in Bogotá; their ages are between forty and seventy-three years. Some are pensioners, businesspeople, lawyers, administrators, and residents of Bogotá. Participants were chosen based on their accessibility to the investigator. Therefore, to select the participants, I followed the principles of convenience sampling Dudovskiy, J. (2019) exploratory investigation choosing a specific type of non-probability sampling method based on collecting data from members of the population who were conveniently available to participate in the study.

In addition, Iliyasu, R., & Etikan, I. (2021) convenience sampling, also known as opportunity sampling, emphasizes ensuring that the knowledge acquired is representative of the population from which the sample was drawn. Likewise, according to Dörnyei, Z., & Ushioda, E. (2013), convenience sampling is the most common type of sample in L2 studies where the only convenience criterion, especially their studies conducted in the sampling of motivation for teaching and study on teaching and motivation research.

Furthermore, it is crucial to note that the initiative was designed to provide each participant with a fundamental knowledge of the English language to proceed with autonomous learning in which they had different learning experiences. According to Lenkaitis, C. A. (2020), adult English learners use their knowledge and expertise to choose the best manner to continue their English learning independently. They used several techniques and tools provided by the

tutors during the 60 hours the course lasted, especially ICT and app-based tools, which allowed them to conduct video tutorials, conferences, and data collection procedures.

Data gathering instruments

A mixed method approach was conducted to complement and corroborate the findings, combining qualitative and quantitative data. Instruments were collected through a survey that collects qualitative data from class observations and interviews. According to both instruments, the opinions expressed by the adult English learners studied are covered. Creswell (2003) stated that in mixed-method research, data collection could be based on closed or open questions; closed questions allow participants to discuss a topic openly. The data type can also be numerical or text, audio recordings of participants' voices, or written notes.

Observation

According to Kellehear, A. (2020), observation is intrusive research that offers the researcher a unique way of collecting data because it does not depend on what people say, think, or do; instead, it focuses on evidence and the principle that for certain purposes, it is better to observe what happens.

Denscombe's (2010) research uses two types of observation, the first type of observation is systematic: due to its origins in social psychology, observation studies the interaction between individuals in scenarios such as classrooms. The second is participant observation, which means infiltrating or becoming involved in situations and contexts to understand the culture and processes of a group. Considering the interests of the researcher and the significant contribution systematic observation can make to the study of spontaneous behavior and the uncontrolled environment in everyday situations, current research focuses on these topics.

(Shaughnessy, Zechmeister, & Zechmeister, 2012) Declared that observation gives the researcher the opportunity to capture valuable pieces of everyday life without having to ask for facts because people's behavior, expressions, or gestures contain a lot of information.

Anguera, Portell, Chacón Moscoso, & Sanduvete Chaves (2018) stated that a researcher could capture verbal and non-verbal messages (gestures, facial expressions, and tone of voice) easily perceived through visual or auditory channels. Observation, therefore, is an appropriate method to study the behavior of participants in natural settings and is a useful method to collect, process, and analyze information that cannot be studied in artificial settings.

Following the above, a systematic observation was carried out during three lessons for two hours to observe the dynamic pedagogical strategies and the topics taught in the classes, especially to observe the ICT tools that the tutors used in the classes and that later the students themselves identified in the survey, pointing out which of them called the students' attention the most. Most of the sessions focused on the speaking sections and the exercises that the students conducted in the corresponding sections. This allows the researcher to identify and analyze facts that would complement the information collected through the survey.

The observation method was chosen to determine the pedagogical strategies used by teachers in the classroom to teach English with the help of teaching materials and ICT tools. Because it allows researchers to interact with the context without interfering with their teaching-learning practices, observation is a non-intrusive method. It offers more reliable information because it is focused on natural environments. As a result, observation plays a key role in this research due to its high reliability. Observational data can provide valuable information that may not be available through other means, making it a crucial tool for researchers and practitioners. Examining a particular subject or phenomenon, events, and other phenomena to gain insights.

Survey

In accordance with Taherdoost, H. (2019) argues that the survey is a questionnaire in which the pollster can ask people about a topic to reveal their points of view, both open and closed, according to the different attitudes. In addition, in the words of Dillman 2007 (quoted by Denscombe, 2010), it is important to emphasize that the greatest advance of the 21st century so far is the recognition of the survey modalities since each one has strengths and weaknesses that allow doing things that other modalities cannot do. They are still in use, and it doesn't look like any are going away.

Johnson & Christensen (2014) determined the survey as a quantitative technique used by researchers to collect information about thoughts, feelings, attitudes, beliefs, values, perceptions, personalities, and behavioral intentions with both open-ended and closed-ended, containing questions within different scales, including numerical rating scale, ranking, and Likert scale. In this case, this instrument was applied to better understand the views of teachers, as well as see and reveal the opinions of adult learners about the learning process in the English classroom and autonomous learning. In addition, look for the general opinions of individuals.

The questionnaire used in this study is a written instrument that participants must complete independently. It consists of thirty-four questions about their opinions, practices in their activities, and facts in the classroom. Phuong, C. T. H. (2018) suggests some pedagogical implications to maximize the effectiveness of practices in the English classroom, as well as the general attitudes and values about the learning process of adult English learners resulting from a set of new adaptations that they are fostered through experience and practice. The quantitative study precedes the qualitative research in the sequential mixed approach to achieve complementarity in the interview regarding the opinions of students.

Interview

To gather information on the opinions of adult learners of in-depth English, I asked six open and evolutionary questions in accordance with the stages of a qualitative interview. Based on Charmaz (2002) specified three types: introductory open questions, intermediate open questions, and closing questions. According to which is described by Connolly (1998) sought to explore ideas and perspectives regarding their motivations, limitations, and learning strategies since those types of questions are typically used when the researcher seeks to understand the opinions, emotions, feelings, or experiences of people, explained in terms of processes of personal, family, and social experiences within a specific context.

In this research, students answered each of the six questions in writing in their own handwriting to avoid misrepresenting their opinions or biasing their views; the first two questions asked about motivational aspects, and the second, third, and fourth questions corresponded to difficulties in determining academic exposure, the fifth question was about the influence of teachers on the motivational attitude of students and the last question focused on basic English course results.

Venkatesh, Brown, and Bala (2003) pointed out that the data collected through the qualitative interview helps to assess the reliability of the inferences drawn from the quantitative survey. In addition, the interview provided additional complementary information from a novel perspective to better understand the opinions of the students. In conclusion, the use of a qualitative method to acquire in-depth insights into the phenomenon studied is useful to evaluate the boundary conditions of the results of the quantitative study, opening new paths for future research, considering that it is an exploratory investigation.

Data Analysis and Findings

The purpose of this chapter was to describe the process that was followed to analyze the information collected from the instruments and discuss the results of classroom observations, interviews, surveys, and structured observations performed with 25 adult English learners regarding their views on their learning process of English as a foreign language as a strategy toimprove and be aware of their continuity.

Data Analysis Procedure

Demographics

The participants were 25 Basic 1 English students from the educational entity Fundación Intercultura. To gather information about their background, they completed an interview and a survey. Table 1 illustrates the characteristics of the participants.

Table 1

Participants´characteristics

Aspect	Description
Number	Twenty-five adult learners English
Age	< 40: 0
	40-50: 10
	50-60:5
	60-70:9
	> 70: 1
Gender	16 Men
	9 Women
Occupation	4 Merchants
	3 Businessmen
	3 Administrators
	2 Lawyers

2 Journalists

1 Social leader

1 Civil engineer

1 Electrical engineer

1 Microentrepreneur

1 Retired primary school teacher

1 Philosopher

1 Administrative assistant

1 Employee

1 Student

1 Editor

1 Fashion designer

Note. This table illustrates the number of students who participated in this project and their characteristics in terms of four factors.

Basic English Course Interview

Adult English learners were asked about their motivation for taking the Basic English course.

The results of the six open questions of the interview are presented below.

Figure 1

Reason to learn English
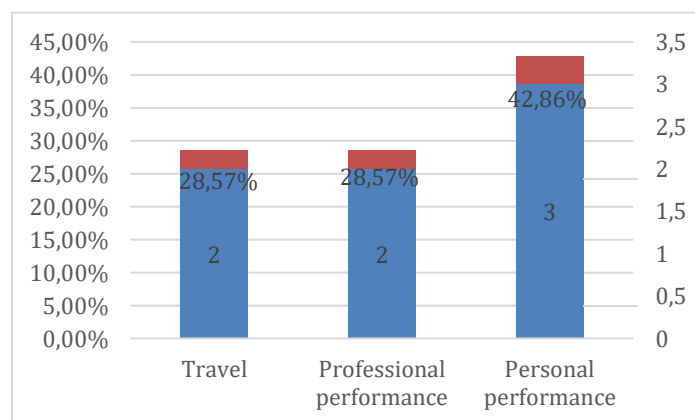
Note. The figure illustrates the number of students who indicated the reasons that led them to take the basic English course.

Question number 1: What motivated students to take the Basic English course at the Fundación Intercultura institution?

Student 1. Because I want to travel, it is the most spoken language in the world, and it will help me to communicate without problems.

Student 2. To acquire vocabulary and tips for autonomous learning.

Student 3. My motivation to take the course was to learn more, improve my business and personal status, and be able to travel.

Student 4. Management of the language for the development of tasks typical of my profession.

Student 5. Because it contributes to my professional performance, it is the language used in the field of international communication, commerce, and finance.

Student 6. I took the opportunity to enroll to acquire knowledge, be able to travel, and learn about other cultures.

Student 7. To travel, taking advantage of being able to interact with other citizens of the world.

Three of seven people interviewees stated that they were motivated to take the Basic English course at the Fundación Intercultura for personal reasons. This accounted for 42.86 percent. Two people responded that they were motivated by professional development which accounted for 28.57 percent, and there were two respondents who wanted to travel, which is 28.57%. It's interesting to see why they took the basic English course; personal reasons drove them the most. As a means of self-improvement, knowing English will help them to better understand the culture and language as there are many Anglicisms that are prevalent in our daily lives. With English, they will be able to better appreciate puns, jokes, metaphors, and all the

nuances that are lost in translations. Others enjoy it as a mental exercise, while others do it for socializing and gaining experience in their communities. This will help them to become professionals to earn more money and improve their businesses. In the Fundación Intercultura, some adult English learners are already retired and want to travel.

The study by Kisiara, O. (2021) explored the motivations of refugee-background adults for enrolling in English language classes in the United States and found that personal and social factors, including the desire for better communication and integration into American society, were the primary motivators, while external factors such as employment requirements and education opportunities played a lesser role and confirms that the support and influence of their families favor their personal development.

Figure 2

Is it the first English course?
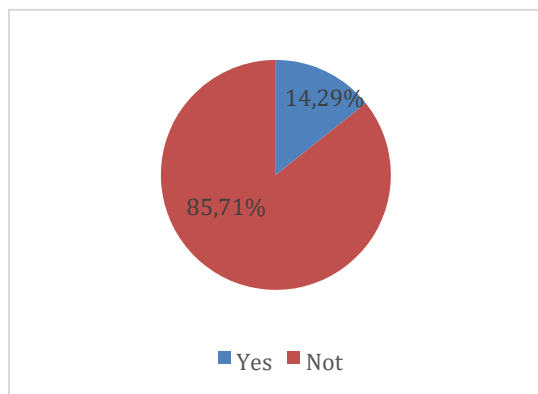
Note. The figure illustrates the number of students who indicated that it was their first English course.

Question number 2. Is it the first-time student taking an English course? How long ago was the last English course they took?

Student 1. Not three years ago, at the levels of the virtual platform at the Minuto de Dios University.

Student 2. No, ten years ago.

Student 3. No, at the Berlitz Academy 10 years ago.

Student 4. No, ten years ago.

Student 5. No, I took another course but was not too fond of the methodology ten years ago.

Student 6. Yes, because when I was in high school, I didn't receive English classes because there were no English teachers.

Student 7. No, 50 years since high school.

The second question that I asked corresponds to the previous experience that the adult English learners had taken before taking the course; 6 of them declared that it was not the first time corresponding to 85.71% and one answered yes, representing 14.29% of those surveyed. It can be pointed out that, since most of them are professionals, almost 90% of them had already taken an English course. I considered that adult students who had already taken an English course had strengthened their skills. However, students who stated that they had never taken a course before may have presented more uncertain expectations, seeing themselves at a disadvantage compared to their peers. Some drawbacks that basic English learners could face include difficulty with pronunciation, limited vocabulary, and challenges understanding complex sentence structures.

According to Parra, Y. J. F., Jiménez, J. R. B., & Vásquez, V. E. L. (2012), the Ministry of Education in Colombia has been fostering different programs promoting Colombia becomes a bilingual country; this research highlights the challenges that is thought, and what is planned in sociocultural contexts. The authors aimed to evaluate the effectiveness of a program developed by the Ministry of Education in Colombia to improve the English language proficiency of

primary school teachers. This is relevant for improving the overall quality of English language education in the country.

Figure 3

When was the last course taken?
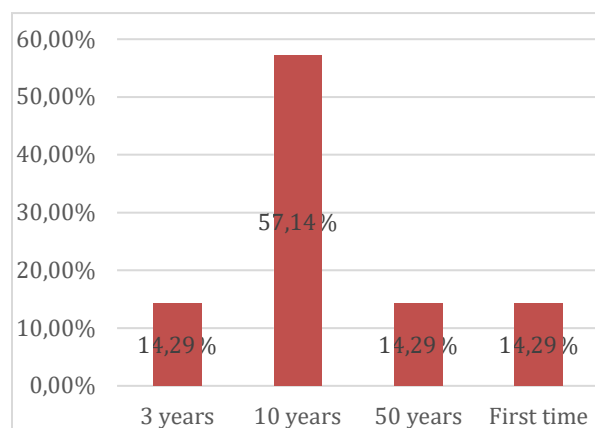
Note. The figure shows the number of students who said how long ago they had taken an English course.

According to the figure, three students answered that approximately ten years ago, corresponding to 57.14%, one of them answered that three years ago, representing 14.29%, and another answered that 50 years ago, corresponding to 14.29%. Being that they are adult students over 40 years of age, some of them had difficulties taking an English course. This is because it was their first time taking an English course. I believe that it must have been complicated compared to those who had already had some experience with recent courses or who were already more familiar with the second language. Basic English learners are expected to acquire foundational language skills such as basic grammar, vocabulary, and simple sentence structures. Learning English later in life can be benefic for personal growth, career opportunities, and cultural exchange.

This is consistent with the study by De Wilde, V., Brysbaert, M., & Eyckmans, J. (2020) describing the range and frequency of successful use of learning strategies by English learners as

a Second Language (ESL) and the effects of learning strategies training on English language

skills when they have had experience or contact with the language under study.

Figure 4

Is English difficult?
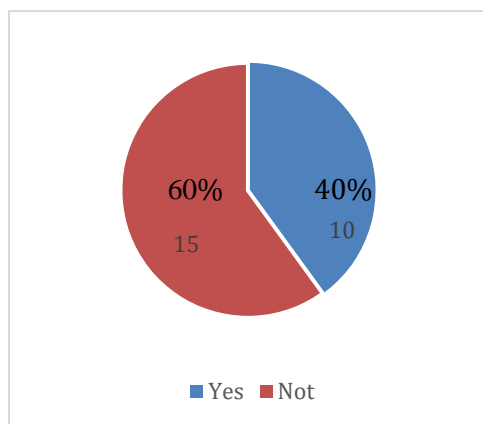
Note. The figure illustrates the number of students who say that English is difficult.

Question Number 3. Is English difficult for adult students? Yes, or not. Why?

Student 1. Yes, because focusing only on grammar is different from combining it with

comprehension and oral expression exercises. Lack of time and practice.

Student 2. No, I do not practice it, but it's easy for me.

Student 3. No, because difficulties can be overcome in accordance with the time

dedicated.

Student 4. No, because we can overcome our difficulties by dedicating our time and

energy.

Student 5. Yes, because extensive knowledge of vocabulary is required.

Student 6. No, because with the appropriate strategies, time, and commitment, we can

achieve successful learning.

In the third question, 15 of the students surveyed stated that English is not difficult, corresponding to 60%, while 10 of them answered that it is difficult, corresponding to 40%. Considering the motivating factors of the students surveyed, an attractive percentage of students reported having no difficulty with English. As a reflection of their performance and experience, their patience coupled with sensible perseverance could help them achieve their goals more quickly. English can be difficult for many learners due to its complex grammar rules, vast vocabulary, various dialects and accents, and irregular pronunciation and even more so for adult English learners.

The author Valdés, G. (2004) points out the complexity in the teaching of English where it is necessary to contribute to direct more discourse and policies towards bilingualism as well as adapt best practices in continuity and overcome those difficulties in the language.

Figure 5

Difficult English Skills
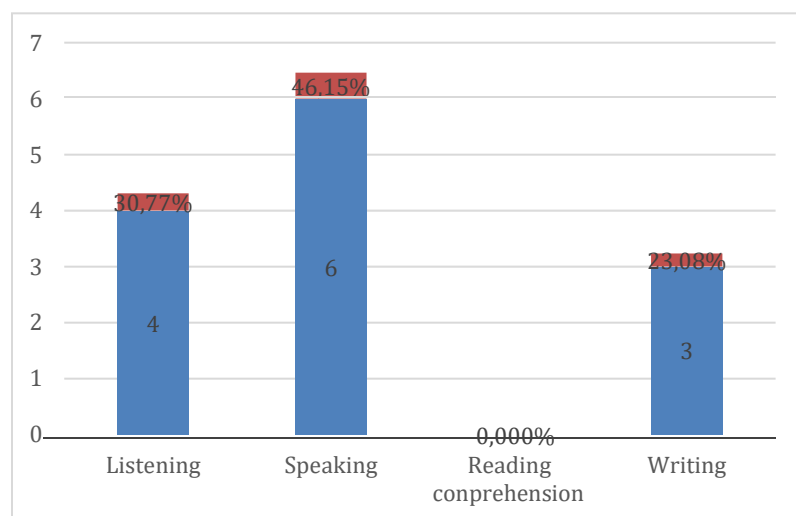
Note. The figure represents the number of students who express which English skill they have the greatest difficulty with.

Question number 4. What English skills are most difficult for them? Listening, speaking, reading comprehension, or writing.

Surveyed 1. Listening is challenging because it is difficult to decode and perceive difficult terms and structures.

Surveyed 2. Speaking concerning pronunciation.

Surveyed 3. Speaking is a bit difficult for me because of pronunciation.

Surveyed 4. Listening comprehension is the most difficult because sounds are not understood accurately.

Surveyed 5. Listening comprehension.

Surveyed 6. Speaking skills because of the pronunciation and the different accent reductions.

Surveyed 7. Listening due to lack of practice.

Surveyed 10. English is difficult because the writing is different from Spanish.

Surveyed 12. English is difficult because the writing is complex.

Surveyed 23. Writing and pronunciation are difficult.

Surveyed 25. English is difficult because the writing is complicated.

The analysis of question number 4 is of vital importance since 46.15% of the students surveyed stated that they had difficulty speaking, 30.77% with listening, and 23.08% with writing. This indicates that the practice of speaking is essential to improve as well as to strengthen speaking meetings in educational institutions since the students surveyed indicate that they need to improve in aspects related to phonetics and pronunciation. Speaking can be difficult for adult learners due to anxiety, lack of confidence, limited opportunities for practice, and the complexity of mastering pronunciation, grammar, and vocabulary simultaneously.

A second essential skill is listening since English has sounds that are different from the native language. In third place is writing as a difficult skill in which there are frequent mismatches grammatical and argumentative inconsistencies.

The difficulty in speaking and listening in the study of Florea, P. J. (2011) could be attributed to factors such as lack of confidence, fear of making mistakes, limited vocabulary, and difficulty understanding native speakers, which were addressed through improvisational exercises that aimed to increase the students' confidence, fluency, and ability to handle different speaking situations.

Figure 6

Teacher influence
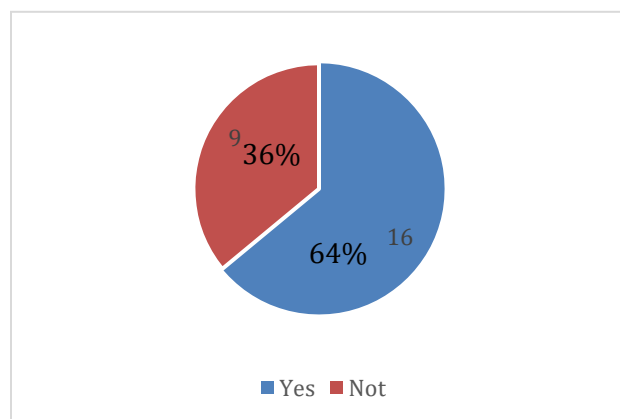
Note. The figure describes the number of students who express if teachers influence their English learning process.

Question number 5. Do students think that teachers influence the motivational attitude of students? Why?

Student 1. Yes, many of them use complex, obtuse, boring methods of English that define our beliefs.

Student 2. Yes, in the form of their methodology.

Student 3. Yes, since they are the ones who influence the success of learning.

Student 4. Not. It´s up to each of us to know how to stay motivated and not abandon our studies halfway.

Student 5. Yes, because teachers lack preparation.

Student 6. Not, we as students are directly responsible for allocating the proper management of time.

Student 7. Yes, teachers contribute to our performance with the influence and help they provide.

Student 8. Yes, it depends on the interest generated by the teacher.

Student 9. Yes, because a clear explanation is imperative.

Student 10. Yes, because if students feel a lack of motivation from teachers, who affects learning.

Student 11. Yes, because teachers are the main guides.

Student 12. No, because we must be autonomous as students.

Student 13. Yes, because students depend on the abilities of their teachers.

Student 14. Yes, because the methodology class is exclusive to the teacher.

Student 15. Yes, because teachers influence students.

Student 16. Yes, because they are responsible for transmitting knowledge.

Student 17. No, because the student is responsible for his/her own learning.

Student 18. Yes, I believe so, given his/her attitude and considerate treatment.

Student 19. Yes, because it is based on the didactics that the teacher uses.

Student 20. No, because we, as students, are responsible.

Student 21. Yes, from the attitude he/she displays when teaching the class.

Student 22. No, that depends on the student.

Student 23. Yes, because they are process facilitators.

Student 24. Yes, because of the enthusiasm they put into the classes.

Student 25. Yes, because it takes hold of his/her didactics.

In accordance with what was asked of the 25 adult English learners, 16 of them indicated that the teacher does have an influence on the learning of English, corresponding to 64%. Nine students stated that the teacher did not influence their learning process. To be responsible for finding appropriate strategies based on mechanisms and autonomy. I associate it with Figure 16 page 53 where most respondents stated that they had a positive relationship with their teachers. This is because it provides academic support and guides the integral development of the student. The results encourage a new view of the cognitive process review model to add the role of the teacher-student relationship. The influence of an English teacher in a course for beginners can greatly impact students' motivation, learning outcomes, and overall language proficiency. For this reason, it is critical to define language learning objectives clearly, as well as to establish students' priorities. On the other hand, it is necessary to ensure that teaching evaluation provides information, both for students and teachers, to determine what objectives are being achieved.

To reaffirm this study, the author Lee, G., & Schallert, D. L. (2008) highlights findings from one student who had built a trusting relationship with her teacher and faithfully used her written comments in the review, thus improving her drafts while the other student who had difficulty trusting her did not respond to her comments positively. Consequently, her drafts did not improve as much as those of other students. The author established that a trusting relationship between teacher and students might be critical to the effective use of feedback in revision.

Figure 7

Course contributions
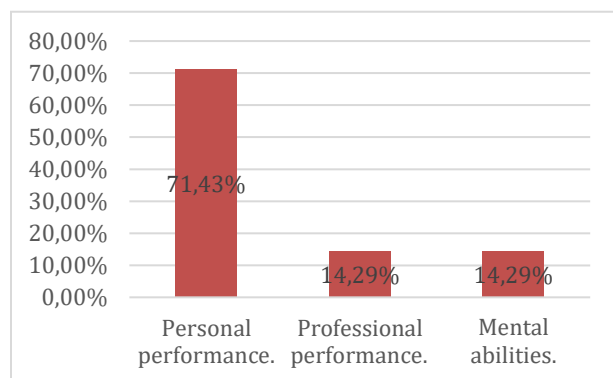
Note. The figure describes the number of students to whom in which the basic English course contributed to their English learning process.

In the basic English course offered by the Fundación Intercultura for 60 hours, in question number 7 asked the students, 71.43% said that it contributed to their personal performance and, as relevant data, the one that most of them received and stated that they would adapt the advice that the tutors provided them in the course process, thus becoming autonomous learning to continue adapting strategies. 14.29% stated that it contributed to their professional process, such as their employment status, like some of them being able to move around in their businesses when traveling to make business contacts. Knowing a foreign language, especially English, can provide great job opportunities with high pay. In today's job market, many vacancies require fluency in a foreign language, making it a valuable skill for job seekers. By possessing this skill, one can even secure a job in an international company and potentially work remotely from abroad. This will pave the way for a promising career path. 14.29% are related to mental abilities since some of them are pensioners and take it as an opportunity to acquire cognitive skills.

According to the study of (Хорошко, А. Н. 2020. p.234-235) highlighted that currently, it is widely acknowledged that being a respectful and educated individual necessitates English proficiency. Learning English can provide numerous opportunities, including the ability to travel freely and communicate with people around the world. It can also lead to better education, medical services, and job prospects. Watching movies and reading books in the original language can enhance the experience. Knowing English can help with online shopping and understanding humor. Collaborating with people who speak English and practicing the language with tools such as Postcrossing can also be beneficial. Considering the numerous benefits of learning English, it is evident that individuals may pursue language acquisition for various reasons.

With this, I could then say that, in relation to the reasons that led adults over 40 to take the course, they were clear about their expectations. This may have been aware of the time they would need to invest in the learning process. Proof of this is reflected in Figure 33 where the students rate perception of results of English activities and tests and in Figure 34 page 64 where they rate the students' attitude towards learning a foreign language. Expectations of adult English learners are relevant to study English because they can impact their motivation, effort, and engagement in the learning process.

Expectations at the end of an English course according to research by Sullivan, C. (2016), the purpose of the research was to obtain information about the preferences and expectations of Japanese students regarding as many different aspects of an English course as possible university English course (affective, behavioral, cognitive, cultural, social, etc.) The author (Borg, 2006 & Gabillon 2012) also pointed out that there are no established definitions for terms preferences expectations, and mismatches in language education. Instead, they are usually subsumed under the umbrella term "beliefs."

Basic English Course Questionnaire

Through a questionnaire with 34 items, the students evaluated the results and their

perceptions of the basic course that culminated in the Fundación Intercultura, showing the

following results.

Course rating, facilities, materials, didactic resource, teacher, and student performance

where 1 is bad, 2 is Regular, 3 is Good, 4 is Very Good, and 5 is Excellent.

Figure 8

Physical facilities
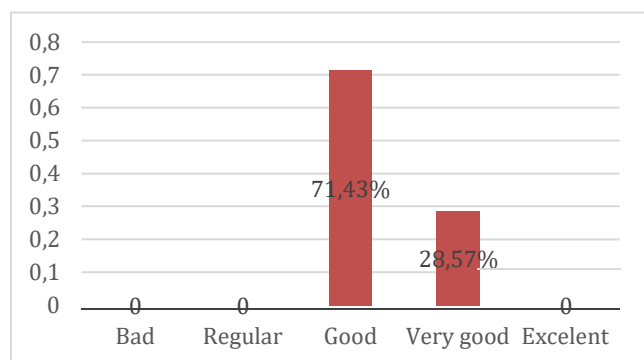
Note. The figure illustrates the percentage of students who qualified to use the physical
facilities of the entity.

Item number 1. Seventy-four percent of the physical facilities are acceptable, and 28.57

percent of the students rated them as suitable. For English students to feel comfortable and in a

pleasant environment, physical facilities are essential. I observed that the facilities of the

Fundación Intercultura reflect what the surveyed students have said. They rated their physical

environment favorably as spacious classrooms and a modern environment dedicated to student

care. The provision of physical accommodation is an integral part of an educational proposal that

emphasizes inclusion. The authors García-Tudela, P., Prendes-Espinosa, M., & Solano-

Fernández, I. (2020) point out that learning environments, physical facilities, and ergonomics

improve the learning experience, especially in face-to-face environments.

Figure 9

Equipment quality
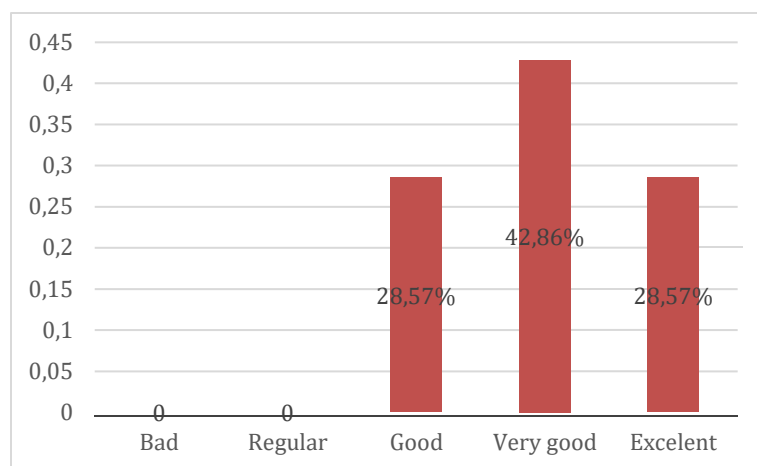
Note. The figure illustrates the percentage of students who qualified for equipment used during the English course.

Item number 2. The quality of the equipment, 42.86% was very good, 28.57% were excellent and 28.57% were good. From my point of view, the concept of ICT tools also comes into play here, since it has to do with the attractive power that engages the attention of students, being that the quality of the equipment, whether they are updated, have an appropriate Internet connection and are modern facilitates performance and entertainment when we are acquiring a second language. The quality of equipment is relevant to study English because it can affect the effectiveness and efficiency of language learning.

Yang, S. C., & Chen, Y. J. (2007) mentioned a technological environment gives students the opportunity to experience the pleasure of learning and thus increased their learning possibilities. Making students aware that learning English using *m*ultimedia technology demands new learning strategies and self-directed learning is a crucial first step.

Figure 10

Study materials
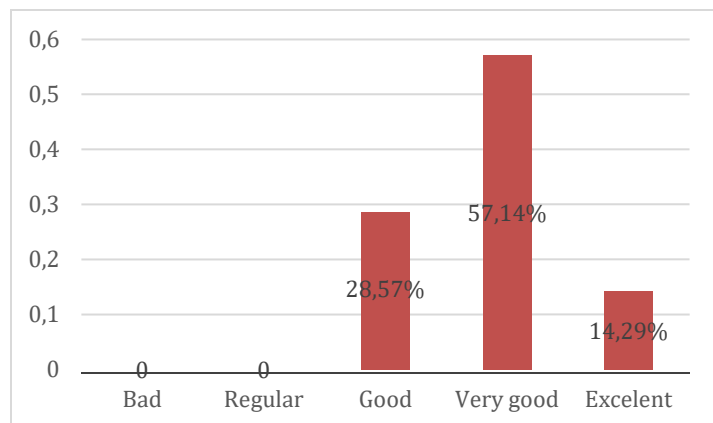
Note. The figure illustrates the percentage of students who qualified for study materials during the English course.

Item number 3. The study materials, for instance, lists and guides given by the teacher to memorize vocabulary. In this analysis, the students indicated the appropriate study material, which leads me to suggest that the resources, exercises, and activities in general, including games, facilitate the objective of acquiring accurate materials in a pleasant and didactic way to ensure success in the acquisition of knowledge that stimulates meaningful learning. Study materials are relevant in learning English because they provide learners with the necessary tools and resources to improve their language skills, including grammar, vocabulary, reading, writing, and speaking. The materials used by teachers are still rooted in traditional teaching perspectives, and a material is of quality when it responds to what it is learned for.

Researcher Chelliah, S. L. (2001) noted that the use of outdated teaching methods and the poor English proficiency exhibited by guide authors serve to disadvantage students who rely on these books and study guides. While the elite agrees that English is necessary for social advancement, the tools given to some students for English proficiency do not promote fluency.

Figure 11

Reading exercises
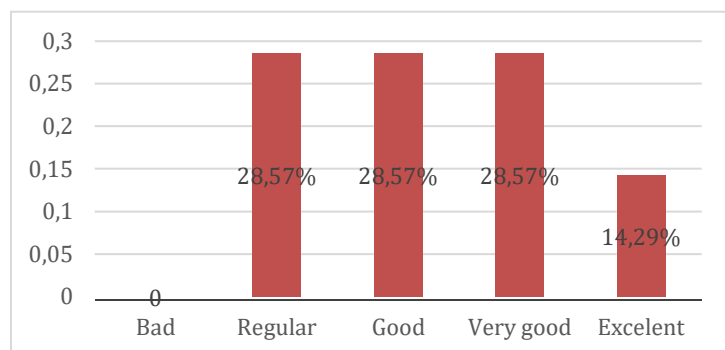
Note. The figure represents the percentage of students who qualified for the reading exercises during the English course.

Item number 4. The readings given by the teacher were regular at 28.57%, 28.57% good, 28.57 very good, and 14.29% excellent. In my view, engaging in reading exercises can motivate learning English by enhancing language comprehension, expanding vocabulary, and providing exposure to different language structures and styles, in this study most of them rated the exercises as being instructional in nature. However, in classroom practices, Colombian students still find reading comprehension problems in English, reflecting what was expressed by one of the students surveyed in this study, where they described reading exercises as regular, which shows a demotivating factor, and that demonstrates one of the least attractive didactics for a beginner English student who, although most of them consider it important to acquire reading comprehension skills, register that they are most interested in, for example, didactics related to singing songs in English or interactive videos.

According to the authors Handayani, N. D., Mantra, I. B. N., & Suwandi, I. N. (2019), collaborative learning is significantly effective at improving students' reading comprehension and critical thinking. Consequently, reading comprehension becomes a crucial language skill for students to cultivate.

Figure 12

English books
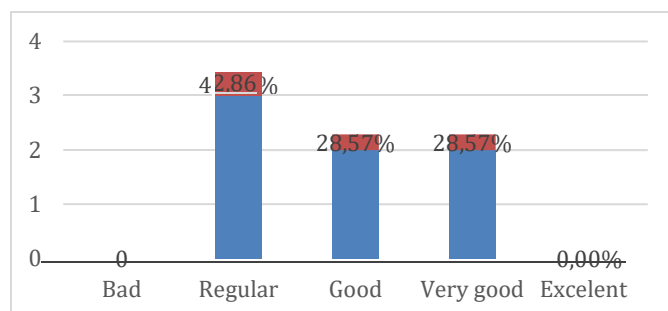
Note. The figure illustrates the percentage of students who qualified for the English books used during the English course.

Item number 5. The books used during the course were 28.57% good and 28.57 very good, and 42.86% regular. According to this study, books are the type of material that motivates adult English learners. There is no doubt that some students refuse to read, and that was demonstrated in 42.86% of qualified them as regular. Therefore, it is essential that the books are simple and attractive for beginning students. By using colorful illustrations, they will have a better understanding of the number of sentences according to the level. English books are important in learning English because they expose learners to authentic language use, help improve vocabulary and grammar, and provide opportunities for language practice and cultural immersion.

Hidayati, A. (2022) finds the pop-up book learning medium to have special appeal to students because it can present visualizations with shapes made by folding, moving, and popping to bring surprise and admiration to students upon opening each page. The concept of literacy is rarely taught in some schools, especially at the beginner level. Using a three-dimensional book can increase the motivation of students to study English by giving them a deeper understanding of each lesson rather than traditional grammar books.

Figure 13

Quality of the audio and video
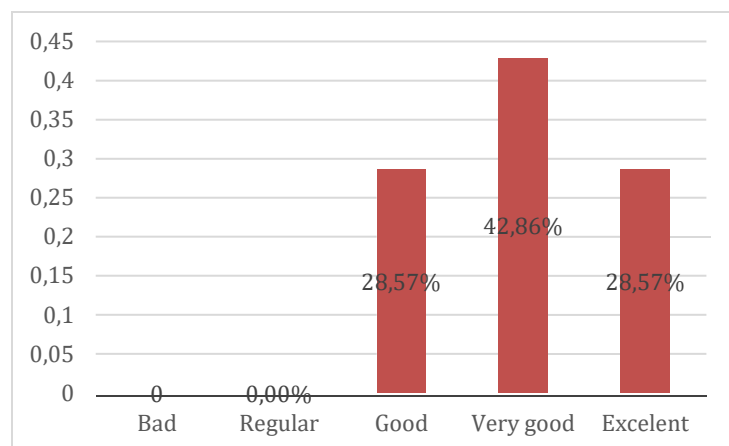
Note. The figure illustrates the percentage of students who qualified for the quality of the audio and video used during the English course.

Item number 6. The quality of the audio and video used during the classes was very good in 42.86%, 28.86% very good, and 28.57% Excellent. From my experience in the teaching-learning process, sound quality is essential in podcasts, audiobooks, and videos to avoid disturbance since its clarity generates tranquility and facilitates cognition. It is worth considering sound testing in each of the equipment that is going to be used. For instance, when we are taking an exam or during a listening exercise. We need to ensure that the software is compatible with the computer's graphics card. This would also facilitate the learning process when using voice recognition programs. As a result, it relies on its configuration to effectively capture sounds so that it can receive our intonation correctly.

The authors Laksmi, N. K. P., Yasa, I. K. A., & Mirayani, K. A. M. (2021) point out that currently, the use of learning media plays a fundamental role in the educational field. As a result of the implementation of video animation in the classroom, students have several perceptions.

Students and teachers have used the application of these media in the classroom and therefore the quality and clarity of the sound are crucial.

Figure 14

Level of enthusiasm of teachers
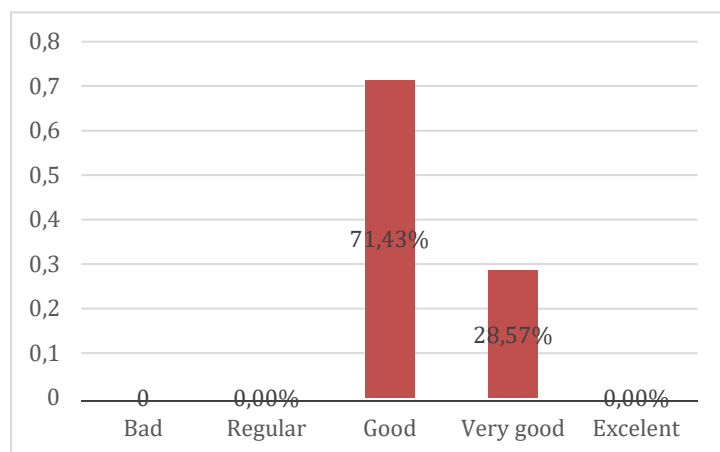
Note. The figure represents the percentage of students who qualified level of enthusiasm of teachers during the English course.

Item number 7. The level of enthusiasm the teacher had was good in 71.43% was good and 28.57% very good. In my concept, students perceive the level of enthusiasm that an English teacher projects even if they are beginners. A person's gestures, tone, or intensity of voice reflect this. A competent English teacher is passionate about the subject and has in-depth knowledge.

The enthusiasm level of teachers is crucial for the learning process as it affects the motivation and engagement of students. teachers create a positive learning environment and an enthusiastic environment. Which encourages critical thinking, curiosity, and creativity. Students are inspired by enthusiastic teachers to explore creative ideas, challenge themselves and develop a love of learning. A lack of enthusiasm from teachers can lead to disengagement and poor academic performance as it makes learning dull and uninteresting. Teachers must strive to maintain high enthusiasm levels to ensure effective teaching and learning.

According to the authors Slemp, G. R., Field, J. G., & Cho, A. S. (2020), teachers are more likely to be autonomously motivated to the extent that their basic psychological needs are satisfied. Since meta-analytic support for the theoretical benefits of autonomously motivated teacher behavior, showing clear links to increased well-being, decreased distress, and role-supporting autonomous teacher behavior, is likely to benefit students.

Figure 15

Skills and resources used by teachers
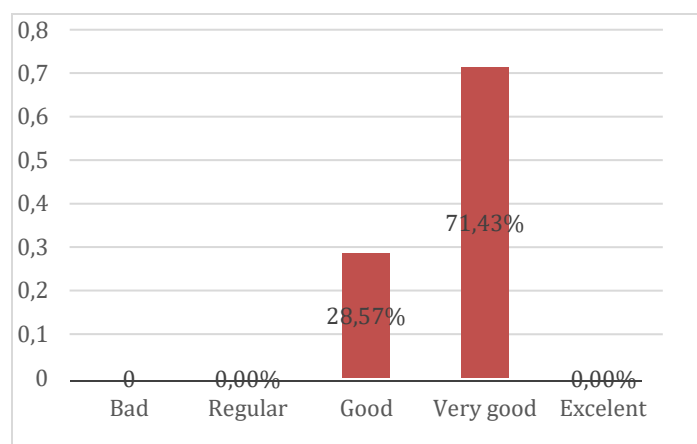
Note. The figure illustrates the percentage of students who qualified for skills and resources used by the teacher during the English course.

Item number 8. How would you rate the knowledge, skills, and equipment used by the teacher? 71.43% of the students considered the resources used by the teacher as very good and 28.57% as good. Skills and resources used by teachers determine the quality of teaching and learning experiences in the classroom. Teachers who possess strong pedagogical skills and use effective resources can create a positive and engaging learning environment that enhances student learning and achievement. A set of teaching skills and resources help to meet students´ diverse needs, cater to different learning styles, and foster critical thinking and problem-solving skills. In contrast, poor teaching skills and inadequate resources can lead to low student

engagement, poor academic performance, and limited learning opportunities. Teachers must continually develop their skills and use effective resources to provide quality education for their students.

According to the authors Barus, I. R. G., & Simanjuntak, M. B. (2020) point out that the study resources for the business English class for instance, show that there is a consensus among students that this teaching-based learning is effective when applied and practiced, producing elements such as comfort, content, efficient use, language, clarity, and enjoyment.

Figure 16

Relationship between the teacher and the students
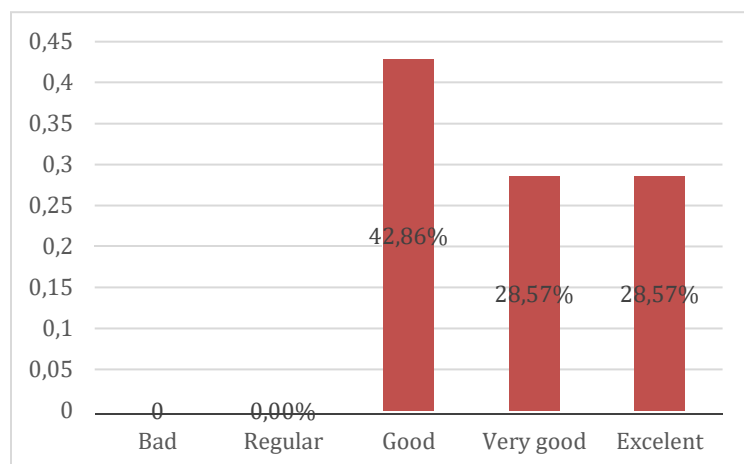
Note. The figure illustrates the percentage of students who qualified for the relationship between the teacher and the students during the English course.

Item number 9. The relationship between the teacher and the students was 42.86% good, 28.57% very good, and 28.57% excellent. This item reflects the education of social-emotional competence which is considered vital for successful interactions between teachers and students. The link Teachers, for their part, must assume the responsibility that this connection implies. They must exert a positive effect by projecting trust and credibility and promoting the learning and development of each of the students. The relationship between a teacher and a student is

paramount in learning English as it fosters a sense of trust, mutual respect, and creates a safe and encouraging environment that motivates students to actively participate in their learning.

As mentioned by the authors Aldrup, K., Carstensen, B., & Klusmann, U. (2022), empathy appears to be a particularly promising determinant in explaining high-quality teacher-student interactions, especially emotional support for students, and in turn, positive student development from a theoretical perspective.

Figure 17

Dynamics conducted in the English classes
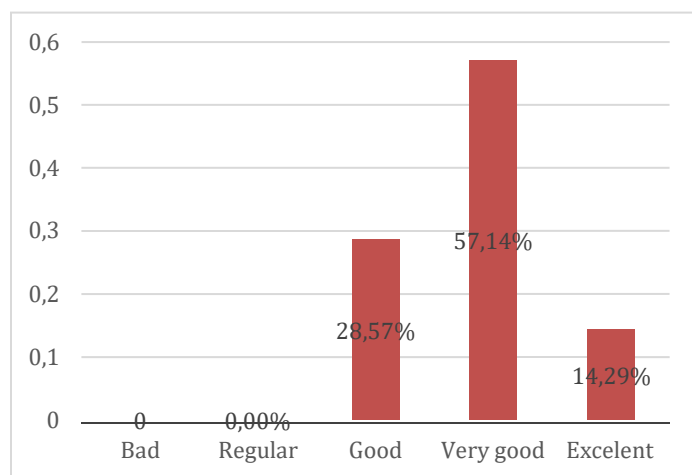
Note. The figure illustrates the percentage of students who qualified for the dynamics carried out during the English course.

Item number 10. The dynamics carried out in the English classes were rated by students very good in 57.14%, 28.57% good, and 14.29% excellent. For students to learn the language easily and quickly, the teacher needs to provide them with up-to-date materials, a personalized, practical, creative, entertaining, and effective method of teaching English. The dynamics carried out in English classes are relevant as they can greatly impact the learning experience of students and determine their success in acquiring English language skills. An example of a dynamic carried out in English classes is group work, where students are assigned to work in teams to

complete tasks or projects. This dynamic promotes collaboration, communication, and peer

learning, which can enhance language acquisition and help students develop their social and

cognitive skills.

Beshir, M., & Yigzaw, A. (2022) highlight that analyzing students' self-repair dynamics

can provide information about their general perceptions and conceptualizations of the target

language, their areas of difficulty, their language acquisition strategies, and attitudes.

Pedagogical implications also include language teachers' awareness of the role that reparation

organizations can play in facilitating learning opportunities.

Figure 18

Tests developed
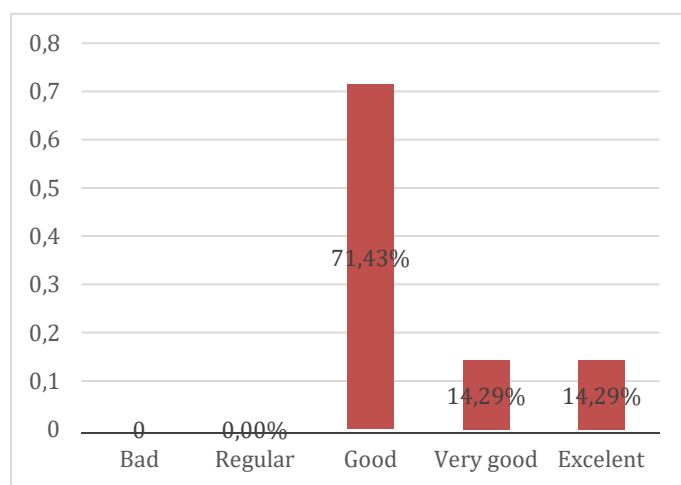
Note. The figure represents the percentage of students who qualified for tests developed in the
English classes.

Item number 11. The tests developed during the classes were 71.43% good, 14.29% very

good, and 14.29% excellent. From my perspective, knowing the English levels of our students

will allow us to be aware of their fundamental skills and competencies. we will be aware of areas

where they excel or fail. In this case, constantly evaluating them is imperative, since if we don't

understand their needs, we can't improve them. Tests can help teachers evaluate their students'

strengths and weaknesses and develop appropriate teaching strategies that cater to their individual needs. They can also help students monitor their progress and identify areas that require more practice or improvement. Additionally, tests provide a structured and standardized way to assess students' language proficiency, which is a must for academic and professional purposes. Therefore, developing tests in English for beginners is crucial in promoting effective English language learning and achieving the desired learning outcomes.

The authors Davison, C. (2019) suggest that teachers are willing to act on student feedback. Student Assessment of Teaching (SET) has been shown to improve teachers' teaching practices and student learning experiences even though it is commonly used for accountability purposes.

Figure 19

Speaking activities
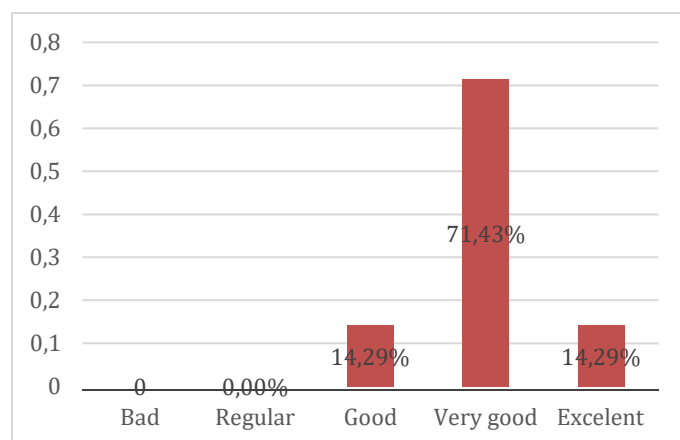
Note. The figure illustrates the percentage of students who qualified for the speaking activities developed in the English classes.

Students who developed speaking strategies during the class were very good, 14,29% who were good, and 14.29% who were excellent. In the specific case of speaking for students who are beginning to learn the language, it is vital to use the language to communicate actively,

stimulating and articulating through cooperation and loss of fear when speaking, taking

pronunciation and fluency into account. They expressed in question No. 5 page 37 that it is the

skill adult learners consider most difficult and that they must work to strengthen oral

comprehension.

It has been proposed that cooperative learning strategies such as Think-Pair-Share

encourage student participation in the classroom, according to Apriyanti, D. 2 Ayu, M. (2020),

this strategy engages students in class activities, such as discussions, and provides opportunities

to share their ideas with others.

Figure 20

Level of commitment of the teacher
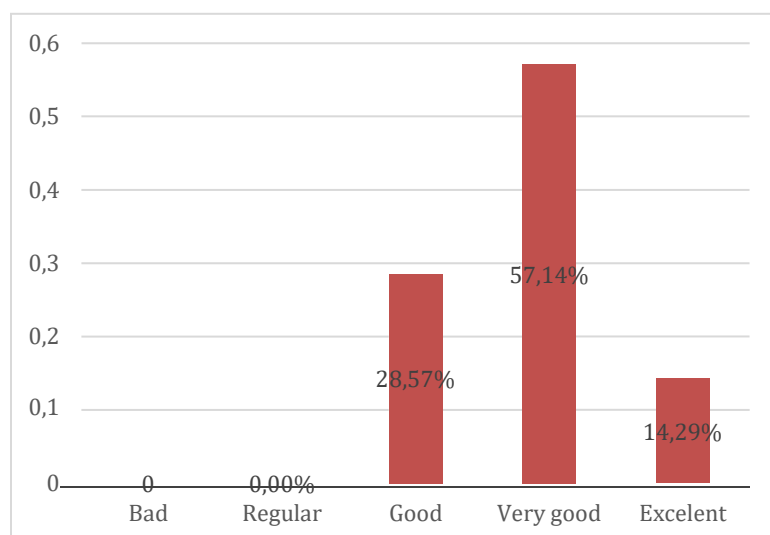
Note. The figure illustrates the students who qualified for the level of commitment of the teacher
during the English course.

Item number 13. The level of commitment of the teacher was very good 57.14%, good

28.57% and Excellent 14.29%. This is well said that the students perceived the level of

commitment projected by the teacher, although it is a perception, according to multiple studies,

for example, regarding the relevance of receiving feedback from the teacher on time and the way

it projects confidence that can affect academically. Alibakhshi, G., Nikdel, F., & Labbafi, A. (2020). In their analysis, they point out that self-efficacy has a variety of effects: pedagogical, psychological, and relational to the student. Each consequence has several subcategories. It is concluded that high self-efficacy affects teachers' teaching practices, student motivation and performance. It also affects teachers' state of burnout, their psychological well-being, and their job satisfaction.

Figure 21

Level of content managed by teachers
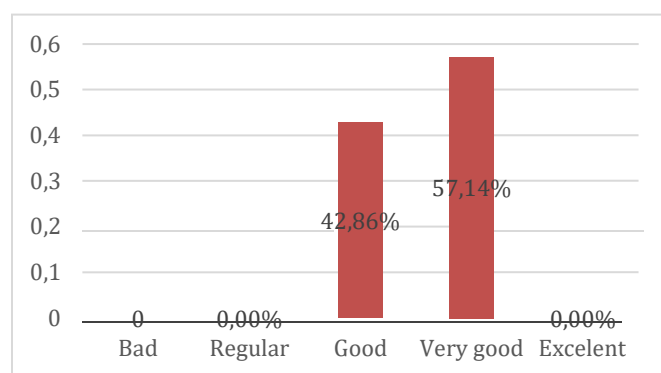
Note. The figure represents the percentage of students who qualified for the level of context managed by the teacher during the English course.

Item number 14. How did students rate how the teacher leveled the content in the introductory English course? 57.14% of the students qualified the contents as good and 42.86% as good. According to this research, it is relevant to have asked the students the amount of information contained in the materials, since for the basic level it is recommended that the contents be simple, attractive, and understandable. The ease of learning languages matters by not saturating the amount of information and even more so if it is relevant to us, the best way to estimate the time it will take to learn English is by calculating the affordable number of hours. The level of content is relevant in an English course because it determines the complexity and

depth of the language used. Aside from determining cognitive demands, it also influences the

amount of time they spend learning. Higher levels of content require more advanced language

skills and critical thinking abilities, which are essential for language proficiency. Additionally,

an appropriate level of content ensures that learners are appropriately challenged, leading to

enhanced engagement and motivation, and ultimately, better learning outcomes.

The authors König, J., Lammerding, S., Nold, G., Rohde, A., Strauß, S., & Tachtsoglou,

S. (2016) show that structural analysis provides evidence that the teacher's knowledge regarding

TEFL is a multidimensional construct and PCK is closely related to CK and GPK. Test scores

vary among preservice teachers from different programs and stages of their training, reflecting

the differences in learning opportunities they experienced during teacher training.

Figure 22

Teacher's attitude
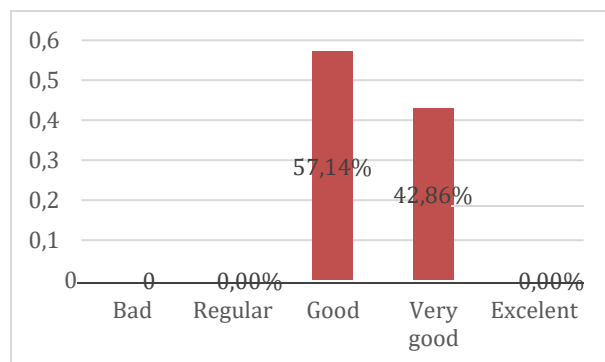
Note. The figure illustrates the percentage of students who qualified for the teacher's attitude
during the English course.

Item number 15. How did students rate the teacher's attitude during the learning process?

In this study 57.14% of the students described the teacher's attitude as good and 42.86% as very

good. The teacher's attitude can greatly impact learners' motivation, confidence, and attitude

towards language. A positive and supportive teacher can create a safe and encouraging learning

environment. This allows beginners to overcome their fears and take risks in practicing their English skills. Conversely, a negative or unsupportive teacher can discourage learners and create disinterest in learning English. Thus, a teacher's attitude can be a critical factor in the success or failure of beginners in learning English.

According to the author Dewaele, J. M. (2019), the attitudinal factors on the part of the teachers, if they are negative, affect the performance of the classes and increase anxiety in the learning process, while if they are in an environment of enjoyment, the frequency of positive indicators increases motivation in students.

Figure 23

Motivational strategies used by teachers
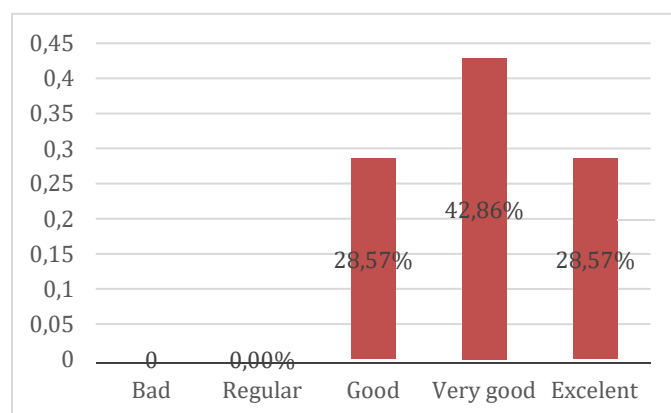
Note. The figure illustrates the percentage of students who qualified for the teacher's attitude during the English course.

Item number 16. How did students rate the motivational strategies used by the teacher to capture their attention? According to the results, 42.86% of the students rated the teacher's attitude as very good, 28.57% as good, and 28.57% as Excellent. From my perspective, motivational strategies directly affect the initiation and support of the effort during the learning process, which frame procedures used to promote emotionally adaptive states or manage those situations that affect personal well-being. Motivational strategies used by teachers are key to

learning English because they increase learners' engagement, persistence, and achievement in the language. In semi-face-to-face teaching, the leading role belongs to the student and if they do not know how to play that role, it is up to the teacher to develop strategies that allow the teaching-learning process to be carried out with the required quality.

The authors Moskowitz, S., & Dewaele, J. M. (2021) show in their statistical analysis that they revealed that students' perception of teacher happiness was significantly (and positively) related to students' attitude and general motivation, as well as with the attitude of the students towards the teacher. This is interpreted as an illustration of the process of positive emotional contagion between teachers and students.

Figure 24

Teacher's level of English
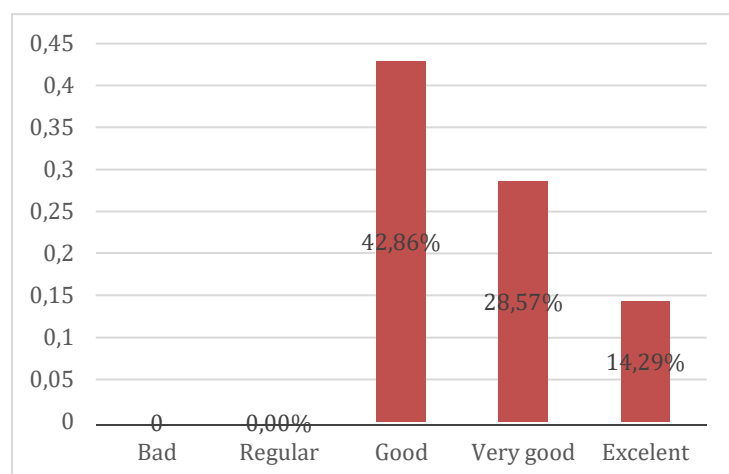
Note. The figure illustrates the percentage of students who rated their teacher's level of English during the English course.

Item number 17. How did students rate their teacher's level of English? According to the study, 42.86% rated the teacher's English as good, 28.57% very good, and 14.29% excellent. I dare to say that although the adult students under study are beginners, they perceive and are guided by the tonality, fluency projected by the teacher and the strategies they use regarding the

communicative approach that influences non-verbal language. Autonomous learning. The

teacher must move from the role of transmitter to the role of developer. In addition to organizing

the active learning process of the students, he also supports their existing needs for knowledge,

free thinking, creativity, and innovation psychologically and pedagogically.

Jabbarov, U. (2020) points out that the future approach to education, which should be

introduced in the future, should be based on the active participation of more students in the

development of innovative educational technologies, aimed at developing the need and skills for

learning.

Figure 25

Level of confidence projected by the English teacher
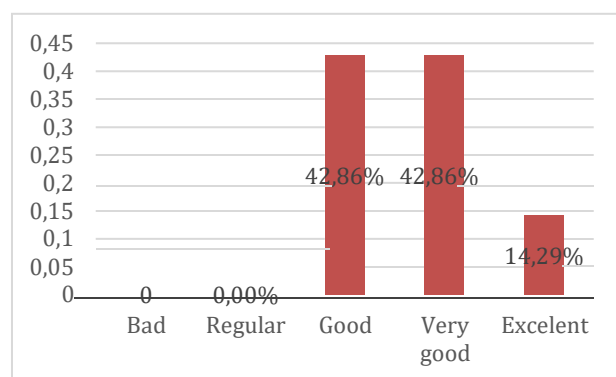
Note. The figure illustrates the percentage of students who rated their teacher's level of
confidence shown during the process of learning.

Item number 18. How did students rate the level of confidence projected by the English

teacher? The students rated the level of confidence projected by the teacher as good at 42.86%,

42.86 very good, and 14.29% as excellent. As far as I am concerned, the level of confidence

shown enthusiastically by a teacher is immediately captured by creating an open and positive

atmosphere in class, helping them feel valued members of a learning community, as well as

teaching by giving examples, in the way appropriate, specific, and understandable.

The authors Parry, N. M., & Thomas, E. M. (2021) show that the potential effects on the professional identities of teachers are relevant in their planning. In fact, if the implementation of ICL programs is viewed through the lens of educational reform, the success of such reforms depends in large part on the psychological experiences of the actors involved; their identities, experiences, emotions, reactions, senses of investment, commitment, well-being beliefs, attitudes, self-efficacy, and ability to cope with challenges are all factors that relate to the stability or instability that teachers and students perceive as they advance in their professional lives and educational journeys respectively.

Figure 26

Pronunciation of the English teacher
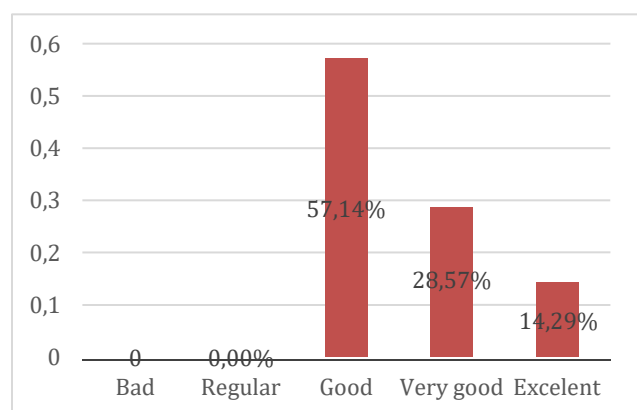
Note. The figure illustrates the percentage of students who rated the pronunciation of the English teacher during the English course.

Item number 19. How did students rate the pronunciation of the English teacher? The result was 57.14% good, 28.57% very good and 14.29% excellent with respect to the pronunciation level of the English teacher. I believe the level of pronunciation by the teacher can be perceived by the student even if he/she is a beginner because nowadays learners are more exposed to the language finding, technological tools that allow them to evaluate and detect what

the teacher tells them. They would be available if that were the case, they consult the classmates who are more advanced regarding how they think the teacher's performance is.

Uchida, Y., & Sugimoto, J. (2020) showed in their analysis of the covariance pattern that the concept of trust generated positive attitudes towards the teaching of pronunciation. They discussed the need to provide teacher training that incorporates areas in which teachers feel less confident and to set the pronunciation target of "intelligible pronunciation."

Figure 27

Strategies used by the English teacher to prevent students from feeling ridiculed
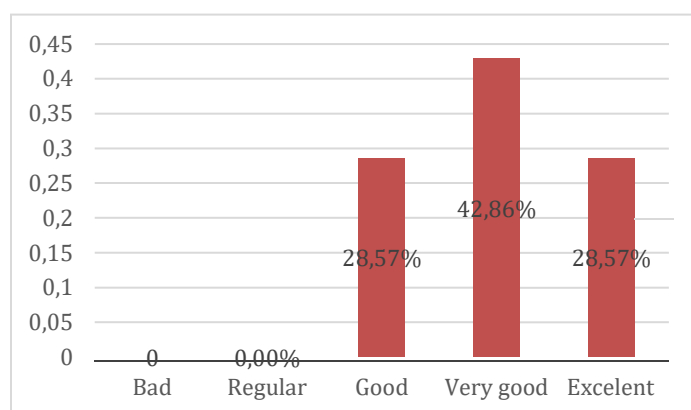
Note. The figure illustrates the percentage of students who rated the strategies used by the English teacher to prevent feeling ridiculed during the English course.

Item number 20. How did students rate the strategies used by the English teacher to prevent students from feeling ridiculed during the development of the proposed activities? According to the results, 42.86% of the students rated the strategies used by the English teacher to prevent feeling ridiculed as very good, 28.57% as good, and 28.57% as excellent. From my point of view, teachers are creative agents who are constantly updating methods and techniques of all kinds at an educational level, and strategies to prevent bullying are no exception. Treating students with respect and trust is part of the psychological aspects in which it should be remembered that environmental conditions also influence motivation.

Study results by Jiménez, M. D. L. H. M., and Daz, M. A. (2018) demonstrate that bullying prevention, promoting equality, and giving victims of bullying support are all significant in making them feel more confident in themselves. To prevent bullying, they suggested that students learn English as their second language. In addition, English is chosen as a subject since it is a neutral common language for all students. This leads to an atmosphere of equality in the classroom and the suppression of group roles.

Figure 28

The feedback their English teachers gave to students
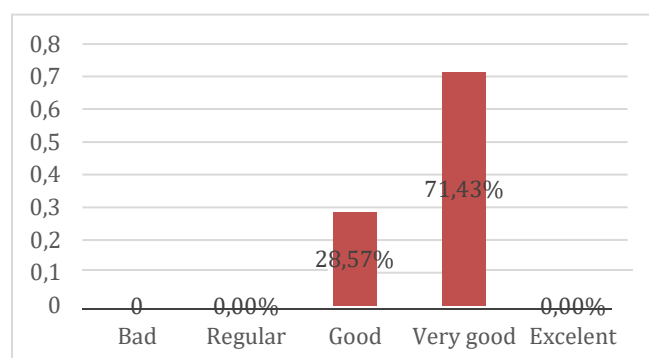
Note. The figure illustrates the percentage of students who rate feedback their English teacher gave them during the English course.

Item number 21. How did students rate the feedback their English teacher gave them during the learning process? 28.57 of the students rated the feedback given by the teacher as good and 71.43% excellent in adult English language classes, utilizing the mother tongue can aid in effective communication and feedback between students and teachers. The objective is to ensure that students remain engaged in the class, comprehend the material, and do not experience anxiety due to language barriers. Creating a comfortable learning environment is crucial, and caution must be exercised when correcting students. Negative feedback can impede learning, and it is wise to approach mistakes positively. It is essential to establish this approach early in the

course, as making errors in a foreign language is a natural part of the learning process that should

be encouraged.

In research by Rahman, M. F., Babu, R., & Ashrafuzzaman, M. (2011) most students

liked written assessments. The students had conflicting opinions about their liking for speaking

skills. During observation, it was found that teachers provided only verbal feedback to their

students. Teachers recommended that the listening and speaking test items be included in the

national assessment system.

Figure 29

Teaching methods used by English teacher
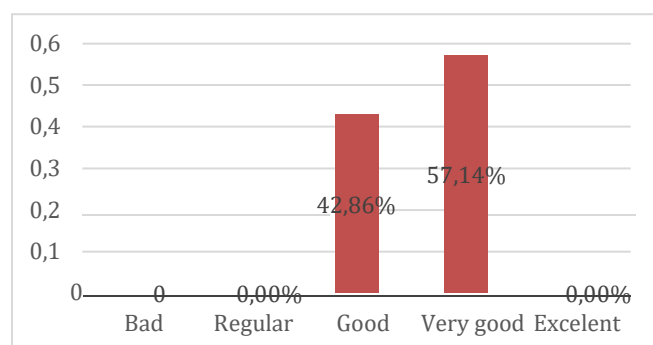
Note. The figure illustrates the percentage of students who rated teaching methods used during
the English course.

Item number 22. At what level did students rate the teaching methods used by their

English teacher? 57.14% of the students indicated that the teaching methods taught during the

course were very good and 42.86% declared that it was good. While many teachers still use

English teaching methods and techniques, limiting themselves to grammar, simultaneous

translation, and repetition, it is vital to start incorporating audiovisual materials. This will make

the process less tedious, in addition to allowing teachers to use other ways to engage students.

Albayrak Sari, A., & Tondeur, J. (2019) stated using teacher educators as role models; reflecting

on the role of technology in education; learning to use technology by design; collaboration with peers; scaffolding of authentic technological experiences; and providing ongoing feedback.

Figure 30

Grammar approach
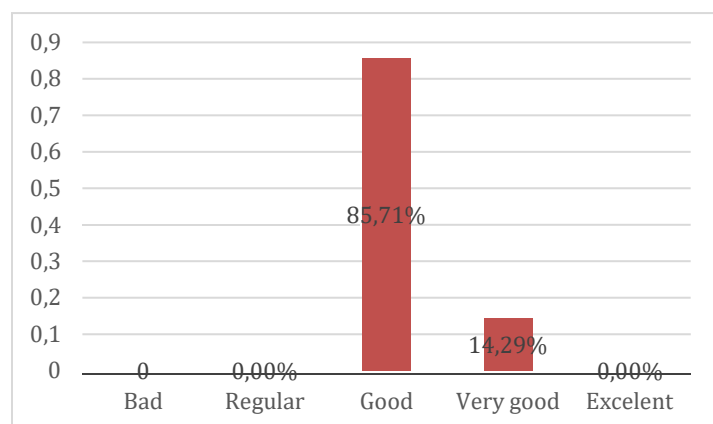
Note. The figure illustrates the percentage of students rated grammar approach during the English course.

Item number 23. How did students rate the level of focus that the teacher gave regarding grammar? 85.71% of the students qualified the grammatical approach that the teacher gave to the English classes as good and 14.29% indicated that it was very good. I consider that teaching grammar in English is inevitable, as a component of the language is that part of the language that focuses on the structure of words and the way in which they are combined to form sentences. Students present great difficulties when translating the form of many systems in a foreign language. According to the author Widodo, H. P. (2006) the teaching of grammar has been considered crucial for the ability to use language and procedure, which incorporates the notions of practice and awareness, explicit and implicit knowledge, and deductive and inductive approaches to the teaching of grammar.

Figure 31

Students' self-confidence
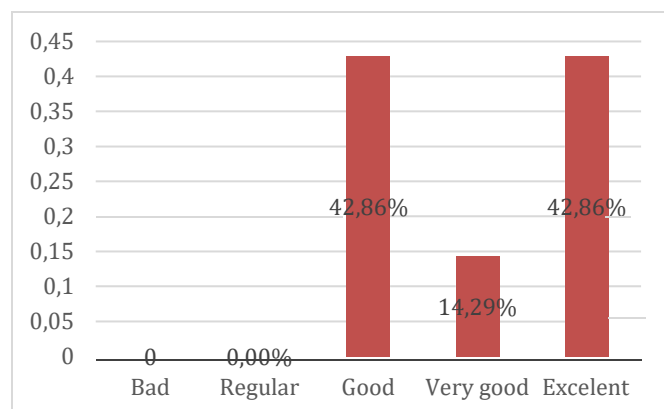
Note. The figure illustrates the percentage of students who rate their self-confidence developed during the course.

Item number 24. How much self-confidence did students develop during the course? The study showed that 42.86% of the students thought that their self-confidence was good, 42.86% excellent and 14.29% very good. The self-confidence projected by the same students who take a basic English course, we could think that they are afraid to express themselves since they do not have enough methods that allow them to express themselves in a favorable environment without showing anxiety or nervousness. One of the biggest difficulties teachers have when teaching English is getting our students to actively participate and develop their speaking skills in class. When students believe in themselves, they are more likely to take on difficult challenges, persist through difficulties, and seek out opportunities for growth.

According to the studies by Jaya, A., Hermansyah, H., & Rosmiyati, E. (2019) the increase in students' oral performance and self-confidence, and the contribution of PBL to both the oral performance of students like self-confidence could be considered as an effective method to teach speaking and increase students' self-confidence. Students need self-confidence to adapt to new challenges and succeed academically.

Figure 32

Interest level developing activities
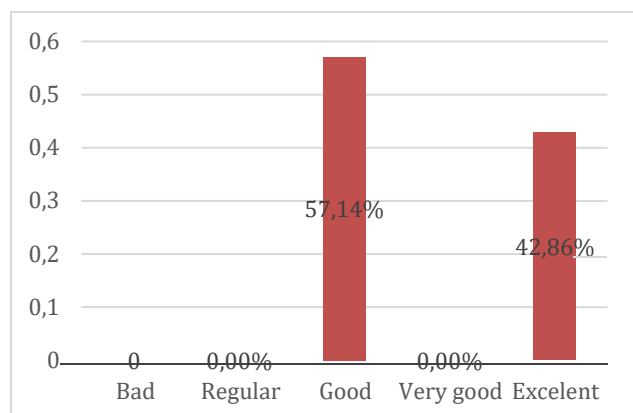
Note. The figure illustrates the percentage of students who rated their interest in developing the activities during the course.

Item number 25. How interested did students feel in developing the activities during the course process? Due to their ability to promote effective communication, interactive activities are the most interesting activities for students. For this reason, 57.14% declared that they were good and 42.86% were excellent. As far I understand, it depends on the variety of engaging and interactive activities that capture the interest of the students, whether they are related to debates on a topic of interest to the students, board games such as Scrabble or Pictionary, Karaoke, Flashcards, or cards. learning with vocabulary, puzzles, word searches, and word games in general. Homework reinforces and helps students to retain the information taught in the classroom, as well as promotes the increase of their general knowledge of the language.

Reaffirmed by the authors Huang, X., & Hu, X. (2016) who highlight that classroom activities, such as dubbing in English, role-playing, brainstorming, etc., can be very useful for teaching oral English. The research activities may help teachers take student perceptions into account when designing lessons for future English-speaking classes.

Figure 33

Perception of results of English activities and tests
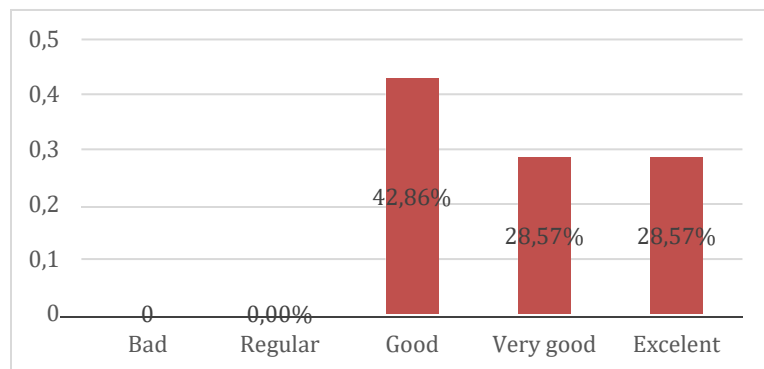
Note. The figure illustrates the percentage of students rated their results reflected in the English activities and tests during the course.

Item number 26. The figure illustrates the percentage of students who rated their results reflected in the English activities and tests during the course. 42.86% of the students thought it was good, 28.57% very good and 28.57% excellent. In this way, I consider it necessary that as teachers we make students aware of the importance of reflective practice on the results obtained. A teacher's attitude, along with his/her role as a mediator, contributes significantly to developing this type of approach. The research teacher has a panorama focused on his/her classroom and school context, in which he/she can closely observe the values, ideas, beliefs, attitudes, aptitudes, and feelings of his/her students, so he/she can help them in a more effective way. Students' cognitive activities are developed based on feedback received by the teacher who evaluates the interactive activities.

Several questionnaires were analyzed to determine how students perceive TOEFL as a standardized test of English language proficiency, according to Raharjo, 5. D. (2020). It revealed that TOEFL as a standardized proficiency test could still be a benchmark to measure proficiency

in English of certain types, such as TOEFL ITP. Also, other assessments could be possible as an instrument to measure English proficiency, such as portfolios, peer assessments, and many more.

Figure 34

Students' attitude toward learning a foreign language
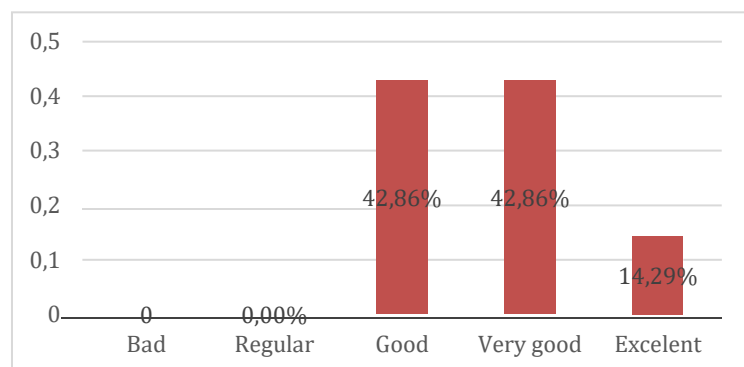
Note. The figure illustrates the percentage rated student attitudes toward studying a foreign language.

Item number 27. How much did students' attitudes toward learning a foreign language?

The study revealed that students have a high interest in learning English as a second language with 42.86% as good, 42.86% as very good, and 14.29% as excellent. For a second language, adults are attracted to studying since they are not immersed in false myths; if they dedicate time and effort, they can achieve positive results. As a result of this study, they showed that it is never too late to learn again. The main problem they will encounter when attempting to learn English as an adult has nothing to do with the difficulty of learning itself, but with their circumstances. In adulthood, they have more responsibilities and less time since they have a job and a family to attend to.

The authors Teimouri, Y., Plonsky, L., & Tabandeh, F. (2022) have defined positive determination as a combination of perseverance and passion for long-term goals. Since the successful mastery of a second language (L2) depends to a significant extent on the sustained

effort of the learners, the notion of this and its relation to language achievement takes on immediate relevance in second language acquisition (SLA).

Figure 35

What level of empathy did students feel toward their English teachers?
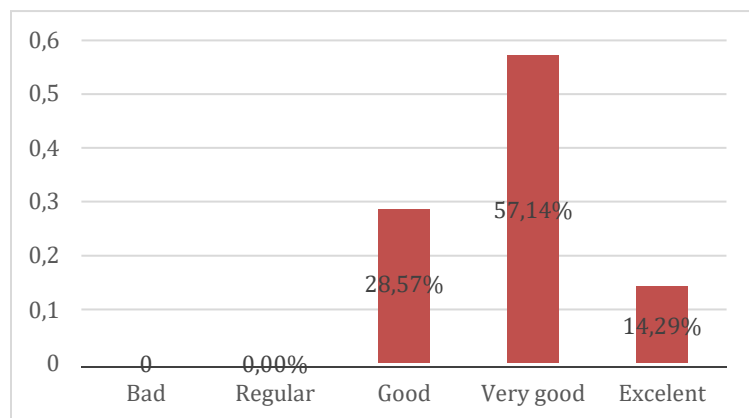
Note. The figure illustrates the percentage rated students' level of empathy did students feel towards their English teacher.

Item number 28. What level of empathy did students feel towards their English teacher? 28.57% of the students indicated that feeling empathy for their teacher was good, 57.14% very good and 14.29% excellent. As we can see in the statistics of this study, the students showed admirable respect for teachers and for the teaching profession. Therefore, the issue has to do with empathy and the teacher's ability to create a connection beyond the academic aspect of the class with the student. The value of empathy in teachers exerts strong power over students because it motivates them, stimulates them and is key to their academic development.

Authors Meyers, S., Rowell, K., Wells, M., & Smith, B. C. (2019) argue that teacher empathy enhances student learning and offer suggestions for increasing teacher empathy. Teacher empathy is the degree to which an instructor works to deeply understand students' personal and social situations. This is done by feeling care and concern in response to students'

positive and negative emotions and responding compassionately without losing focus on student learning.

Figure 36

What influence did their classmates have on the learning process?
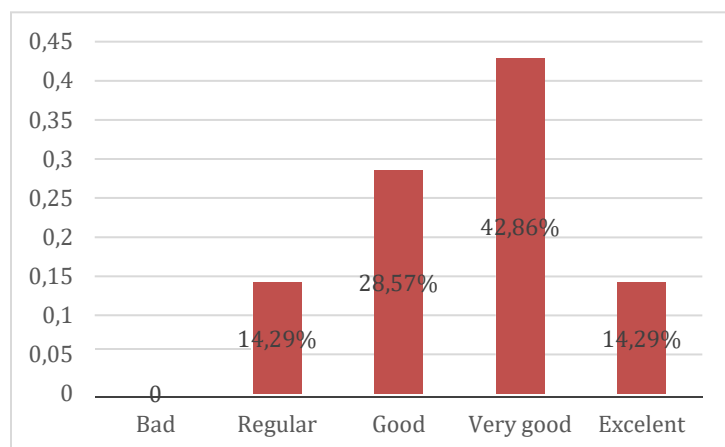
Note. The figure illustrates the percentage rated students' level of influence their classmates have on the learning process.

Item number 29. What influence did classmates have on the learning process? It was found that students rate their classmates' influence as very good, 28.57% as good, 14.29% as excellent, and 14.29% as regular, according to the study. From my point of view, learners are more likely to experiment with a new language and spend more time and effort negotiating meaning. Various collaborative activities have several advantages, such as a high retention rate, since group interaction fosters learning and builds valuable knowledge. Peers can positively and consistently influence student motivation.

The authors Zubiri-Esnaola, H., Vidu, A., Rios-Gonzalez, O., & Morla-Folch, T. (2020) highlight that interaction, participation, and collaboration are believed to be key factors in supporting the successful learning of a second or foreign language. To provide effective dialogic learning, Interactive Groups (IG) are considered useful for fostering interaction, participation,

and collaboration. However, there is a limited understanding of the role of GIs in supporting the

learning of a second or foreign language.

Figure 37

The level of encouragement was students by friends and family
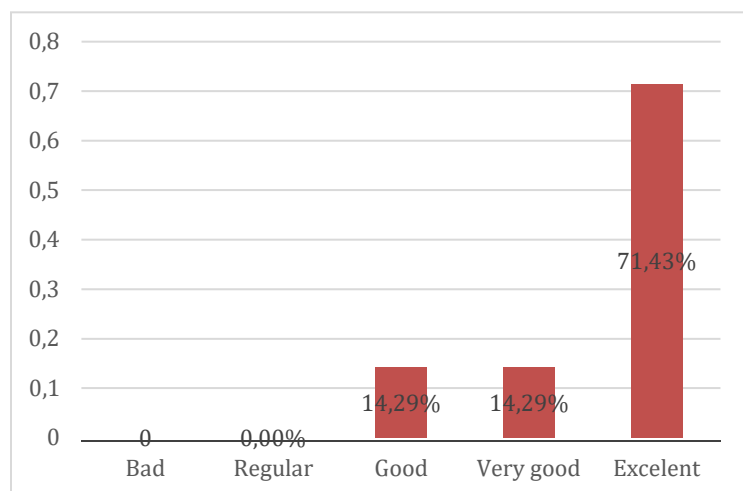
Note. The figure illustrates the percentage rated students' level of encouragement by friends and family.

Item number 30. How encouraged were students by friends and family to learn English? 71.43% rated the level of support from their family and friends to learn English as excellent, 14.29% as very good and 14.29% as good. In this study, the students stated that they had been inspired and encouraged by their families and friends. They showed keen interest in relatives to help them achieve their goals. Furthermore, they would have the opportunity to practice the language with them, or for example that they are promoted in their jobs, but also the ways in which students can mutually benefit from their external learning environment.

According to the authors Rindiani, V. L., Hasanah, D., & Nafiah, U. (2021), they see that the interest of students does not include all the indicators of a particular activity. If someone is interested in having a deep interest, being encouraged to prepare more for something, having a

deep desire and curiosity and joy in doing it. So, the factors that affect it are 1. Internal factors: health, promptness, attention, and intelligence. 2. External factors: family, teachers, school facilities, and peers.

Figure 38

Level of enthusiasm of students for learning English
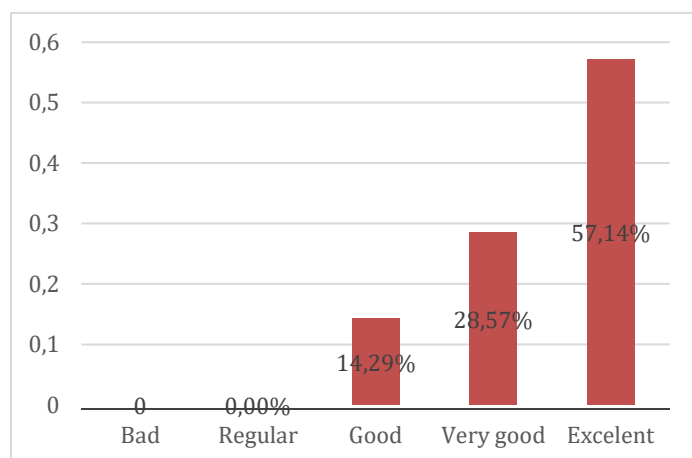
Note. The figure illustrates the percentage rated how enthusiastic students are about learning English.

Item number 31. How enthusiastic are students about learning English? Among 57.14% of respondents, enthusiasm for learning English is excellent, 28.570 very good, and 14.29% very good. I consider, rather than just enthusiasm, stable motivation should be centered on learning English. The skills can be applied to a variety of topics, including travel, watching series or movies, or understanding songs and lyrics. To avoid giving up and leaving the process incomplete, find a stimulus to experience satisfaction and develop a realistic goal. This can only be done over time, making progress that is not necessarily spectacular, but constant. Therefore, from time to time it is worth remembering how many opportunities open to us by knowing this language.

The researcher Yulia, Y. (2022) recommends that, for example, animated videos generate a positive learning environment and enthusiasm, since they educate and entertain students at the same time. In short, an animated video was an effective tool to improve students' motivation to learn English and make them appear less anxious.

Figure 39

Students' interest in Anglo culture
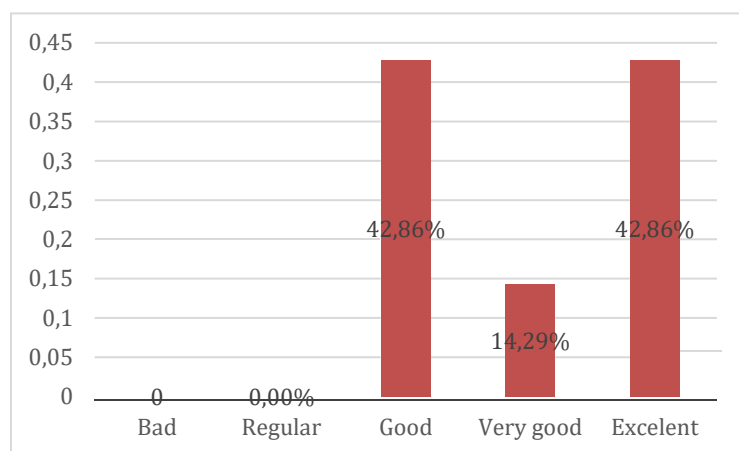
Note. The figure illustrates the percentage rated how interested students are in Anglo culture.

Item number 32. How interested are students in Anglo culture? 42.86% of the students surveyed said that their interest in Anglo culture was excellent, 42.86% good and 14.29% very good. I can attest to the importance of adult English learners in Colombia showing an interest in Anglo culture. From my point of view, in today's globalized world, learning a language requires more than just memorizing grammar and vocabulary; it also involves gaining insight into the native speakers´ culture and customs. By familiarizing themselves with Anglo culture, students can improve their language comprehension and intercultural communication skills. This can lead to more meaningful and effective conversations with native English speakers. Additionally, knowledge of Anglo culture can prove advantageous in various aspects of life, including

business, tourism, and international relations. For instance, Colombian entrepreneurs who understand Anglo business culture can communicate more effectively with their English-speaking counterparts, leading to better business opportunities. Ultimately, adult English learners in Colombia who take an interest in Anglo culture can better position themselves to succeed in a range of social and professional situations.

Armstrong, S. J., & Li, Y. (2017) highlight that Anglo-Saxon managers adjust more effectively when their learning styles are congruent with the demands of the host culture. Their levels of accumulated managerial tacit knowledge and adaptive flexibility were also associated with their learning styles, which in turn led to more effective adjustment to the host culture.

Figure 40

Attitudes of their group members
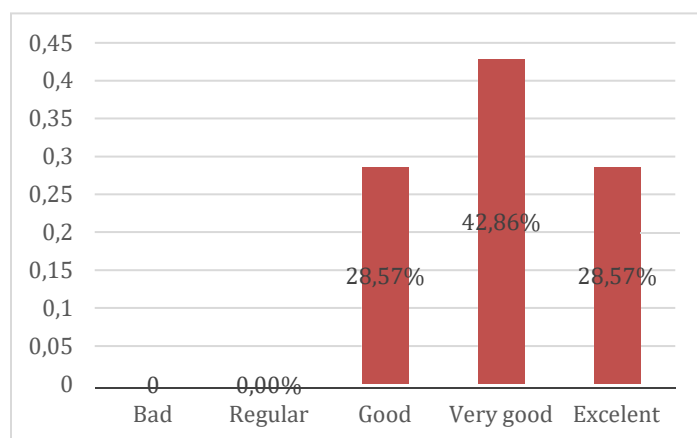
Note. The figure illustrates the percentage of students who rated the attitudes of their group members.

Item number 33. How did students rate the attitudes of their group members? The research showed that the attitude of the group members was very good at 42.86%, excellent at 28.57%, and good at 28.57%. The research showed that group members in foreign language classrooms were generally positive. This indicates that English course teachers' strategies and

techniques created a favorable learning environment. Language learning requires interaction skills to improve communication abilities and boost self-confidence. This can prove useful in daily interactions with non-native speakers in various contexts. Overall, fostering positive attitudes and effective interaction in a foreign language classroom is vital for improving language learning and communication skills.

Dagarin, M. (2004) focuses on the development of interaction in a foreign language classroom, where teachers can help students develop their interaction skills, and students themselves can apply various strategies to become effective communicators in a foreign language. First, the different roles of the teacher and the student are presented. Secondly, different types of classroom organization are described to encourage interaction between the different participants in the classroom. Putting all the techniques and strategies into practice will result in better classroom interaction. This can be expected in everyday life situations when students communicate with foreign speakers.

Figure 41

Level of commitment of the students during the course
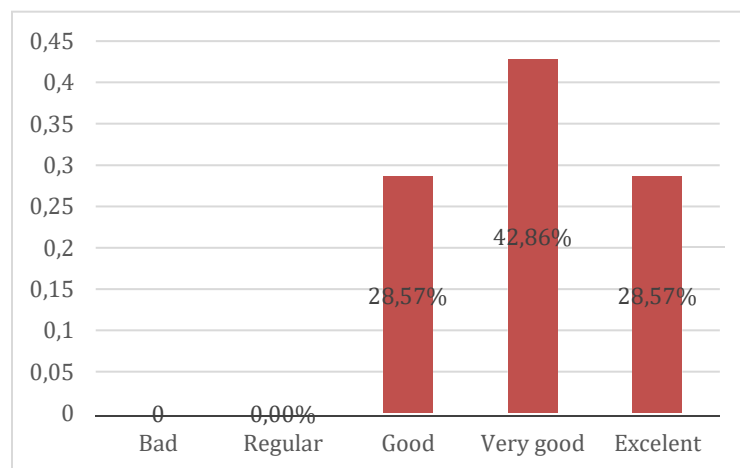
Note. The figure illustrates the percentage of students who rated their level of commitment during the English course.

Item number 34. How engaged were students during the English course? 42.86% of the students answered that the level of commitment during the English course was very good, 28.57% declared that it was excellent and 28.57% said that it was good. It can be inferred that most adult English learners in the course showed a high level of commitment, with almost 70% rating it as either very good or excellent. This suggests that these learners were actively engaged and dedicated to their learning, which can be a positive indicator of their motivation to improve their language skills.

Having a high level of commitment is essential in language learning, as it requires consistent effort and practice over time to achieve fluency. Adult learners who are committed to their learning are more likely to put in the necessary effort and time to achieve their language learning goals. The result indicates that many adult English learners in the course were committed to their learning, which is a favorable sign for their language learning progress and success.

The authors Shaaban, K. A., & Ghaith, G. (2000) found that integrative motivation, effort, valence, expectation, and self-esteem of ability were determinants of internally related motivation to learn English as a foreign language. Instrumental motivation was found to be related only to integrative motivation and valence.

A qualitative analysis of activities and didactics for learning English

The qualitative analysis of didactics and distractors in learning English is crucial to identify

effective strategies considering the rating given by the 25 adult English learners. It is also crucial

to reduce the factors that hinder learning through recommendations tailored to this study.

Table 2

Didactic activities

Didactic activities	# opinions	Porcentaje
Sing songs in English.	10	18,52%
Answer random questions.	8	14,81%
Videos.	7	12,97%
Roleplay.	6	11,11%
Make sentences out of random words.	6	11,11%
Speaking activities.	4	7,41%
Audiobooks.	3	5,56%
Readings.	3	5,56%
Games in English.	2	3,70%
Continue a story.	2	3,70%
Exercises.	1	1,85%
Flashcards.	1	1,85%
Podcast.	1	1,85%
Total	54	100,00%

Note. The table illustrates the percentage of students giving their opinion about the most didactic
activities they enjoyed.

Asking the adult learners of basic course 1 of the Fundación Intercultura about the

didactics they like the most, as well as the determination of the intrinsic and extrinsic factors that

affect and distract them in their learning process through a questionnaire of 4 questions and

multiple options where they indicate their preferences.

Examining the factors that motivate and demotivate adults to learn basic English at Fundación Intercultura and identifying didactic activities.

In the 54 opinions reflected in the didactic activities preferred by adults learning English, the table shows that 18,52% prefer singing songs in English corresponding to 10 opinions. I can observe that many English learners enjoy singing English songs as a fun and effective way to learn. Music is a powerful tool for improving pronunciation, intonation, and listening comprehension, and singing English songs allows students to practice these skills playfully and engagingly. Additionally, songs can be an effective means of learning new vocabulary and idioms while enhancing long-term memory. In summary, singing English songs is a popular teaching strategy because it helps students improve their language skills enjoyably and constructively. It is reaffirmed by the authors Passiatore, Y., Pirchio, S., Oliva, C., Panno, A., & Carrus, G. (2019), who point out that it is a teaching strategy that avoids anxiety and self-efficacy in learning linguistic competencies. In second language learning activities, acquiring more vocabulary indicates the tool's viability as a positive pedagogical tool.

8 of the opinions corresponding to 14,81% preferred answering random questions, in my opinion, answering random questions in English is a popular teaching technique because it encourages students to think reflectively and practice their language skills in real-time. By answering spontaneous questions, students must use their existing knowledge and quickly recall relevant vocabulary and grammar rules, which can improve their language proficiency and confidence. Additionally, the unpredictable nature of random questions can keep students engaged and interested in the active learning process. Overall, answering random questions in English can be an effective and enjoyable way for students to enhance their language abilities.

Which is also highlighted by the author Oweis, T. I. (2018), who revealed statistically significant differences in performance between the two groups, indicating that the experimental group developed better than the control group. The motivation of the groups to learn English also differed significantly. It is worth highlighting the contact with Native Speakers.

The English students of the Fundación Intercultura highlighted that the videos are an adequate strategy, 7 of the opinions corresponding to 12,97%. It could be argued that watching videos is an appealing teaching method for learning English because it offers a multimedia approach to language learning that can enhance students' listening and comprehension skills. Videos can expose students to different accents, colloquial expressions, and cultural contexts, making it an effective tool for improving their overall language proficiency. Additionally, videos can be tailored to different levels of language proficiency, allowing students to select the content that aligns with their learning needs and interests. This personalized and flexible learning approach can make the language acquisition process more engaging, relevant, and enjoyable. The videos are a striking didactic tool for students since, at the same time, they can hear the sounds coming from native speakers to avoid deviations in the context and see since the images capture more of the student's attention. In their studies, the researchers Wahyuni, A., Utami, A. R., & Education, E. (2021) in their research, revealed the use of YouTube videos in encouraging speaking skills.

6 of the opinions corresponding to 11.11% of those surveyed showed interest in roleplay didactics, in my view, role-playing is an appealing teaching method for learning English because it allows students to practice their language skills in a simulated real-life context. By assuming different roles and scenarios, students can improve their fluency, pronunciation, and communication skills. Furthermore, role-playing provides a fun and engaging way for students to

express themselves creatively and imaginatively, which can enhance their motivation and interest in the learning process. In short, role-playing in language learning is a highly effective and enjoyable technique that help students become more confident and proficient in their English abilities.

The author Kramsch, C., & Uryu, M. (2020) uses a hybrid approach highlighting that contact intercultural education is essential, including those in virtual environments. In addition, the research developed for students of the educational entity object of this study reveals that role play is one of the favorite activities, that is why it is in third place in this study. As reported by Alghamdy, R. (2022), participants of a control group improved their communication skills in areas such as clarification, explanation, and making statements through role-play, which is essential for acquiring competence in communication skills with their peers in the experimental group.

There were 6 opinions in the survey, which corresponds to 11,11% who were in favor of the didactics of making sentences out of random words since sentence structures in a context are more recommendable than memorizing vocabulary lists. From my perspective, making sentences out of random words is a captivating teaching method for learning English because it challenges students to think creatively and logically about the language structure. This approach can help students develop their grammatical skills, vocabulary, and sentence construction in a fun and interactive way. By using random words, students are encouraged to think outside the box and form creative and unique sentence structures, which can enhance their language proficiency and creativity. Moreover, this technique allows for a personalized and adaptive learning experience, where students can choose the level of difficulty and pace of their learning, making it an intriguing and compelling approach to language acquisition.

Fons, I. T., & Doménech, E. V. (2022) suggest that one or several words to complete a sentence; may cover different skills), sentence/word ordering exercises (restructuring sentences or words for coherence and connection.

4 of the opinions corresponding to 7.41% regarding speaking activities are essential in this study since oral communication skills and the ability to improve pronunciation are critical for increasing communication skills. Speaking activities is a fundamental teaching strategy for learning English as a second language. Speaking practice allows students to put their knowledge into action and develop their ability to communicate in real-life situations. By engaging in conversations, learners can improve their fluency, accuracy, and confidence in speaking English. Moreover, speaking participation provides a valuable opportunity for students to receive feedback from their teachers and peers, allowing them to identify areas for improvement and work towards achieving their language goals.

Therefore, it is necessary to find ways of generating habits constantly and actively so that students feel that teachers are providing them with adequate didactics. They express their tastes for the subject and their self-perception of oral competence. They choose more appropriate theoretical approaches. The authors dos Santos, J. C., de Souza, V. V., & Vélez-Ruiz, M. (2020) recommend more studies on the connection between emotions and oral production, feeling, and other abilities.

The opinions of 3 of the respondents, representing 5,56%, showed that audiobooks are enjoyable to listen to since learning English is largely accomplished through listening to fun stories. It can be argued that audiobooks have been recognized as a beneficial tool for enhancing English listening and pronunciation abilities. In addition, they facilitate the acquisition of grammatical structures and vocabulary. Nevertheless, to achieve comprehensive language

learning, it is essential to supplement audiobooks with ample practice in both written and oral communication. The secret to learning English is to listen and train our ears, as explained by the Language Acquisition theory by Stephen Krashen, S.D. (2003); listening is the one that pulls all the others and allows us to progress up to 5 times faster.

3 of the opinions corresponding to 5,56% reflect that the readings might be adapted in different ways and contexts. For example, on the web, reading news, books, stories, and comics. It would seem reading is an essential skill for learning English, as it enhances vocabulary, grammar, and language comprehension. Furthermore, reading can be an enjoyable and engaging approach to acquiring the language, as a diverse range of interesting texts on a variety of topics is readily available. Students can thus benefit greatly from integrating reading into their English learning. According to He, X. (2021) there is a strong connection between understanding web pages and acquiring an appropriate vocabulary by observing the different grammatical structures in the text. English reading materials are integrated using a feature model, and an adaptive recommender system is built using the ID3 method. In addition, the design of the proposed English reading learning system employs a hybrid of software and hardware. This will benefit a wide variety of groups, especially universities, colleges, and organizations.

The opinions of 2 people in the survey, corresponding to 3,70, state that the games in English are a fun didactic, since today we find them both on different web pages and mobile applications. From my personal standpoint, games are an effective tool for learning English as they offer a fun and interactive experience that can improve vocabulary, grammar, and understanding of the language. Furthermore, the games can be adapted to different skill levels and topics of interest, making them a personalized and effective way to learn the language. In short, games can be a valuable addition to the English learning process. Researchers Rudis, D., &

Poštić, S. (2017) stated that many academic papers examining the connection between video games and English language learning describe how video games can influence language learning. In the last decade, linguists and cognitive psychologists have become increasingly interested in the influence of video games on foreign language acquisition.

2 of the opinions representing 3,70% chose that continuing a story is an appropriate didactic since connections are created by creating a sequence of new ideas that allow us to think and imagine possible and imaginable scenarios. Continuing with a story to learn English can be a highly effective and enjoyable way to improve language skills. Through this method, learners can engage with language in a creative and interactive manner. It provides opportunities to practice grammar, vocabulary, and sentence structure. Additionally, immersive storytelling can help learners develop their listening and comprehension skills, as well as enhance their cultural understanding of the English-speaking world. In short, continuing a story is an imperative approach to English language learning that can provide a fun and engaging learning experience. Nuñez, M. T. E., & Ríos, A. V. G. (2019) revealed that storytelling is appropriate since it takes cultural differences and perceptions that generate an impact on the English language learner, so it becomes an exciting and dynamic didactic.

As a result of the diverse types of exercises, 1 of the opinions reflecting 1,85% mentioned them, including those observed during class, where teachers print worksheets with illustrations to fill in blanks, relate vocabulary, choose multiple answer options, and answer open-ended questions both verbally and in writing. I believe that exercises are a valuable tool for learning English. They enable learners to practice and reinforce grammar rules, vocabulary, and other language skills in a structured and focused manner. Exercises can be customized to meet the needs and level of each learner, offering opportunities for both beginners and advanced learners

to improve their language proficiency. However, it's crucial to balance exercises with other language learning activities, such as reading, listening, speaking, and writing, to ensure a comprehensive language education. Hao, Y., Lee, K. S., Chen, S. T., & Sim, S. C. (2019) indicate that mobile applications enable students struggling with the English language, especially vocabulary learning, to take advantage of these didactic tools. A positive attitude towards continuing a learning process is promoted.

According to the survey, 1 of the opinions corresponding to 1.85% reported liking flashcards. From my point of view, flashcards play a vital didactic component in the learning process, likely due to their ease of use and effectiveness. A key advantage of flashcards is their ability to be used independently. They help students retain information about introductory words and grammatical structures, especially when paired with attractive images on one side.

When used effectively, flashcards enable learners to interact with information, making it simpler to retain. And even more so now that we can download or have mobile applications to adapt favorite words and sentences and review them in an enjoyable and meaningful way. Wazir, H. A. S. B., Othman, A., & Mohd Yusoff, Y. (2018) describe that flashcards have an educational interaction path to explore for efficient improvement since repetition is still necessary for a more strategic and dynamic way.

1 of the opinions correspond to 1,85%, pointed out that podcasts are also a striking didactic for students prefer them since they are valuable tools to practice listening, and they can be listened to while studying at home or while driving, cooking, cleaning, or exercising. Listening to a language is the key to improving comprehension. Podcasts in English can help us understand the language more naturally. They provide insights into how native speakers use the language, including sentence structure and tone, which convey different meanings. By regularly

listening to English podcasts, we can improve our language understanding. Abdi, S., &

Makiabadi, H. (2019), in their study carried out to illustrate that the integration of podcasts into

the curriculum and related study programs to support the listening class helps to provide more

contextual and communicative materials. It is an alternative means to encourage innovation.

Table 3

Extracurricular activities adult learners do

Extracurricular activities	# Opinions	Percentage
View educational video tutorials on the Internet.	13	25,00%
Search the Internet and research topics of interest.	10	19,23%
Watch Series, movies in English.	7	13,46%
Mobile apps.	5	9,62%
Study with friends and family.	5	9,62%
Contact with native English speakers	4	7,69%
Karaoke in English.	3	5,77%
Classes with a private English teacher.	2	3,85%
Travel experiences abroad.	1	1,92%
Attend a private English academy.	1	1,92%
Subscribe to English clubs.	1	1,92%
Total	**52**	**100,00%**

Note. This table shows the number of students who participated in giving their opinion about the extracurricular activities they enjoy the most.

The next subject matter concerns the extracurricular didactics that adult English learners

indicated that they practice or like to practice during their learning process.

According to the results, 25% of the opinions in this study highlighted that viewing

educational video tutorials on the Internet is an interactive way that has resources for students

from beginner to intermediate and advanced levels to develop speaking, listening, writing, and

reading skills well in English. I consider that learning English through video tutorials offers several benefits, including flexibility in learning times and locations, the ability to repeat lessons as many times as necessary, the availability of interactive resources, and access to a wide variety of materials and accents. In addition, video tutorials can be a cheaper option than face-to-face classes and allow students to progress at their own pace. In their article Wu, H. C., and Chen, C. W. Y. (2020) found that YouTube is a valuable and attractive platform that learners can use autonomously to continue their learning process. An innovative teaching system that highlights their perceptions and experiences through pedagogical implications seeks this attraction.

Search the Internet and researching topics of Interest is a didactic option chosen by the students under study 19,23% because it has to do with the overall motivation to learn English and how it was related to their attitudes towards English lessons in the classroom. In my opinion, learning English and using the Internet to research topics of interest offers many benefits. On the one hand, it allows you to improve your communication skills in English and expand your vocabulary in the language. On the other hand, exploring topics of interest in English can help expand knowledge in different areas. Moreover, it can improve the ability to understand and analyze texts in the language. Because much of the information online is available in English, accessing information in English can be helpful for academics, work, or personal reasons.

Lamb, M., & Arisandy, F. E. (2020) also highlighted how this relates to levels and types of online activity broadly matched findings in other contexts, with students favoring entertainment and self-instruction over the exercise of social orientation. They consider being highly correlated with a positive attitude toward learning in the classroom.

The study revealed that watching series and movies in English are the extracurricular activities preferred by the adult English learners of the Fundación Intercultura, with a revealing

13.46% of opinions in favor of this type of didactics. From my perspective gaining understanding English by watching series and movies in English has several benefits. First, it can significantly improve listening comprehension of the language, allowing students to get used to different accents and intonations. In addition, it can help students learn English vocabulary, expressions, and colloquial phrases in real contexts. Watching movies and series in English is also a fun and entertaining way to learn and practice the language. This can help students stay motivated and engaged in their learning. Lastly, viewing content in English can help students become familiar with English-speakers, culture, and lifestyle, which can be useful for those who plan to travel or live in English-speaking countries in the future.

The platforms and more channels are released for online content where the student chooses their streaming preferences, in addition to offering innovative subtitle systems, which makes it more attractive and interactive to motivate learning in a fun way. According to the author De Wilde, V., Brysbaert, M., & Eyckmans, J. (2020) highlighted that learning via streaming videos is a striking extracurricular didactic that captures the student's attention, offers an active, positive engagement that benefits from an interactive multimodal input for language acquisition.

Mobile apps are undoubtedly a resource no English learner should resist; 9,62% of those surveyed under study chose this option as an extracurricular activity to be proficient and autonomous in their learning process. As far as I know learning English through mobile apps has many benefits. They offer flexibility and convenience, adapting to the student's level with interactive exercises that improve language skills. Educational resources like dictionaries, grammar, listening, reading exercises, and skills tests help students learn independently and at their own pace. Mobile apps also make language learning engaging and enjoyable, keeping

students motivated. The variety of apps available is a motivational factor that helps students acquire knowledge more easily and quickly.

The author Mospan, N. (2018) points out that with mobile applications, to learn English. We enjoy unprecedented instant access to traditional education, and mobile technology is changing how we live and is beginning to change what we know and learn.

Study with friends and family 9.62% of some students chose this option since close accompaniment is crucial, even more so if they have the same learning interests with which they can interact and feel encouraged by their family members to continue a process, and they learn methods that adapt at their own pace, it is a way to interact and put into context what they have learned by practicing with their loved ones. Learning English with friends or family can be very beneficial. For starters, studying in a group is often more enjoyable and motivating than working alone. It can also help everyone stay focused and set shared goals. Additionally, practicing with native English-speaking friends or family members can enhance listening skills and pronunciation, both crucial for speaking with confidence. Lastly, learning together encourages collaboration and idea sharing, which can broaden knowledge and understanding of English-speaking cultures and lifestyles. Wahyuni, A., Utami, A. R., & Education, E. (2021) emphasize that Speaking Encounters should first have to use oral test practices as much as possible and necessary.

The contact with native English speakers in 7,69% was an option chosen by the students of the Fundación Intercultura since today there are exchange sites online and in some centers of the capital cities where those interested can contact them. The best part is that these websites help us find people willing to voice chat and even native English speakers who live near us.

I have no doubt that learning English with native speakers has many advantages. First, it can enhance listening comprehension and pronunciation as the native speaker can provide feedback on proper pronunciation. Second, it enables learners to become familiar with English-speaking cultures and lifestyles, enhancing their communication skills. Studying with native speakers can also improve vocabulary and grammar naturally, as real-life expressions are used. Practicing with foreigners can further foster listening skills and pronunciation, relevant for confident communication. Ultimately, studying together promotes collaboration and idea-sharing, broadening knowledge and understanding of English-speaking cultures and lifestyles.

The author Thomason, S. (2020) describes if contact is intense enough, especially if it is not imperfect learning, then the typological distance is not a barrier to extensive structural borrowing, so contact with native speakers is a topic of immersion since them learning in a more significant way in the intercultural environment.

Karaoke in English 5,77% was selected by the students surveyed since it is an interactive and striking didactic form for English learners. From my experience, learning English through karaoke can be beneficial for several reasons. Firstly, it's a fun way to practice pronunciation and improve fluency. In addition, karaoke songs often include song lyrics, which improves listening comprehension and expands vocabulary. Through the songs, they express feelings and capture the attention of the students, who can attend both online and in person to enjoy this type of activity. Lastly, karaoke can be socially and culturally enriching, allowing students to connect with English-speaking music and culture in a deeper and more meaningful way.

Karsono, K. (2019) points out that the effect on improving articulation and pronunciation of this system is a potential in English acquisition. To speak, one essentially needs several sub-skills, including vocabulary, grammar, and pragmatics. However, the most important of these

skills is pronunciation. Adams-Goertel (2013) stated that for every EFL student or non-native speaker, pronunciation is essential to distinguish meaning or produce understandable expressions.

In my opinion, the fact that 1.92% of the surveyed students mentioned that traveling abroad can improve their English skills highlights the importance of cultural immersion and real-life context in language learning. By exposing oneself to different cultures and interacting with native speakers in authentic settings, language learners can enhance their language skills and gain a deeper understanding of the language and its nuances. However, it's worth noting that language learning is a complex process that involves various factors, and travel alone may not be enough to achieve fluency in a language. In short, travel experiences abroad are 1,92% since students who have this possibility are a real immersion in the language by having direct contact with real-life situations in intercultural contexts.

In classes with a private English teacher with 3,85%, some of the respondents have the possibility of hiring this alternative since they consider that guided and feedback learning is essential, revealing that the lessons with a private teacher directly guide the continued learning of the English language. English classes with a teacher have numerous advantages. Firstly, the teacher can customize the lessons to meet the individual requirements and objectives of the student, making the learning process more efficient and productive. Additionally, private classes enable greater individual attention and feedback, allowing students to receive personalized guidance on their language abilities. Furthermore, private classes can create a more relaxed and comfortable learning atmosphere, which enhances confidence and motivation in the student. Finally, private classes can be arranged at times convenient for the student, providing flexibility in their learning journey.

Yung, K. W. H. (2015) in his study explores the impact of English private tutoring (EPT) on language learning and pedagogy in the context of Chinese learners in Hong Kong. The study reveals that although participants considered EPT indispensable for their secondary education, they did not believe it was an effective way to improve their English proficiency. This is excessive focus on examination skills rather than communication in English. The study highlights the need for further research on shadow TESOL practices to understand the unintended consequences of educational changes and their impact on learning mediated by sociocultural conditions.

1,92% of the students would attend a private English academy to receive direct advice and support in meetings, especially for speaking purposes. From my perspective, although it can be expensive, some students understand this gap. However, the benefits of receiving feedback and interacting with classmates can make it a worthwhile investment for those serious about improving their English skills. In a structured classroom setting, students can receive personalized attention and guidance from qualified instructors. In addition, they can practice speaking and listening in a group setting. The cost may be a concern, but the potential long-term benefits of improved language skills and increased job opportunities make it a valuable investment.

The author Navarro, D. (2022) points out that the class struggle and those that were ideas in an external way that allows us to speak of "private teacher"; in which he proposes a turn towards the private, towards our emotions that drives us to guided learning.

Finally, A similar opinion is held by those who pointed out that subscribe to English Clubs 1,92% of the opinions reflected this option since would have the opportunity to interact with other students with the same needs where would directly correct their existing faults. As far

as I understand, joining English clubs can be an effective strategy to enhance language learning. English clubs provide an opportunity to practice the language in a supportive and social environment with other students who share common interests. Additionally, English clubs can provide access to additional learning resources, such as materials and activities that can be helpful in improving language comprehension. By participating in an English club, students can improve their fluency and confidence in speaking and receive appropriate feedback from their peers and mentors.

According to Chalela, P., McAlister, A. L., Despres, C., Muñoz, E., Sukumaran, P., Akopian, D., ... & Ramirez, A. G. (2022) this exploratory study found that reaching out to tobacco users in bars and clubs is a feasible method to enroll participants in a mobile smoking cessation program. Approximately 8.5% of the nearly 4,000 people approached formally registered as enrollees, with 1 in 5 ready to quit and 1 in 7 achieving 1 week of nonsmoking. However, subsequent response rates to assessment questions were too low to draw conclusions about the long-term impact. The study suggests that incentives could improve response rates and further research is needed to understand the long-term effects of mobile cessation services.

A qualitative analysis of activities and distractions that impact English learning

Understanding the activities and distractors that affect English learning is imperative because it allows for the development of effective language learning strategies. In addition, it allows the identification and removal of barriers that hinder progress. By analyzing these factors, educators can create a positive and engaging learning environment that fosters motivation and success. Furthermore, learners can become more aware of potential obstacles and overcome them. Overall, a qualitative analysis of activities and distractors is crucial for success in English language learning.

Table 4

Factors that negatively affect or delay the learning of English

Factors that affect or delay the learning of English	# Opinions	Percentage
Lack of interest.	17	22,37%
Laziness.	10	13,16%
Pedagogical aspects.	12	16%
Coexistence	9	11,84%
Irresponsibility.	7	9,21%
Crisis management.	7	9,21%
Loneliness.	4	5,26%
Cognitive aspects.	3	3,95%
Waste of time.	3	3,95%
Bullying	2	2,63%
Economic problems.	1	1,32%
Social circumstances.	1	1,32%
Anxiety.	0	0,00%
Disgust towards the English teacher.	0	0,00%
Psychological problems.	0	0,00%
Teacher performance.	0	0,00%

	Total	76	100,00%

Note. This table shows the number of students who participated in giving their opinion about the factors that most negatively affect or delay their learning process.

Factors that negatively affect or delay the learning of English according to the opinion of the adult learners surveyed.

According to the results of this research which are reflected in Table 4, the lack of interest is also reflected in a high percentage corresponding to 17 opinions, which is 22,37%. It seriously interferes with motivation. Lack of interest can significantly impact English learning. Without motivation and engagement, it can be challenging to absorb updated information and stay committed to the learning journey. The most effective way to overcome this hurdle is to make English language learning fun and relevant to student's interests and goals. It is crucial to foster a positive attitude and curiosity toward the language to learn English. As expressed by the author Nagashibaevna, Y. K. (2019) shows that passive learners feel very uncomfortable and feel somewhat pressured to make an effort to catch up with their peers, that is, when they are forced to learn actively and at their own pace, it is because they could have some kind of motivational driver and be interested in activities that allow you to have a positive internal attitude.

Laziness is an intrinsic factor that most affects students' performance, with a high percentage, and influences motivation, 10 opinions correspond to 13,16%. From my perspective, laziness harms learning English. Being focused and dedicated to studying can be challenging for people without motivation or engagement. This lack of effort can lead to slower progress and limited language acquisition. Students may miss significant opportunities to improve their skills if they do not maintain consistent practice and dedication. This condition may ultimately hinder their ability to communicate effectively in English. Since this is reaffirmed by the authors Aguilar, N. S., Badillo, B. S. D. S., & Jöns, S. (2017) concerning factors that are attributable to

the student since laziness is something hardened that constantly examples a disruptive aspect that affects and delays what progress is not detrimental in the activities, which leads to the accumulation of homework and hours of lost work and the energy that is required later concentrated.

The surveyed students indicated that pedagogical aspects, which constitute an external factor, affect motivation by 16% corresponding to 12 opinions. I strongly believe that pedagogical aspects such as teaching methods, materials, and assessments have a relevant impact on students' English language learning outcomes. Effective pedagogy should prioritize learner-centered approaches that consider students' individual needs, preferences, and learning styles. Educators can foster a positive and supportive learning environment that promotes language learning success by tailoring engaging and interactive learning experiences to meet the unique learning needs of their students. These are aspects that revolve around the institution with what is governed in the study plans. If there is no process to reform processes, methodologies, and innovative strategies, the learning process will become tedious. According to the authors Hernández, J. W. T., & Mora, M. C. G. (2021), pedagogical planning improves the quality of the implementation of adequate didactics and the application of ICT technologies.

From learning English to other coexistent crises, 9 of the opinions corresponded to 11,84% indicated concern about how to know how to handle coexistence since it is believed that feeling frustrated when rethinking life about our profession, interests, and approaches to success. One strategy to overcome this negative feeling is to locate material with high educational content so that it is key and increases motivational power by taking it in an enjoyable way instead of turning it into a tortuous obligation. According to Costa, F., & Mariotti, C. (2020), international coexistence reflects a point that makes one reflect and consider the reflective opinions of

students to explore the sociolinguistic profile and linguistic diversity of local and international students who attend English-language middle school (EMI) courses.

As 7 of the opinions indicated irresponsible being the reason, which represents 9,21%, the impression is that students who fail to dedicate enough time and effort to their studies are feckless. Language learning requires consistent practice and dedication. Without these, students are unlikely to make significant progress and may miss out on valuable opportunities for personal and professional growth. Teachers must be active in stimulating learning and informing students about strategies that avoid procrastination so that students understand their own role and assume responsibility to avoid excuses, which is a challenging task to be more engaged in the learning process. Pérez de Cabrera, L. B. (2015) points out that the role of the teacher in strengthening autonomous learning is vital: the student's perspective and the relationship with her academic performance.

7 of the opinions correspond to 9,21% affirming that dealing with crisis management is essential in the academic environment. In my opinion, crisis management skills are essential for English language learners as they help to minimize the negative impact of unexpected events, such as technical difficulties during face-to-face classes or personal emergencies, on their language learning progress. By developing effective crisis management strategies, students can maintain their focus and motivation and continue to make progress toward their language learning goals despite challenging circumstances. According to the author Sidiropoulou, M. (2019) points out that crisis events, vulnerability, and resilience in articles in English provide us with approaches in relation to the type of crisis, emerging patterns of crisis management and dangers in which we must find the best strategies to avoid those distractors that affect us and approach it in a collaborative and self-taught way.

5,26% of the opinions correspond to 4 students who highlighted that it is essential to overcome loneliness to be focused on studying English since working in a team is essential because it stimulates social skills and recommends constant socialization. As far as I am concerned, overcoming loneliness is essential for successful English language learning. Loneliness can negatively impact motivation and learning outcomes, making it crucial for learners to build social connections and seek support from peers, tutors, and language exchange partners. By connecting with others who share their language learning goals, learners can enhance their motivation and maintain a positive attitude towards the learning process, leading to improved outcomes and greater satisfaction with their progress. According to the author Carrasco Mayoría, M. P. (2019), this problem of loneliness has grown; it is a perception of psychological control of students and teachers, it was also a significant predictor of student demotivation, so the signs of this negative feeling must be recognized and not isolate themselves socially. It is also imperative to protect them from sadness and seek help to improve their mental health.

3,95% of the opinions correspond to 3 students who highlighted that it is essential to consider cognitive aspects to be focused on studying English for effective learning as it can improve memory retention, language processing, and critical thinking skills. In agreement with Cenoz, Jasone (2003) considers that the early introduction of foreign languages must be studied in relation to the educational context of cognitive development in which it is carried out and for all students, which includes attention, perception, position that in the learning process requires a cognitive procedure.

Regarding loss of time, 3,95% of the opinions correspond to 3 students considering the diversion of their priorities seriously affects their approach to learning a second language since it

is well known that it requires high discipline and constant practice and applicability prioritizing what is most important when in a classroom, for which they need to manage properly their time to avoid procrastination of their activities that in the case of the fulfillment of their tasks. In fact, wasting time on non-academic activities can affect English learning by decreasing the time and attention available to devote to the study and practice of the language. Additionally, it can affect the motivation and focus needed to achieve learning goals and improve language proficiency. To achieve success in learning English, it is essential to balance non-academic activities with the time allocated for language learning, to optimize results. According to Wang, H. C., & Chen, C. W. Y. (2020), to avoid wasting time, a didactic strategy is to get more out of life and self-regulate in our own language, so an outstanding tool is a tool of learning through educational videos on the YouTube platform.

2 of the students correspond 2.63% indicated that bullying affects their concentration in learning English; although the students are adults over 40 years of age, some of them make jokes among themselves, for which reason it is not tolerable from classmates who want to express themselves in a fun way without having to offend their peers. Bullying can harm adult English learners by lowering their self-esteem and self-confidence, which can affect their motivation and ability to learn the language. Bullying can generate a hostile and stressful setting that hinders concentration and performance in language learning as well. It is paramount to address and prevent bullying in all its forms to ensure a positive and successful learning environment for adult English learners. According to the researcher Cespedes Sotelo, N. J. (2022), in which positive and significant changes are required in the students, an active, participatory, playful, and expository methodology must be adapted; through the development of dynamics, individual and

group participation, games, representations, and information exhibitions on thematic aspects related to bullying.

1 of the opinions states that economic problems affect motivation, which corresponds to 1.32%; from my perspective, financial problems can significantly affect adult English learners, as a lack of available resources can limit their access to learning materials, practice opportunities, and training programs. In addition, financial problems can increase stress and anxiety, which negatively affect motivation and performance in language learning. It is imperative to provide affordable and accessible learning options and support resources to help adult learners of English overcome economic barriers and succeed in their language learning. The study by the author Matailo Q, F. L. (2018) helps to reinforce this theory since it concludes that socioeconomic factors are related to the development of learning the English language. The conclusion reached was that eccentric socioeconomic factors intervene in learning the English language.

Of the 25 students surveyed, 1 of the opinions corresponding to 1.32% indicates that social circumstances are an extinct factor that affects motivation in English since they are perceptions that allow or prevent knowledge. It is well known that social circumstances can have a significant impact on adult English learners, as factors such as lack of social support, discrimination, and isolation can negatively affect their motivation, confidence, and self-esteem. In addition, cultural differences and communication barriers can make it difficult to adjust and integrate into another community. This can increase stress and anxiety and affect language learning performance. Providing a supportive and understanding environment for adult English learners is important to help them overcome social barriers and succeed in their language learning. Arias, L.B. (2015), in his analysis of the cultural influence on learning regarding

gamification and self-learning. It is necessary to strengthen expectations and adapt prior knowledge to interact and overcome barriers that prevent learning.

Although anxiety problems were not indicated in the questionnaire under study, I believe that anxiety can significantly impact the learning of English, particularly in listening comprehension. It is important for educators to recognize the sources of anxiety and take steps to reduce it in the classroom to improve student performance and overall learning outcomes. One strong strategy to prevent anxiety when learning English is to provide a supportive and encouraging learning environment that emphasizes practice, feedback, and positive reinforcement. The study of Chang, A. C. S. (2008) the participants showed a moderately high intensity of anxiety in listening to spoken English, particularly in testing situations. Contrary to previous research, low confidence in comprehending spoken English, taking English listening courses as a requirement, and worrying about test difficulty were the main sources of anxiety.

Regarding the fact that students may feel upset towards an English teacher if they perceive that the teacher does not pay attention to them or does not provide adequate support. In this study, the students surveyed did not indicate this option. Displeasure could also arise if the teacher communicates inappropriately or does not have effective pedagogical skills. Students may feel unmotivated and uncomfortable in the classroom, which can negatively affect their learning of English and their overall academic performance. It is important that teachers are aware of students' emotions and work to create a safe and respectful classroom environment that encourages participation and effective learning.

The article by Matias and Zembylas (2014) emphasizes the need for critical reflection on the role of emotions in teacher education. Furthermore, the ways in which emotions of disgust and other negative emotions can shape teachers' attitudes and behaviors towards diverse student

populations. Overall, the article highlights the complex relationship between emotions, ideology, and education, and the importance of understanding and addressing the emotional dimensions of teaching and learning.

From my viewpoint, although it was not pointed out by the students in this study psychological problems can have a significant impact on English language learning, as they can cause students to feel anxious, insecure, and self-conscious when communicating in English. These negative emotions can lead to a lack of participation and reduced motivation, resulting in poor performance and limited progress. It is essential for educators to be aware of the psychological barriers that students may face and provide a supportive and inclusive learning environment that fosters confidence, reduces anxiety, and encourages active participation. Addressing psychological problems can help students develop their English language skills and achieve greater success in their academic and professional pursuits.

The study by Fitriati, S. W. (2016) found that students experienced psychological challenges, including fear of negative evaluation, lack of confidence, and anxiety when communicating in English. Those challenges impacted students' ability to participate actively in class and their overall performance in English. The study highlights the need for teachers to be aware of and address psychological barriers that can impede students' English language development.

As far as I understand, teachers´ performance can have a significant impact on English language learning. Effective teachers can create a supportive and engaging learning environment that promotes students' confidence, motivation, and active participation. As well as providing high-quality instruction, they can provide opportunities for meaningful communication and interaction with learners. On the other hand, ineffective teachers can undermine students'

motivation and confidence, leading to reduced participation, disengagement, and poor

performance. Therefore, it is crucial to provide teachers with adequate training and support to

enhance their performance and ensure that they are equipped with the skills and knowledge

needed to promote successful English language learning outcomes.

Abu-Rabia's (2004) study examines the role of teachers and the impact of gender

differences on foreign language (FL) anxiety among seventh-grade students studying English as

an FL. The research found that female students reported higher levels of FL anxiety than male

students and that teachers' supportive behavior positively influenced students' FL anxiety levels.

The study highlights the importance of teacher-student interactions in addressing FL anxiety and

promoting successful language learning outcomes. It also underscores the need to consider

gender differences when developing effective strategies to reduce FL anxiety among students.

Table 5

Distracting means that affect the learning of English

Distracting means	# opinions	Porcentaje
Social networks	18	39,13%
Browse the Internet without studying purposes	13	28,26%
Television	9	19,57%
Recreational activities	4	8,70%
Video game	2	4,35%
Negative influence from friends or family	0	0,00%
Total	**46**	**100,00%**

Note. This table shows the number of students who participated in giving their opinion about the distracting means that affect the learning process.

Of 25 students surveyed, 39.13% affirmed that social networks are a great distraction in

learning English. In my opinion, it can be beneficial when publishing tasks to be done, following

stories and opinions in a foreign language, and social networks have become a collaborative factor. However, social media can negatively affect English learning by distracting students with irrelevant content and reducing their ability to concentrate. Additionally, online interactions can encourage the use of abbreviations and slang instead of formal English, which might limit the development of more advanced language skills. Therefore, students should set limits on the use of social networks and prioritize active and structured language learning.

The author Ramirez, R., & Stephanie, D. (2021) highlights that the proper design of an intervention guide for the promotion of study habits and the appropriate use of social networks can be focused on promoting learning autonomy. That is to mention, in the case of learning English, adapting the networks in the language under study to take advantage of its benefits. Social networks are the ideal means to talk about us and interact with others.

Of the students participating in the survey, 28.26% thought that browsing the Internet without study purposes is a distraction since this is a world where technology is always present, not only in the lives of students but also teachers. As far I understand, browsing the internet without a defined purpose can distract students from their academic pursuits and limit their ability to focus on learning English. Social networks, videos and other online content can be attractive and consume time that could be spent practicing and improving language skills in the language. Consequently, it is crucial that students set clear goals and focus on active and structured language learning rather than being distracted by irrelevant content online. According to the author Crespo Rodas, M.J. (2019), education must be within it. The gigantic advances of this ICT industry significantly adapt it conveniently to take advantage of opportunities, achieving concentration on the objective study result and avoiding the link baits that lead us to other pages of leisure activities.

Of the 25 students surveyed, 19.57% stated that television is one of the biggest distractors in learning English. From my perspective, watching television can distract students from learning English by limiting their exposure to the language. This reduces their ability to practice and improve their language skills if they only view programs in their native language. In addition, television programs often include informal and colloquial language that can make it difficult for beginner-level students to understand formal and academic English. Therefore, it is highly recommended that students limit the time they spend watching television and focus on more active and structured learning activities to improve their English level. However, while learning English, some streaming platforms could reverse this effect and take advantage of them due to the tools they offer, such as subtitles in large format. As published by Warni, S., Aziz, and Febriawan, D. (2018), using technology outside the classroom leads to autonomous, metacognitive learning through communication systems like television that are configured in the objective language.

Of the students surveyed, 8.70% stated that recreational or leisure activities distract the center under study in English acquisition since it could be influenced by friends and family, diverting attention. Engaging in recreational or leisure activities can distract from studying English, as they consume time and mental energy that could be used for language learning. Students must find a balance between leisure activities and English studies to ensure they have enough time and focus to practice and improve their language skills. On the other hand, if leisure activities take up too much time and attention. It can negatively impact the learning process and slow down progress. Therefore, students should prioritize their English studies and allocate sufficient time and effort to achieve their language learning goals.

In accordance with Oweis, T. I. (2018), the use of motivating methods to take advantage of leisure activities instead of being seen as an obstacle is the case of attending speaking meetings in cities such as cafes where visitors conglomerate who speak the English language, to have autonomous support to acquire experience in speaking and thus have a lifestyle specifically in active participation and multidimensional involvement of self-efficacy.

Finally, the students surveyed stated 4.35% that video games divert their attention from learning a second language. As far as I know, playing video games can be distracting for adults learning English as a second language, taking up valuable time and mental energy that could be used to learn the language. Also, if the video games are in the native language of the players and the language used may not be suitable for formal or academic learning of English. Therefore, while it is okay to engage in video games for recreation, it should be noted to maintain a balance between leisure activities and language learning to avoid negatively impacting the learning process. Yanes, N., & Bououd, I. (2019) declare that instead of being a distraction, it turns it into an opportunity and challenge to find findings and discuss the relevance that is reversed to be an upside associated with serious games to use it as adoption method in gamification to strengthen the learning of English in a fun and attractive way.

Classify Intrinsic and Extrinsic Motivational and Demotivational Factors

It is imperative to classify the intrinsic and extrinsic factors of motivation when studying Englishlanguage learning. This is because they can greatly influence a learner's success in acquiring language skills. Intrinsic motivation comes from within the learner and is driven by their personal interest and enjoyment in learning the language. Extrinsic motivation, on the other hand, comes from external factors such as rewards or recognition. Identifying both types of motivation can help teachers and learners create effective strategies that maximize learner potential and enthusiasm for learning. By identifying what motivates a learner, teachers can tailor their teaching methods and materials to meet individuals' needs and preferences.

Table 6

Intrinsic and extrinsic motivational factors

Motivational aspect	Intrinsic	Extrinsic	Porcentaje
Personal reasons	X		42.86%
Professional reasons		X	28.57%
Travel reasons		X	28.57%
Is it the first English course?		X	Not 85.71%
When was the last course taken?		X	57.14% 10 years ago
Is English difficult?	X		Not 60%

Note. This table shows the classification of intrinsic and extrinsic motivational factors after the analyzed results.

Personal reasons and result of this statistical study described in Figure 1 on pages 32 and 33, such as wanting to communicate with friends or family members who speak English, pursuing educational or career opportunities, or simply enjoying English-language media, can provide strong intrinsic motivation for learning English. 10 of the 25 students answered that personal reasons led them to enroll in the basic English course of the Intercultura Foundation,

represented in 42.86% of the valuable opinions of adult learners of this significant language. These reasons are deeply connected to an individual's own interests and goals, which can create a sense of purpose and fulfillment in the learning process. When learners have a clear understanding of their personal reasons for learning English, they are more likely to stay motivated and committed to their language learning goals.

As reaffirmed by what was answered in the questionnaire represented in figure 37 page 74, where most of their family and friends support them in their process reflected in 71.43% who support them. Likewise, with 57.14% in figure 38 page 75, adult beginners in the English course are enthusiastic. There are numerous intrinsic personal reasons why individuals study English. For one, English is considered a global language, making it a valuable tool for communication and cultural exchange. In addition, many individuals are drawn to English language learning for personal growth and development, as it provides them with new opportunities for self-expression, creativity, and intellectual challenge.

Learning English can also enhance career prospects, enabling them to communicate effectively with colleagues and clients from around the world. New job opportunities are opened as a result. Another intrinsic personal reason to study English is the desire to expand one's worldview and connect with people from different cultures. Learning English can provide individuals with access to a wide range of literature, media, and artistic works.

This will give them a deeper understanding of other cultures and perspectives. In addition, many individuals find that learning a foreign language enhances their cognitive abilities, such as memory, problem-solving, and critical thinking. Finally, studying English can be a source of personal fulfillment and achievement, as individuals work towards mastering a new language and achieving their language learning goals. The authors Shaaban, K. A., &

Ghaith, G. (2000) discovered that integrative motivation, effort, valence, expectation, and self-esteem of ability were factors that influenced motivation to learn English as a foreign language.

Figure 42

Personal motivations and benefits derived from studying English
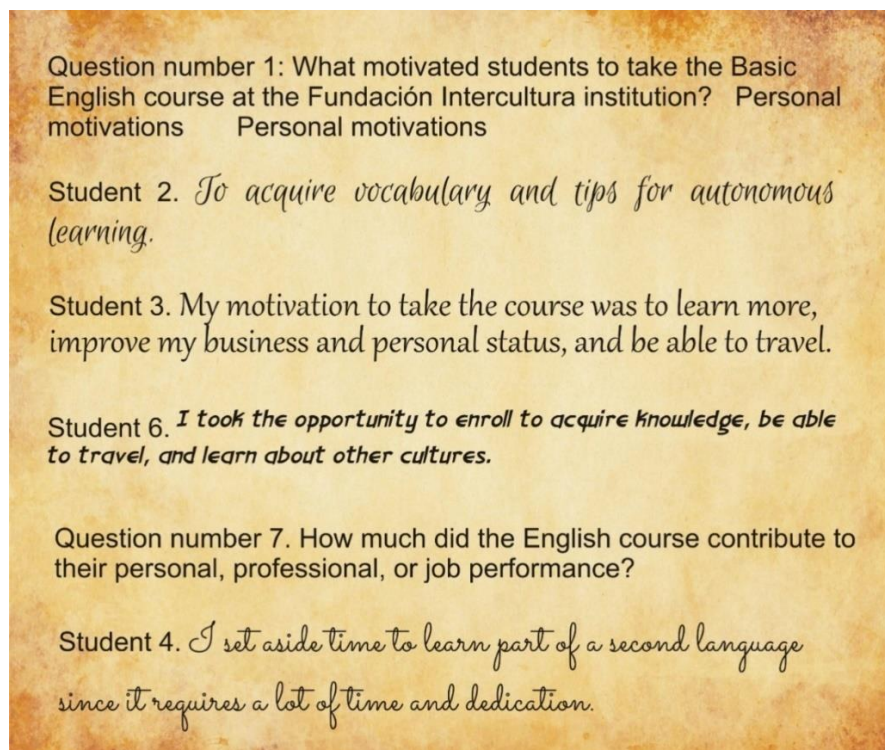
Note. The figure illustrates the intrinsic motivational personal factors, reasons, and contributions to take the English course regarding their personal performance reflected in their opinions of the interview.

Professional reasons and result of this statistical study described in Figure 1, and on pages 32 and 33 of this study are the students´ statements. These statements such as needing to use English in the workplace or wanting to advance one's career by communicating with English-speaking colleagues or clients, are often extrinsic motivational factors for learning English. These reasons are tied to external rewards or consequences, such as job promotions or salary increases, rather than personal interests or goals. While extrinsic motivation can drive

behavior, it may not sustain learners' engagement in the long term if their personal interest in learning the language is lacking.

The study by Kisiara, O. (2021) conducted a study to investigate the reasons why refugee-background adults in the United States enroll in English language classes. Personal and social factors, such as the desire to improve communication skills and integrate into American society, were the main motivators. External factors, such as employment requirements and educational opportunities, had a lesser impact. The study also confirmed that family support and influence were instrumental in these individuals´ personal advancement.

Figure 43

Professional reasons to learn English
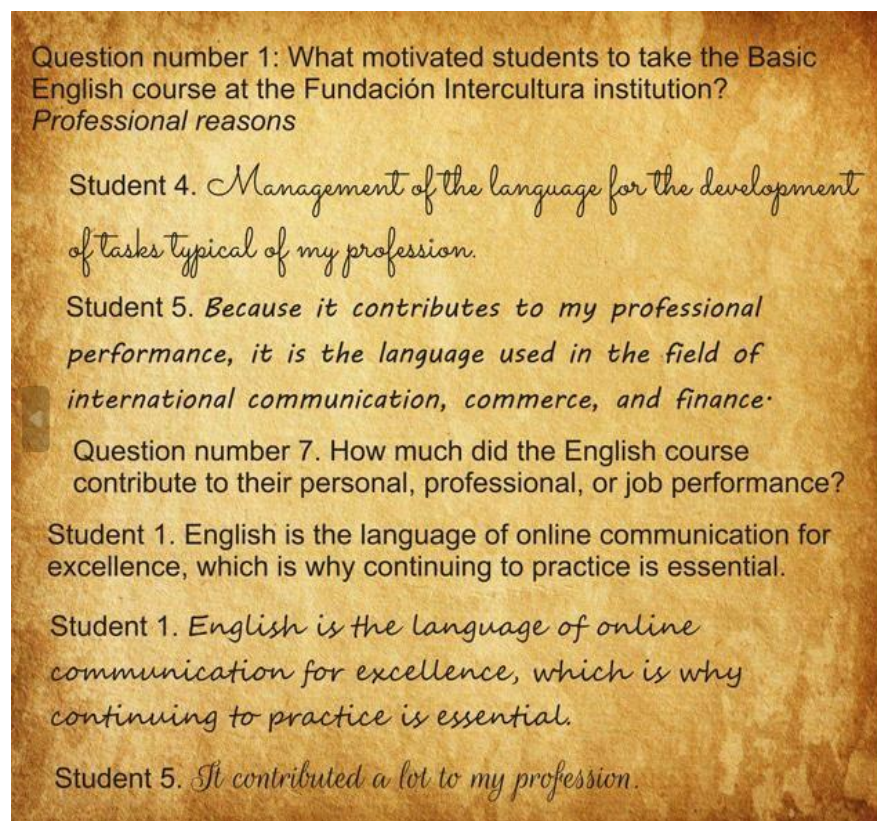
Note. The figure illustrates the intrinsic motivational factors, reasons, and contributions to take the English course regarding their professional performance reflected in their opinions of the interview.

Travel reasons and result this statistical study of described in Figure 1, and on pages 32 and 33 of this study are the students´ statements. Such as wanting to communicate with English-speaking locals, navigate foreign countries easily, or participate in cultural exchanges, are also often extrinsic motivational factors for learning English. As stated in the survey, 7 out of 20 respondents represented 28% since learning English is essential for individuals seeking success in today's global economy. English is the most widely spoken language in the world, and it is the language of international business, finance, and technology.

Regarding travel, reasons are tied to the external benefits of communicating effectively in a foreign language, rather than an intrinsic interest in the language itself. Travel is an extrinsic powerful incentive for language learning, learners who lack a personal interest in the language may struggle to maintain their motivation once they return from their trip.

The importance of English proficiency is widely acknowledged, according to a study by (Хорошко, А. Н. 2020. p.234-235) learning English offers various opportunities, such as better education, job prospects, and communication with people worldwide. It can also enhance experiences like watching movies and reading books, online shopping, and understanding humor. Practicing the language with tools like Postcrossing and collaborating with English speakers can be beneficial. Individuals may pursue language acquisition for different reasons due to the many benefits of learning English. I agree that English proficiency is a necessity for various reasons and offers many opportunities, such as better education, job prospects, gives us access to thousands of documents and communication with native speakers.

To slow down the aging process of mental abilities, older adults should engage in brain training exercises. These exercises can be found in various creative games and applications that are interactive and cater to individual needs. It is critical to select activities that are visually and

audibly stimulating to enhance neuroplasticity in the brain. By incorporating brain training

exercises into their daily routine, older adults can improve their cognitive abilities and maintain

their mental sharpness over time.

Figure 44

Travels reasons to learn English
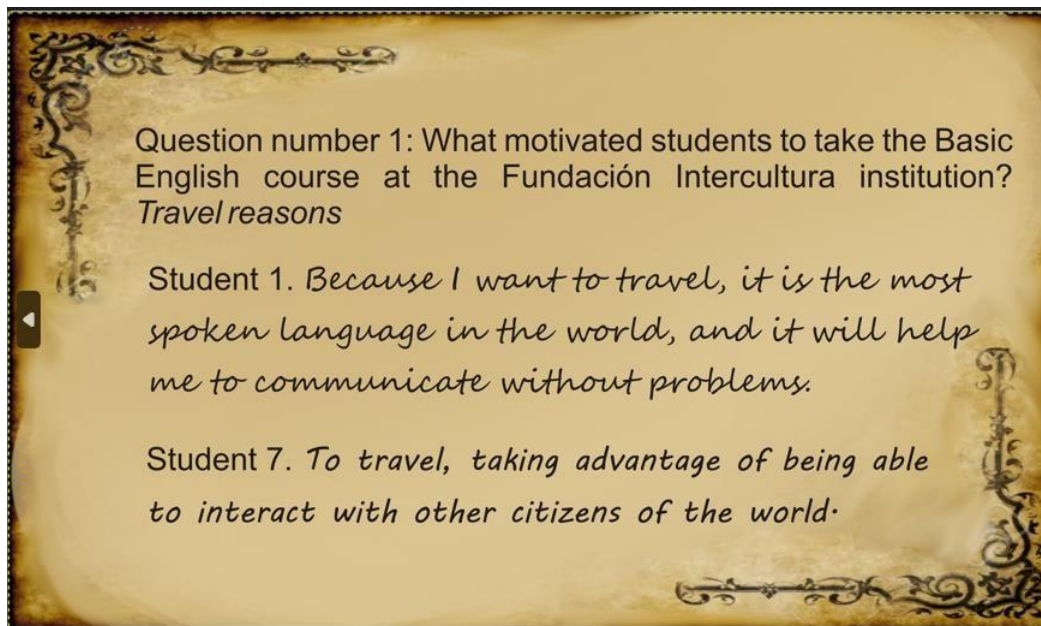
Note. The figure illustrates the intrinsic motivational factors, reasons, and contributions to take
the English course regarding their travel reasons and mental level.

Especially if it is the first time, they have taken an English course, and result this

statistical study described on page 34 Figure 2 of this study, each statement is reflected in a time.

Of 25 students, 21 stated that this was not the first. This shows that most English learners were

familiar with the language in some way. The image shows the statements, each with a speech

line containing one of the statements classifying it as an extrinsic motivational factor. Above the

statement is a timeline that spans 50 years, with markers representing each 10-year interval. The

statements are positioned along the timeline to indicate the period in which each person took an

English course or received English instruction. Answers indicate that each person has had

different experiences with English language learning over a wide range of timeframes. The different statements suggest a range of contexts and approaches to language learning. A variety of methods and techniques can be used, from virtual platforms and language academies to high school instruction and personal preferences.

The recency of taking an English course described in the statistical study results in Figure 3 page 36 is considered an extrinsic motivational factor for learning English, as it is an external influence on the learner's motivation. If a learner has recently completed a successful English course, they may feel more motivated to continue their language learning journey and build on the skills they have acquired. Conversely, if a learner has had a negative experience with an English course, they may feel demotivated to continue acquiring the language. External factors such as course completion can influence motivation. Learners also have personal reasons for learning the language to sustain their engagement in the long term.

According to the results of this study, the question "Is English difficult?" it is classified as a motivating factor because 15 of 25 interviewed said it was not difficult corresponding to 60%. However, 10 interviewed said it was not difficult corresponding to 40% may consider it a demotivating factor, as illustrated in Figure 4 on pages 37 and 38. The difficulty of learning a language can be considered a demotivating and intrinsic factor. It is an internal factor related to the learner's personal perception of the challenge of learning a language.

This perception can impact the learner's intrinsic motivation and engagement in the learning process. However, it is imperative to note that this perception of difficulty can be influenced by external factors such as teaching quality, availability of resources, or personal circumstances. Motivating learners intrinsically and extrinsically can be influenced by this factor. Ultimately, the learner's perception of difficulty can affect their intrinsic motivation. This

should be addressed with appropriate support and resources to sustain their engagement and

enthusiasm for the language learning journey.

Figure 45

Mental abilities as motivation for learning English.
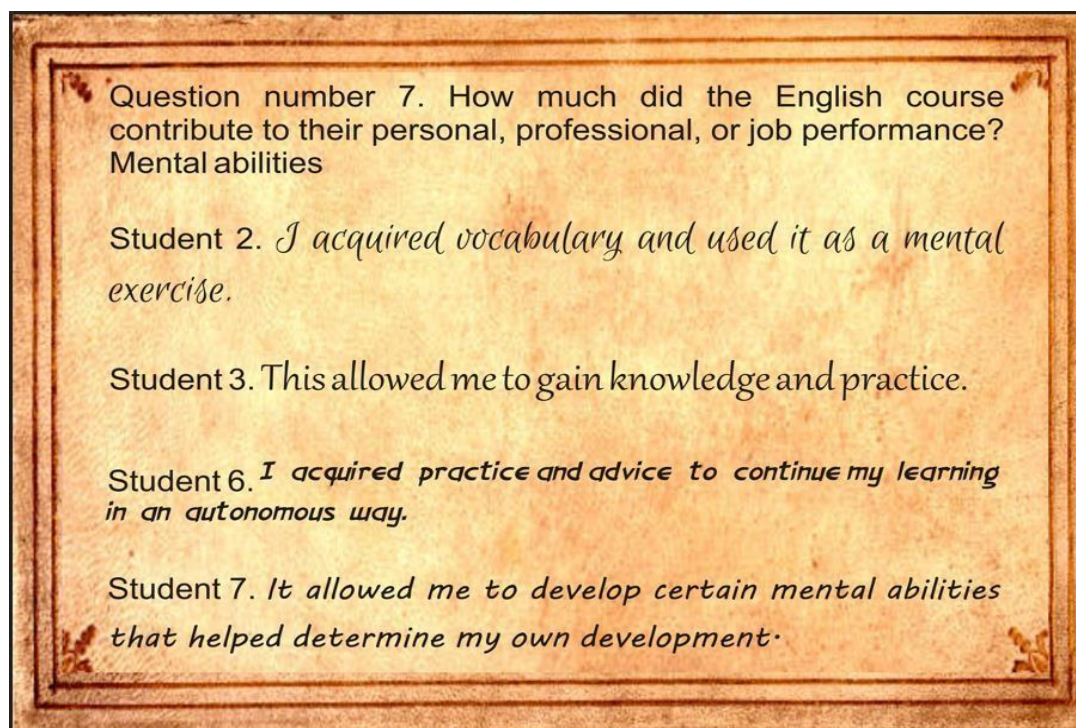
Note. The figure illustrates the intrinsic motivational factors, reasons, and contributions to take the English course regarding mental abilities.

Regarding the mental abilities in figure 7 on page 43, which describes the analysis of the

result of the contributions with 14.29% of the declared opinions, cognitive stimulation through

the appropriate and adapted games for them to learn English is an aspect of great relevance in

this study. Because Harvard College of Medicine. (2019), in that research is believed that brain

connections developed rapidly during the early years of life, reaching their peak in the early

twenties. Cognitive abilities level off in middle age, followed by a gradual decline. However,

recent studies have shown that the brain undergoes continuous changes and development

throughout its lifespan. There is no period in life when the brain and its functions remain constant. While certain cognitive functions weaken with age, others may improve.

From my point of view, activities that keep our intellect busy should be implemented. They are an excellent way to avoid the development of possible disorders and memory loss, as well as keep doing constant physical exercise to keep attention active.

According to Harvard College of Medicine. (2019), as we age, some brain areas, such as the hippocampus, reduce in size. The myelin sheath that envelops and safeguards nerve fibers erodes, leading to a reduction in the speed of communication between neurons. Additionally, some receptors on the surface of neurons may not function as well as they once did, which can affect your capacity to store new information in your memory and retrieve information that is already stored.

As far as I understood of Harvard Health Publising, previously, it was believed that brain connections developed rapidly during the early years of life, reaching their peak in the early twenties. Cognitive abilities level off in middle age, followed by a gradual decline. However, recent studies have shown that the brain undergoes continuous changes and development throughout its lifespan. There is no period in life when the brain and its functions remain constant. While certain cognitive functions weaken with age, others may improve. They highlight the indicators that the research shows us, for example, that older English learners use inappropriate words, for example, instead of saying heater, say shelf, they take more time than normal to do the work. In this case, call the doctor if we do not remember how to drive, yell at people for no reason, do not recognize the ringing of the phone, and very slowly turn the wheel.

Reisman, F. Fostering a Dynamic Relationship with E. Paul Torrance 2019, new insights on creativity, brain function, and learning have been uncovered by recent research and

advancements in education. This knowledge can be applied to transform education and career development through innovative teaching methods in various formats, including face-to-face, blended, and online learning. Additionally, understanding neuroplasticity, creativity, and entrepreneurship can aid in this transformation. From my perspective, parallel to classroom strategies that foster and nurture creativity resulting in improved academic performance, there is evidence that establishing creative corporate environments result in improved products and the retention of happier students.

According to Yale University (2019), metacognition is highly valued in higher education because it empowers students to self-regulate their learning, transfer skills and knowledge, and engage in abstract comprehension through reflection. College instructors can facilitate student metacognition through active learning methods, learning frameworks, and class exercises that promote reflection and monitoring of their learning progress. As far as I am concerning classroom dynamics that are effective can encourage English language learners by providing an engaging, interactive, and enjoyable learning experience. Group work, games, role-plays, and debates can promote student interest in learning and improve language skills.

Yanes, N., & Bououd, I. (2019) in his study discusses the potential benefits and challenges of gamification in English language learning. The researchers gathered opinions from computer science students using the Delphi method and developed an ordered list of factors that can help educators and developers address entry barriers and improve adoption rates. The study emphasizes the relevance and implications of gamification and serious games in enhancing English language learning experiences.

As shown by students 2, 3,6 and 7 described in Figure 45 where he can practice engaging and interactive activities such as debates on a topic of interest, board games like Scrabble or

Pictionary, Karaoke, Flashcards, vocabulary learning through puzzles, word searches, and word

games which can capture the interest of students.

Table 7

Physical facilities and equipment quality

Motivational aspect	Intrinsic	Extrinsic	Porcentaje
Physical facilities		X	71.43% good
Equipment quality		X	42.86% very good

Note. This table shows the classification of intrinsic and extrinsic motivational factors regarding physical facilities and equipment quality after the analyzed results.

Physical facilities and equipment quality are classified as extrinsic factors because they

are external to the individual. In contrast, an affordable ambiance to learning English can

contribute to both intrinsic and extrinsic motivation. On pages 45 to 46 and in this study, the

graphs and results indicate the survey applied to 25 adult English learners is the appropriate

place to continue the following analysis.

Physical facilities, such as comfortable classrooms, modern technology. Figure 8 on page

45 describes how this environment increase motivation to learn English. When students feel

comfortable and supported in their learning environment, they engage and succeed. They also

feel motivated to learn. These facilities also provide a sense of achievement and pride, which

motivates learners to improve their English language skills. Consequently, physical facilities are

an important extrinsic motivator for learning English.

Equipment quality described in statistics Figure 9 on page 46 of this study, such as high-

quality audio and visual tools enhance the learning experience and motivate learners to improve

their English language skills. When learners have access to modern and effective equipment,

they are more likely to feel engaged and interested in the learning process. This can also provide

a sense of achievement and pride, as learners can see the progress they are making through these tools. As a result, equipment quality is a key extrinsic motivational factor that influences English language learning.

Table 8

Intrinsic and extrinsic motivational factors regarding resources and teaching styles

Motivational aspect	Intrinsic	Extrinsic	Porcentaje
Study materials		X	57.14%
Reading exercises		X	71% good
English books		X	57,14 good
Audio and video quality		X	42.86% very good.
Level of enthusiasm of the teacher		X	71.43% good
Skills and resources used by teachers		X	71.43% very good.
Teachers' and learners' relationship	X		42.86% good
Dynamics conducted		X	57,14 good
Developing tests		X	71.43% good
Speaking activities	X		71.43% very good
Commitment of an English teacher		X	57.14 very good
Level of content managed by teachers		X	57.14% very good
Teacher attitude		X	57.14% good
Teachers' level of English		X	42.86% good
Confidence projected by teacher		X	42.86% good
Teachers' pronunciation		X	57,14% good
Strategies used to prevent bullying		X	28.57% good
Feedback given by the teacher		X	71.43% very good
English teachers´ methods		X	57.14 very good
The grammar approach		X	85.71% good

Note. This table shows the classification of extrinsic motivational factors after the analyzed results.

Resources, teaching styles, and human qualities can all contribute to intrinsic or extrinsic motivation. Intrinsic motivation, such as a natural interest in a topic or a desire to achieve mastery, can lead to more sustained and self-directed learning. Extrinsic motivation, such as rewards or external pressure, can be helpful in the short term, but may not lead to long-term engagement or information retention. Therefore, educators should consider how their instructional methods, resources, and personal qualities can support both types of motivation in their students. On pages 47 to 67 and in this study, the graphs and results indicate the survey applied to 25 adult English learners is the appropriate place to continue the following analysis.

Study materials is a motivational and extrinsic tool for learning English, as shown in Statistics Figure 10 on page 47 of this study. This is because they provide structured and organized resources learners can use to achieve their language learning goals. Study materials offer learners clear learning objectives and feedback on their progress. Furthermore, access to study materials can also be a motivator as learners can feel a sense of accomplishment when they complete a task or reach a learning milestone. Overall, study materials provide external support to the language learning process.

Reading exercises are extrinsic motivational factors for learning English described in the statistics Figure 11 on page 48 of this study because they offer tangible rewards and benefits external to the learner. For example, reading provides opportunities for improving language skills, increasing vocabulary, and acquiring relevant knowledge. Additionally, reading can lead to improved academic or career prospects, which motivate learners. Overall, reading exercises have visible and measurable benefits, which can help learners stay motivated and engaged in their language learning journey.

Reading exercises were considered regular by 28.57 percent of respondents registered on page 48 in Figure 11. It is an extrinsic demotivational factor for some learners. These exercises may become monotonous and unengaging, leading to a lack of motivation and interest in improving their language skills. Additionally, reading exercises can be challenging and frustrating for those who struggle with the language, further exacerbating their lack of motivation. When learning another language, it is key to find engaging and stimulating ways to practice, such as through interactive language apps or games. This is to maintain motivation and prevent demotivation.

According to Figure 12 page 49, English books include external pressure to improve English skills for a job or travel purposes, thus it is classified as an extrinsic factor, 28.57% good and 28.57 very good rated by adult learners' students which is a favorable result. In addition, social validation of being well-read, personal interest in the topic or author, or as a reward for achieving a goal. These factors provide external motivation to read English books, leading to potential improvements in language proficiency. English books can be also an extrinsic demotivational factor for some individuals, particularly those who struggle with the language. In this study, 42.86% of respondents thought this type of material was regular. The pressure to improve their English skills by reading books in the language can become overwhelming, leading to frustration and discouragement. Additionally, if someone is not interested in the topic or author of an English book, it may feel like a chore rather than a rewarding experience. Finally, the external pressure to read English books, such as for a job or travel purposes, can also create anxiety and demotivation for those who do not feel confident in their language abilities.

Audio and video quality is considered an extrinsic factor in learning English. Figure 13 on page 50 demonstrates that 42.86% is very good because it can significantly influence

learners´ comprehension and accuracy. If the audio and video quality is poor, learners may struggle to hear or see detailed details such as pronunciation, intonation, and facial expressions. It is imperative to understand and communicate effectively in English if we have these details. High-quality audio and video can facilitate more effective language learning by providing clear and accurate input that learners can use to improve their listening and speaking skills.

The level of enthusiasm of the teacher is seen in Figure 14 on page 51. 71.43 percent of respondents deemed it a very good level, and it is classified as an extrinsic motivational factor because it affects learners' motivation and engagement in the learning process. When teachers are enthusiastic about teaching English, they create a positive and stimulating learning environment. As a result, learners are inspired to communicate effectively and receive constructive feedback, which will improve their English skills. Enthusiasm alone cannot facilitate effective learning. High-quality audio and video, and other factors such as curriculum design, learner needs, and individual learning styles, are also crucial for successful language learning.

The skills and resources used by English teachers greatly influence the quality of education students to receive as demonstrated in Figure 15 on page 52 is classified as an extrinsic motivational factor. They rated 71.15% as very good. Skilled teachers can communicate effectively with students, use engaging instructional resources, provide personalized learning experiences, help students navigate cultural differences, and motivate students to learn. Effective communication is necessary for language learning, and personalized instruction caters to individual learning styles. Cultural understanding and motivation are essential for success in today's globalized world. Engaging resources like multimedia and relevant materials help students develop language skills quickly.

Figure 16 on page 53 shows the relationship between teachers and learners. When students feel a connection with their teachers, it fosters trust and mutual respect. It leads to a positive learning experience as a result. A teacher who is approachable, supportive, and caring can create a safe and encouraging environment that motivates students to participate actively and take risks in their learning. The relationship between the teacher and students helps build confidence and self-esteem, which are crucial for language acquisition. Therefore, the teacher-student relationship is an intrinsic motivational factor that can significantly impact English language learning success.

The dynamics conducted in English classes are considered an extrinsic motivational factor as they are external to the individual learner and are influenced by the teacher and the learning environment. The study results on page 54 figure 17 with 57.14% rated very good. Effective classroom dynamics can motivate students to learn English by making learning more engaging, interactive, and enjoyable. For example, group work, games, role-plays, and debates can stimulate students' interest in learning and enhance their language skills. However, the impact of these dynamics may vary from student to student, depending on their individual learning needs, goals, and preferences. Therefore, English classes can be a powerful extrinsic motivational factor. However, their effectiveness depends on their implementation and relevance to students' learning objectives.

Developing tests in English for beginners is considered an extrinsic factor for motivating students as it provides a tangible goal to strive towards. As shown on page 55 in figure 18, 71.43% rated the tests as good. The tests give students a clear idea of what they need to achieve in language proficiency. This can motivate them to work harder and improve their skills. Additionally, tests provide a sense of achievement and recognition when students pass them,

which boosts their confidence and self-esteem. Therefore, developing tests in English for beginners can be an effective extrinsic motivational factor that encourages students to engage in English language learning. This will enable them to achieve their learning goals.

Speaking activities are considered an intrinsic motivational factor in learning English. This is because they provide opportunities for learners to practice using the language communicatively. Rated in Figure 19 on page 56 of this study 71.43% is very good. This allows learners to see the practical value of the language and feel a sense of accomplishment when they successfully communicate their ideas. Intrinsic motivation comes from within the learner and is driven by their own interest and enjoyment in the activity. This is often the case with speaking activities.

The level of commitment of an English teacher is considered an extrinsic motivational factor for language learning. Showed on page 57 in Figure 20 the students' rate 57.14% as very good. A highly committed teacher can provide engaging instruction, individualized feedback, and support to their students, motivating them to learn English. However, intrinsic motivation, which comes from within the individual, is generally more effective at sustaining meaningful learning. Therefore, while a committed teacher can be a helpful extrinsic motivator, it is also critical to cultivate intrinsic motivation in students to enhance their language learning.

The level of content managed by teachers is considered an extrinsic motivational factor because it is external to the learner and is provided by someone else. On page 58 figure 21, students scored 57.14% very good. The teacher's choice of content and its level can influence learners' motivation by increasing or decreasing the level of challenge and interest in the subject matter. When the content is appropriately challenging and engaging, learners are more likely to

learn and succeed. Thus, the teacher´s content can play a crucial role in shaping learners' motivation and engagement in the classroom.

Teacher attitude is considered an extrinsic factor in motivational learning in English because it is an external factor that affects students' motivation. As shown in Figure 22 on page 59, a rate of 57.14% is considered very good. The teacher's attitude influences the student's perception of the subject, engagement, and interest in the class. For example, a teacher who shows enthusiasm and passion for teaching English is more likely to inspire their students to learn and engage with the subject. On the other hand, a teacher who is disinterested or negative about teaching English may demotivate their students and reduce their willingness to learn. As a result, teacher attitude significantly impacts students' motivation to master English.

Motivational strategies used by teachers are considered an extrinsic motivational factor because they come from an external source, in this case, the teacher. Figure 23 on page 60 shows 42.86%, which was very good. These strategies aim to encourage and incentivize students to engage in learning and achieve specific goals by using rewards, praise, and other forms of external motivation. While extrinsic motivation can be effective in the short term, it is generally considered less effective than intrinsic motivation, which comes from within the individual and is based on personal interest, curiosity, and enjoyment of the activity itself.

The teacher's level of English proficiency is considered an extrinsic motivational factor for learning English. This is because it influences the perceived quality of instruction and the teacher's ability to provide accurate feedback to students. Figure 24 on page 61 shows 42.86%, which is good. If a teacher has a high English proficiency level, they are more likely to give clear explanations and effective feedback. This increases students´ confidence and motivation. Additionally, a teacher with strong English skills can model correct usage and pronunciation,

providing students with a positive example to follow. Conversely, a teacher with poor English proficiency may struggle to communicate effectively, leading to confusion and frustration for students. In this way, the teacher's level of English proficiency can play a vital role in motivating students to learn English.

The level of confidence projected by an English teacher is considered an extrinsic motivational factor for learning English. This is because it can influence the student's perception of the teacher's competence and expertise. Figure 25 on page 62 shows 42.86%, which is good. If a teacher appears confident in their ability to teach English effectively, students will trust the teacher. This can increase their willingness to learn from them. This leads to heightened can undermine the student's perception of their competence, leading to decreased motivation and engagement. Therefore, a teacher's confidence can also motivate students to learn English.

The pronunciation of the English teacher is considered an extrinsic factor for students learning English. Figure 26 on page 63 shows 57.14%, which is good. It is due to external influences that affect their ability to learn a foreign language. Teachers' pronunciation can impact how students perceive and reproduce English sounds and words. Ultimately, this affects their communication ability. Teachers' pronunciation is critical to facilitating or hindering language learning among students.

Strategies used by the English teacher to prevent students from feeling ridiculed are considered an extrinsic factor for students learning English. It refers to external factors that may affect language learning. Figure 27 on page 64 shows 28.57%, which is good. Teachers' strategies for creating a positive and supportive learning environment can impact students' motivation, confidence, and willingness to participate. When students feel safe and respected, they learn. They are more likely to practice their language skills and take risks without fear of

ridicule or embarrassment. Therefore, teacher strategies used to prevent students from feeling

ridiculed can have a significant impact on their language learning outcomes.

English teachers provide feedback to students which is considered an extrinsic factor for

those learning because it is an external influence that can affect their learning experience. Figure

28 on page 65 shows 71.43%, which is good. Feedback from teachers can inform students of

their language proficiency, identify areas for improvement, and suggest guidance on how to

develop their language skills. Such feedback can shape students' learning goals, motivation, and

confidence, and ultimately impact their language performance. Therefore, feedback provided by

English teachers is an essential extrinsic factor that facilitate or hinder students' language

learning progress.

The teaching methods used by English teachers are considered an extrinsic factor for

students who are learning English. This is because they are external influences that shape

language learning experience. Figure 29 on pages 66 and 66 shows 57.14%, which is very good.

Different teaching methods, such as lectures, group discussions, or role-playing activities, can

impact students' motivation, engagement, and comprehension of the language. Moreover, some

teaching methods may be more effective for certain learning styles or language proficiency

levels, while others may not. Therefore, English teachers´ methods are an important extrinsic

factor that can significantly influence students' language learning outcomes.

The grammar approach is considered an extrinsic factor for students learning English

because it is an external influence that can shape the language learning experience. Figure 30 on

page 67 shows 85.71%, which is good. This approach emphasizes the study of grammatical rules

and structures as the foundation for language learning. This can impact students' language

proficiency, accuracy, and complexity. Moreover, the grammar approach may not be suitable for

all students, as some may prefer a more communicative or task-based approach to language

learning. Therefore, the grammar approach is a key extrinsic factor that can significantly

influence students' language learning outcomes.

Table 9

Intrinsic and extrinsic motivational factors from the students' point of view

Motivational aspect	Intrinsic	Extrinsic	Porcentaje
Students' self-confidence	X		42.86% good
Interest level developing activities	X		57,14% good
Perception of results in English	X		42.86% very good
Students' attitudes toward English language	X		42.86% good
Students' empathy for their teachers	X		7.14% very good
Classmates' influence on learning		X	42.86% very good
Family and friends encourage students		X	71.43% Excellent
Students' English learning enthusiasm		X	57,14% Excellent
Students' interest in Anglo culture	X		42.86% good
Students rated group members' attitudes	X		42.86% very good
Student commitment in the English course	X		42.86% very good

Note. This table shows the classification of intrinsic and extrinsic motivational factors after the analyzed results.

Understanding intrinsic and extrinsic motivational factors from the students' point of

view is significant because it can inform effective teaching strategies that promote engagement

and learning. It is crucial to identify effective strategies based on the ratings given by the 25

adult English learners. It is also crucial to reduce learning barriers through recommendations

tailored to this study. On pages 68 to 79 in this study, the graphs and results indicate the survey

applied to 25 adult English learners is the appropriate place to continue the following analysis.

Self-confidence is also considered an intrinsic motivational factor for students learning English because it is an internal factor that comes from within the student. Figure 31 on page 68 shows 42.86%, which is good. When students have a strong sense of self-confidence, they are motivated by their own desire to learn and succeed in the language, rather than external factors such as rewards or grades. This internal drive leads to greater language learning engagement. It can also lead to a willingness to take on challenges, and a sense of satisfaction and achievement that comes from making progress in the language.

Developing an interest in learning English is considered an intrinsic motivation factor because it arises from within the learner and is driven by their personal curiosity and desire to improve their skills. Figure 32 on page 69 shows 57.14%, which is good. When learners are motivated by a genuine interest in the language, they are more likely to engage in activities that help them master and retain the language. This activity includes reading books, watching movies, and practicing conversation. As a result, they may experience a sense of satisfaction and enjoyment from their efforts, which can further enhance their motivation to continue learning and improving their language proficiency.

Perception of results in English activities and tests is considered an intrinsic motivation factor for adult beginners learning because it provides a sense of accomplishment and progress, which can be highly motivating. Figure 33 on page 70 shows 42.86%, which is very good. When learners can see tangible evidence of their improvement, such as higher scores on tests or the ability to understand and communicate in English more effectively, it can boost their confidence and self-esteem. This, in turn, can reinforce their desire to continue exploring and striving towards their language goals. The perceived results of their efforts can ultimately foster intrinsic motivation that sustains their commitment to learning English.

Students' attitudes toward learning a foreign language, such as English, is an intrinsic motivation factor for adult beginners. Figure 34 on page 71 shows 42.86%, which is good. When learners have a positive attitude towards learning, they are more likely to engage in language activities with enthusiasm and curiosity, which can enhance their learning experience. A positive attitude can also foster a growth mindset, where learners see challenges as opportunities for learning rather than obstacles to overcome. This can further reinforce their intrinsic motivation by allowing them to embrace the learning process and derive satisfaction from their progress, rather than just the outcome. Overall, a positive attitude towards learning plays a crucial role in sustaining intrinsic motivation to learn English.

Students' empathy for their teachers is an intrinsic motivation factor for learning English because it fosters a positive and supportive learning environment. Figure 35 on page 72 shows 57.14%, which is good. When students feel empathy for their teachers, they may be more willing to engage in classroom activities. They may also show an increased interest in the subject matter. Additionally, teachers who feel supported by their students are more likely to provide meaningful feedback and guidance. This can further enhance students' language learning experience. This positive cycle of empathy, support, and engagement serves as a powerful source of intrinsic motivation for students learning English, as it can help them feel a sense of belonging and connection to the language-learning community.

Classmates can have a significant impact on motivation to learn English as they provide an external source of encouragement, feedback, and competition. Figure 36 on page 73 shows 42.86%, which is very good. When students see their peers making progress or receiving praise for their language skills, they may feel inspired to work harder and improve their own abilities. Moreover, engaging in group activities or discussions with classmates can provide a valuable

opportunity to practice English in a social context. This can increase confidence and motivation to continue learning English. Therefore, classmates' influence on learning is a powerful extrinsic motivational factor for learners.

An extrinsic motivation factor for English learners is the encouragement provided by their friends and family. Figure 37 on page 74 shows 71.43%, which is very good. Extrinsic motivation refers to external incentives, such as rewards or recognition, that encourage the behavior. When students receive encouragement from their social circle, they may feel more motivated to continue studying and practicing English. Praise and positive feedback from friends and family can increase confidence, while criticism or a lack of support can decrease motivation. Therefore, understanding the level of encouragement students receive from their social circle is relevant for identifying and promoting extrinsic motivational factors that support English language learning.

The level of Enthusiasm that students have for learning English is an intrinsic motivational factor. Intrinsic motivation refers to the internal drive and enjoyment from learning and mastering a skill. Figure 38 on page 75 shows 57.14%, which was an excellent rate. When students are enthusiastic about learning English, they may feel a sense of personal satisfaction and enjoyment from the process of language acquisition itself. This can lead to greater engagement and a willingness to invest time and effort in practicing and improving language skills. Therefore, understanding students' level of enthusiasm for learning English is relevant for identifying and promoting intrinsic motivational factors that support language acquisition.

Students' interest in Anglo culture is an intrinsic motivational factor in learning English because it provides a personal connection and a sense of relevance to their language learning experience. Figure 39 on page 76 shows 42.86%, which is good. When students are interested in

the culture and the people who speak the language they are learning, they are more likely to engage with the language on a deeper level, practice more frequently, and enjoy the learning process. Additionally, understanding the culture and its nuances can improve language comprehension and communication skills. This makes it easier to use the language in a practical setting.

The attitudes of group members are extrinsic motivational factors in learning English because they provide social feedback and reinforcement. Figure 40 on page 77 shows 42.86%, which is very good. When learners are part of a group where their peers value and encourage language learning, they are more likely to feel social approval and validation. This can boost their self-esteem and motivation to continue learning. Furthermore, positive interactions and collaboration with group members can create a supportive learning environment that fosters growth and progress.

The level of commitment of students during a course is an intrinsic motivational factor because it arises from within the individual and is driven by their personal values, goals, and desire for achievement. Figure 41 on page 78 showed 42.86%, which is very good. The level of commitment of students during an English course is significant because it is strongly linked to their academic performance, their willingness to engage in learning activities, their retention of information, and their overall satisfaction with the learning experience. High levels of commitment lead to more successful outcomes and a more positive learning environment for both students and teachers.

Intrinsic and Extrinsic demotivational factors

Identifying the intrinsic and extrinsic factors that demotivate adult English beginners is crucialfor creating effective language learning programs. This will enable learners to take control of their learning, enhancing the overall learning experience, and improving retention rates.

Understanding these factors can help teachers develop tailored teaching strategies, and learnerscan overcome these obstacles.

Table 10

Intrinsic and extrinsic factors that demotivate the learning of English.

Demotivational Factors	Intrinsic	Extrinsic	# Opinions	Percentage
Teacher influence		X	16	64% Yes
Difficult English Skills	X		12	46.15% Speaking
Pedagogical aspects.		X	12	16%
Lack of interest.	X		17	22,37%
Laziness.	X		10	13,16%
Coexistence	X		9	11,84%
Irresponsibility.	X		7	9,21%
Crisis management.	X		7	9,21%
Loneliness.	X		4	5,26%
Cognitive aspects.	X		3	3,95%
Waste of time.	X		3	3,95%
Bullying		X	2	2,63%
Economic problems.		X	1	1,32%
Social circumstances.		X	1	1,32%

Note. This table shows the number of opinions about the factors that most negatively affect or delay their learning process.

Regarding this study, English teachers were classified as an extrinsic demotivators according to Figure 6, and the statements by surveyed students on pages 40, 41, and 42, 16

opinions corresponding to 64% responded affirmatively. If a teacher's influence is extrinsically demotivating, it can negatively impact a student's desire to learn English. When a teacher focuses solely on grades or punishment rather than fostering a love for the language, students may become discouraged and disinterested. This can result in decreased effort and performance in the classroom. Teachers must create a positive and engaging learning environment that inspires students to want to learn and improve their language skills.

During this study, the difficulty of English skills was classified as an intrinsic demotivator. The difficulty of speaking is 42.15%, listening, and writing English is described in figure 5 on pages 37 and 38. These are considered demotivational intrinsic factors, since it is related to the learner's perception of their ability to communicate effectively. This perception can impact the learner's intrinsic motivation and engagement in the learning process. However, it is pertinent to note that this perception of difficulty can be influenced by external factors such as language experience, teaching quality, or personal circumstances. These factors can impact learner motivation both intrinsically and extrinsically. Learners who perceive speaking English as difficult may need additional support, such as practice opportunities or feedback. This will help them overcome this challenge and sustain their motivation.

Pedagogical aspects are extrinsic demotivating factors in learning English as a second language because they can affect an individual's learning experience, including the teaching methods used, the quality of materials, and the learning environment. Of the 25 people surveyed, 11 opinions corresponding to 40% stated that this factor affects motivation. When the pedagogical aspects are inadequate or unengaging, individuals may feel demotivated and disengaged from the learning process, resulting in reduced progress and performance. It is

essential to consider and address pedagogical aspects to create a positive and engaging learning environment that motivates and supports individuals in their English language learning journey.

Lack of interest is a demotivating intrinsic factor because it affects an individual's level of engagement and enthusiasm towards a task or goal. Of the 25 people surveyed, 17 opinions corresponding to 22,37% stated that this factor affects motivation. When someone is not interested in what they are doing, they are less likely to put in the necessary effort. They may even procrastinate or avoid the task altogether. This lack of engagement can lead to apathy, disconnection, and burnout. Therefore, it is essential to identify and address lack of interest as a demotivator. This will help individuals find the necessary motivation and enthusiasm to achieve their goals.

10 of the opinions corresponding to 13,16% stated that laziness is an intrinsic demotivating factor that affects English learning because it reduces the learner's willingness to engage in language learning activities. When a learner feels lazy, they may avoid practicing English, procrastinate on homework, or skip language classes. This lack of engagement can lead to a decrease in motivation, and ultimately, a decline in learning outcomes. Moreover, laziness can make language learning feel like a chore, rather than an enjoyable and rewarding activity, further reducing motivation to learn. As such, it is important to recognize and address laziness as a demotivating factor in language learning to ensure that learners remain engaged and motivated throughout their English learning journey.

Coexistence is an intrinsic factor that demotivates people because it refers to the negative interactions or conflicts between individuals in a shared environment. Of the 25 people surveyed, 9 opinions corresponding to 11,84% stated that this factor affects motivation. An unsupportive or hostile environment can demotivate people and discourage them from pursuing their goals. This

can lead to a decrease in their productivity and motivation. This negative coexistence can lead to stress, anxiety, and even feelings of isolation, which reduce an individual's motivation and productivity. It is essential to foster a positive and supportive coexistence to help individuals feel motivated and engaged in their environment and work towards achieving their goals.

Irresponsibility is a demotivating intrinsic factor resulting in a lack of accountability and a sense of powerlessness. When individuals are not taking responsibility for their actions or outcomes, they may feel helpless and demotivated. Of the 25 people surveyed, 7 opinions corresponding to 9,21% stated that this factor affects motivation. This can lead to a lack of engagement and investment in their work or personal goals, which results in decreased productivity and motivation. It is essential to address and overcome irresponsibility to help individuals take ownership of their actions and outcomes, leading to a greater sense of control and motivation toward achieving their goals.

Crisis management is a demotivating intrinsic factor because it requires individuals to handle unexpected and often stressful situations, which can be mentally and emotionally exhausting. Of the 25 people surveyed, 7 opinions corresponding to 9,21% stated that this factor affects motivation. When individuals are constantly dealing with crises, they may feel overwhelmed, anxious, and demotivated, leading to decreased productivity and engagement. Furthermore, constantly dealing with crises can make individuals feel like they are not making progress toward their goals, which can further reduce their motivation. It is crucial to address crisis management as a demotivating factor. This will help individuals develop strategies to manage and mitigate crises effectively, leading to a greater sense of control, and motivation toward achieving their goals.

Loneliness is an intrinsic demotivating factor in learning English because it leads to feelings of isolation, disconnection, and low self-esteem. Of the 25 people surveyed, 4 opinions corresponding to 5,26%stated that this factor affects motivation. When individuals feel lonely, they may lack the motivation and confidence to interact socially. This includes practicing their English language skills with others. This can lead to decreased progress and performance, as well as reduced engagement and enjoyment of the learning process. It is essential to address loneliness as an intrinsic demotivating factor by creating supportive learning environments that encourage social interaction and foster a sense of belonging and community.

Cognitive aspects are extrinsic demotivating factors in learning English because they refer to the mental processes involved in language learning, including memory, attention, and problem-solving. When individuals struggle with cognitive aspects, such as difficulty memorizing vocabulary or processing complex grammar rules, they may feel demotivated and frustrated. Of the 25 people surveyed, 3 opinions corresponding to 3,95% stated that this factor affects motivation. This can lead to reduced engagement and progress in learning English. It is essential to address cognitive aspects as an extrinsic demotivating factor by providing effective language learning strategies, tailored to individuals' cognitive abilities, and learning styles, to help them overcome cognitive challenges and stay motivated in their language learning journey.

Waste of time is an intrinsic demotivating factor in learning English because individuals may perceive the language learning process as a waste of time if they do not see the value or relevance in acquiring it. Of the 25 people surveyed, 3 of the opinions corresponding to 3,95% stated that this factor affects motivation. When individuals feel that their time and effort are not being well-spent, they may become demotivated and disengaged from the learning process. To address this intrinsic demotivating factor, it is essential to provide meaningful and relevant

language learning activities that connect with individuals' interests, needs, and goals, highlighting the practical benefits of learning English, such as improved communication skills and enhanced career opportunities.

Bullying is an extrinsic demotivating factor for adult English learners because it can create a negative and hostile learning environment that interferes with an individual's ability to focus, learn, and progress in their English language studies. Of the 25 people surveyed, 2 of the opinions corresponding to 2,63% stated that this factor affects motivation. When adult learners experience bullying, they may feel anxious, stressed, and demotivated, leading to decreased engagement and performance. To address this extrinsic demotivating factor, it is essential to provide a safe and supportive learning environment that fosters mutual respect and inclusion and must have zero tolerance for bullying or any other form of negative behavior.

Economic problems are extrinsic demotivating factors for adult English learners because they can create financial stress and impact individuals' ability to invest time and resources in their language learning journey. Of the 25 people surveyed, 1 of the opinions corresponding to 1,32% stated that this factor affects motivation. When adults face economic problems, such as unemployment, low income, or financial instability, they may struggle to afford language classes or materials, leading to reduced progress and engagement in learning English. To address this extrinsic demotivating factor, it is essential to provide affordable language learning options, such as free or low-cost classes, scholarships, and online resources, to support individuals' access to English language education regardless of their socioeconomic situation.

Social circumstances are extrinsic demotivating factors for adult English learners because they impact individuals' ability to access language learning opportunities. These circumstances include a lack of community support, discrimination, or cultural barriers. Of the 25 people

surveyed, 1 of the opinions corresponding to 1,32% stated that this factor affects motivation.

When adults face social circumstances that limit their access to language learning, they may feel

discouraged and disengaged from the learning process, leading to reduced motivation and

progress. To address this extrinsic demotivating factor, it is essential to create inclusive and

culturally responsive language learning environments that value diversity, provide support for

learners' social and emotional needs, and address any cultural or social barriers that may hinder

individuals' access to language education.

Classroom Pedagogical Aspects that affect learning process

There are certain pedagogical aspects that can inadvertently hinder or impede English

language learning in the classroom. This acknowledges that pedagogical approaches may not

always be successful in motivating learners and can sometimes have the opposite effect, but it

does not suggest that these aspects actively demotivate learners.

To focus this study on the pedagogical aspects implemented within a classroom, it is

essential to denote and distinguish them from table 10 on page 130 describes them from a very

general point of view. The analyses registered for the 25 adults surveyed in this study are

detailed below and analyzed with their literature reviews.

Table 11

Pedagogical aspects that demotivate the learning of English in the classroom

Demotivational Factors	Intrinsic	Extrinsic	# Opinions	Percentage
Teacher influence		X	16	64% Yes
Difficult English Skills	X		12	46.15% Speaking
Laziness.	X		10	13,16%
Bullying		X	2	2,63%
Disgust towards the English	X		0	0,00%

teacher.			
Teacher performance.	X	0	0,00%

Note. This table shows the number of opinions giving their opinion about the pedagogical aspects in the classroom that affect the learning process.

The previous table shows 16 opinions that stated students regarding more exactly the question is if it factors affects learning process which the survey answered that yes. Teacher influence in a classroom refers to the actions and behaviors exhibited by a teacher that affect student learning and engagement. It encompasses various aspects, such as effective lesson planning, clear communication, effective use of instructional materials, use of appropriate teaching strategies, and ability to manage the classroom environment. A teacher's performance can have a significant impact on student outcomes, including academic achievement and motivation to learn.

According to Klimova's (2015) study, gathering feedback from students is a highly effective method for acquiring valuable and constructive insights on the course, teacher effectiveness, and challenges faced by students. Obtaining feedback on all four skills can assist in enhancing future course offerings.

The main difficulty indicated by the surveyed students is shown in Figure 5 page 38 Where are the results in detail of a result of 46.15% of the opinions mentioned that speaking activities are the most difficult for them. From my point of view, aspect of speaking in English is the most difficult for adult learners as it can vary based on factors such as the learner's native language, their language learning background, and their individual strengths and weaknesses. However, some common difficulties that adult learners may face when speaking English include pronunciation, grammar usage, fluency, and confidence in speaking.

According to Florea, P. J.'s (2011) study, adult learners' challenges in speaking and listening may stem from factors such as a lack of confidence, fear of errors, limited vocabulary, and trouble comprehending native speakers. To address these issues, improvisational exercises were used to improve student's fluency, confidence, and ability to handle various speaking situations.

Regarding the pedagogical aspect related to students´ laziness developed in class, 10 opinions corresponding to 13.16% declared that this factor affects the learning process, the results are detailed in figure No. 4 on page 96.

In a study by Aguilar, N. S., Badillo, B. S. D. S., & Jöns, S. (2017), they found that laziness is a persistent factor that can negatively impact students' progress. This can disrupt their activities. This behavior can result in the accumulation of unfinished work and lost time, which can require more effort and energy to complete later.

As far as I am concerned one of the challenges in the classroom is students' lack of motivation due to factors such as laziness or a preference for mindless activities on their mobile devices. In addition, fear of failure can prevent students from fully engaging in the learning process. However, educators must create a supportive and encouraging environment that fosters students' confidence and willingness to take risks in their learning. By providing opportunities for hands-on, experiential learning and emphasizing the value of mistakes as part of the learning process, educators can help students overcome these barriers and develop a growth mindset.

Two students declared that bullying is a factor that affects learning in the classroom. This was demonstrated by a study where all the 25 students surveyed, corresponding to 2.63%, declared that this demotivating factor. People who bully others often have underlying factors such as insecurities and tend to call attention to themselves because of their egos. It is difficult to

think of bullying in the classroom as it is associated with making jokes only to a certain classmate. It is less frequent in adults over 40 years of age; however, it is recommended that the institution provide strategies that prevent students from being felt ridiculed.

According to Jiménez, M. D. L. H. M., and Daz, M. A. (2018) their study findings indicate that preventing bullying, promoting equality, and providing support to victims can enhance their self-confidence. To prevent bullying, they recommended students learn English as a second language. Moreover, English is chosen as a subject as it is a neutral language commonly spoken by all students thus promoting an equal and unbiased environment in the classroom and discouraging group hierarchies.

In this survey, none of the students indicated the item of disgust towards the teacher the study found that students did not express negative emotions toward their English teacher for lack of attention or support. However, inappropriate communication and ineffective pedagogical skills could lead to dissatisfaction and demotivation, affecting students' English learning and academic performance. Therefore, teachers should prioritize creating a safe and respectful classroom environment that encourages participation and effective learning by being aware of students' emotions.

Matias and Zembylas (2014) emphasize the significance of critically reflecting on emotions´ role in teacher education. They suggest that negative emotions, such as disgust, can affect teachers' attitudes and behaviors towards diverse student populations. The article underlines the complex relationship between emotions, ideology, and education. It highlights the importance of acknowledging and addressing emotional dimensions of teaching and learning.

From my point of view, good teachers play a crucial role in promoting successful English language learning outcomes by creating a supportive and engaging learning environment.

Adequate training and support are necessary to enhance teachers' performance and ensure that they have the skills and knowledge needed to effectively engage students. Conversely, ineffective teachers can undermine student motivation and confidence, leading to disengagement and poor performance. Regarding this factor neither did the students surveyed indicate it.

Abu-Rabia's study investigates the impact of teachers' behavior and gender differences on foreign language anxiety among seventh-grade students who study English as a foreign language (FL). The findings suggest that female students experience more FL anxiety than male students. Moreover, teachers' supportive behavior can positively affect students' FL anxiety levels. The study emphasizes the importance of teacher-student interactions in addressing FL anxiety and promoting successful language learning outcomes. It also highlights the need to consider gender differences when developing effective strategies to reduce FL anxiety among students.

Classroom Pedagogical Aspects that Support English Learning

There are several classroom pedagogical aspects that can support English learning, including:

Clear Learning Objectives. The teacher should clearly state the learning objectives at the beginning of each lesson so that students understand what they are expected to achieve.

Active Learning. Engaging students in active learning tasks such as discussions, role-plays, and group work can help them apply language in context and develop their communication skills. According to Senjahari, B., Desfitranita, D., & Kustati, M. (2021) stated that in their research on motivation in English language learning shows that it plays a significant role in learning success. The study found that learning objectives influence motivation to learn English. English was seen as important for future opportunities, academic requirements, and passing standardized tests.

Authentic Materials. Using authentic materials, such as newspaper articles or videos, can help students understand how English is used in real-life situations. There is a significant increase in the class's interest in learning a foreign language. In agreement with Sari, D. F. (2016) stated in his study examines whether the use of authentic materials in the classroom motivates students to learn English, as these materials have been shown to positively impact learners' interest in learning a foreign language.

Feedback. Providing timely and constructive feedback on students' language use can help them improve their language skills. Particularly in the four skills of listening comprehension (Listening), speaking comprehension (Speaking), reading comprehension (Reading), and writing (Writing). The study of Klimova, B. (2015) pointed out that collecting feedback from students is one of the most effective ways to obtain critical and constructive information about the current course, teacher performance, and the difficulties or challenges students are experiencing in the course. This feedback on all four skills can guide improvements in future course offerings.

Differentiated Instruction. Recognizing that students learn in different ways and at different paces, the teacher should provide a variety of instructional methods to cater to individual learning styles. In agreement with Watts-Taffe, S., Laster, B. P., Broach, L., Marinak, B., McDonald Connor, C., & Walker-Dalhouse, D. (2012) highlight the significance of differentiated instruction, while acknowledging the challenges of implementing it in the classroom. It defines differentiated instruction and emphasizes its importance, particularly with respect to diversity and Response to Intervention (RTI). The article also presents two classroom examples of differentiated instruction, followed by an analysis of the research and decision-making involved. Finally, the article outlines common characteristics of effective differentiation.

Technology Integration. Technology, such as online language learning tools or multimedia resources, can provide students with additional opportunities to practice their English skills. Başar, T., & Şahin, L. (2021) declared that in today's world, technology integration has brought significant changes to the field of education. The use of technological tools in the teaching and learning process is no longer a choice but a necessity, as it provides students with better learning opportunities.

Assessment. Regular assessment of student's progress can help the teacher identify areas for improvement and adjust their teaching accordingly. Swaffield, S. (2011) stated that a ssessment for learning is defined using information to inform learning and teaching. it focuses on a broad conception of learning that progressively engages students as more autonomous learners. This approach is notable for its distinct timescale, protagonists, beneficiaries, the role of students, the relationship between student and teacher, and the centrality of learning to the assessment process - all of which may or may not be present in formative assessment.

Table 12

Extrinsic distracting means that affect the learning of English

Distracting means	# opinions	Porcentaje
Social networks	18	39,13%
Browse the Internet without studying purposes	13	28,26%
Television	9	19,57%
Recreational activities	4	8,70%
Video game	2	4,35%
Total	**46**	**100,00%**

Note. This table shows the number of students who participated in giving their opinion about the extrinsic distracting means that affect the learning process.

Social networks can be considered as an extrinsic factor as they are external to the individual. They can influence their motivation and engagement in learning English. Out of the 25 students surveyed, 18 expressed that this distractor negatively impacts their learning process. For example, excessive use of social media may distract individuals from their language learning activities, leading to decreased motivation and progress. Additionally, social networks can also provide opportunities for mutual support, networking, and language practice. This fosters individuals' motivation and engagement in learning English.

Engaging in non-educational internet browsing during study time is an extrinsic demotivating distractor for adult English learners because it can disrupt individuals' focus and concentration, leading to decreased motivation and progress in learning English. Out of the 25 students surveyed, 13 expressed that this distractor negatively impacts their learning process. When adults browse the internet without the intention to study during their English language study time, they may feel less motivated to learn. This may lead to a reduction in engagement and performance. To address this extrinsic demotivating factor, it is essential to create a conducive learning environment, free from distractions such as non-educational internet browsing, and to promote self-discipline and effective time management strategies among learners.

Television is an extrinsic demotivating distractor for adult English learners because it diverts individuals' attention away from their language learning activities. This leads to reduced motivation and engagement. Out of the 25 students surveyed, 9 expressed that this distractor negatively impacts their learning process. Watching television for extended periods during study time can negatively impact individuals' learning progress, as it decreases the amount of time spent practicing and using the language. To address this extrinsic demotivating factor, it is

essential to encourage learners to limit their television viewing time during study hours and create a conducive learning environment that minimizes distractions, allowing learners to focus on their language learning activities.

Recreational activities are considered an external distractor factor because they influence their motivation and engagement in learning English. Out of the 25 students surveyed, 4 expressed that this distractor negatively impacts their learning process. Engaging in recreational activities such as sports, hobbies, or entertainment can have a significant impact on an individual's motivation and ability to learn English. While recreational activities can serve as a source of relaxation and stress relief, they can also distract individuals from language learning activities. This leads to decreased motivation and progress. Therefore, it is essential to strike a balance between recreational activities and language learning to maximize both benefits.

Video games are an extrinsic demotivating distractor for adult English learners because they can be a significant source of distraction during study time, leading to reduced motivation and engagement. Out of the 25 students surveyed, 2 expressed that this distractor negatively impacts their learning process. Playing video games can take up a considerable amount of time, diverting learners' attention from their language-learning activities. As a result, learners may become less motivated to learn, leading to decreased progress and performance. To address this extrinsic demotivating factor, it is crucial to limit the time spent on video games during study hours and create a conducive learning environment that promotes focus and engagement in language learning activities.

Intrinsical and Extrinsical Motivational didactics an Extracurricular activities

Classifying didactic activities is significant because it helps teachers identify which teaching methods and strategies are most effective for achieving specific learning outcomes. Teachers can tailor their instruction to meet individual learning styles and needs by categorizing activities based on objectives, content, and delivery format. This not only enhances the quality of the learning experience, but also increases student engagement and motivation, as they are more likely to be interested and invested in activities that are relevant and meaningful to their learning goals. Additionally, classifying didactic activities can help teachers evaluate the effectiveness of their instruction and make data-driven decisions about how to improve their teaching practice.

Table 13

Intrinsic and extrinsic didactics for learning English

Didactic activities	Intrinsic	Extrinsic	# opinions	Porcentaje
Sing songs in English.	X		10	18,52%
Answer random questions.	X		8	14,81%
Videos.		X	7	12,97%
Roleplay.	X		6	11,11%
Make sentences out of random words.	X		6	11,11%
Speaking participation.	X		4	7,41%
Audiobooks.		X	3	5,56%
Readings.		X	3	5,56%
Games in English.		X	2	3,70%
Continue a story.	X		2	3,70%
Exercises.	X		1	1,85%
Flashcards.	X		1	1,85%
Podcast.		X	1	1,85%
Total			54	100,00%

Note. This table shows the classification of intrinsic and extrinsic motivational didactics after the analyzed results.

Extrinsic didactics involves learning through external resources, such as audiovisual materials, texts, or interactive exercises. In contrast, intrinsic didactics involves activities that promote self-expression, creativity, and personal engagement. Singing songs in English, role-playing, making sentences out of random words, and continuing a story are examples of intrinsic didactics. These didactics provide opportunities for students to actively participate in the language learning process and develop their language skills in a more interactive and immersive way.

Singing songs in English is an intrinsically rewarding activity for adult English learners, including beginners, because it can provide a fun and enjoyable way to improve language skills. It was found that 10 of the opinions corresponding to 18,52% stated that the didactic had a positive impact on their learning. For beginners, chanting along to English songs can help them learn basic vocabulary, grammar, and sentence structure while practicing pronunciation and intonation. Singing songs can also create a positive and relaxed learning environment, allowing beginners to build their confidence and overcome their fear of making mistakes. As a result, singing songs in English can be a powerful way to promote intrinsic motivation and engagement in language learning for adult beginners.

Answering random questions is an intrinsic motivating factor for adult English learners, including beginners, because it can provide a challenging and interactive way to practice language skills. It was found that 8 of the opinions corresponding to 14,81% reflected that the didactic had a positive impact on their learning. Answering questions can help learners improve their vocabulary, grammar, and critical thinking skills while also providing an opportunity to practice speaking and listening comprehension. For beginners, responding to questions can be an

effective way to build confidence in their language abilities and overcome their fear of making mistakes. Moreover, posing questions can be a fun and engaging activity that promotes intrinsic motivation and encourages learners to take an active role in their language learning.

Watching videos is a relevant and extrinsic motivational factor for adult English learners and beginners because it provides them with an opportunity to engage with authentic language and cultural content in an entertaining and enjoyable way. Videos offer learners a diverse range of topics and genres, such as movies. It was found that 7 of the opinions corresponding to 12,97% stated that the didactic had a positive impact on their learning. They develop their listening and comprehension skills, as well as their knowledge of English-speaking cultures. Moreover, subtitles and interactive features can enhance the learning experience, making it more accessible and engaging for learners of different levels and interests. Finally, the intrinsic enjoyment of watching videos combined with the extrinsic reward of improving language skills can provide learners with a sense of accomplishment and motivation to continue learning.

Role-playing is an intrinsic motivating factor for adult English learners, including beginners, because it can provide a fun and interactive way to practice language skills in a simulated real-life scenario. It was found that 6 of the opinions corresponding to 11,11% reflected that the didactic had a positive impact on their learning. Role-playing allows learners to practice their speaking and listening comprehension while improving their vocabulary and grammar in context. For beginners, role-playing can be an effective way to build confidence in their language abilities and overcome their fear of making mistakes. Moreover, role-playing can promote intrinsic motivation and encourage learners to take an active role in their language learning by providing an opportunity for creativity, collaboration, and problem-solving.

Making sentences out of random words is a relevant and intrinsic motivational factor for adult English learners and beginners. This allows them to practice and apply their language skills in a creative and interactive way. It was found that 6 of the opinions corresponding to 11,11% stated that the didactic had a positive impact on their learning. It also helps them develop their vocabulary, grammar, and sentence structure while building confidence in their ability to communicate effectively in English. Additionally, the process of constructing sentences from random words can be a fun and engaging activity that encourages learners to actively participate in the learning process. This makes it more enjoyable and memorable.

Speaking participation is a relevant and intrinsic motivational factor for adult English learners and beginners because it provides them with an opportunity to practice their speaking skills in a supportive and interactive environment. It was found that 4 of the opinions corresponding to 7,41% reflected that the didactic had a positive impact on their learning. Engaging in conversations, debates, and discussions "applied for those more advanced students" with other learners and teachers helps develop their critical thinking and problem-solving skills, as they learn to express their opinions and ideas in a clear and concise manner. It is said that English speaking activities with beginners are not recommended because they can lead to frustration and a lack of confidence in students, feeling that they cannot communicate effectively in the language. A recommended speaking activity so that beginners do not feel uncomfortable is role-playing, since it allows them to practice communicative situations in a playful way and with a controlled environment. Another strategy is to practice the shadowing technique where the beginning student repeats the basic structures from his teacher to become familiar with the pronunciation of the language. Therefore, speaking participation enables learners to build

meaningful connections with others and develop social and cultural awareness. This makes their language learning experience more engaging and fulfilling.

Audiobooks can be considered both an extrinsic and intrinsic motivator for learning English, as they can be seen as an external source of motivation to improve listening skills and comprehension of the language, but they can also be enjoyed as an internally satisfying and pleasurable activity. Out of the 25 surveyed students, 3 of the opinions corresponding to 5,56% believed this interactive method of practice could have an impact on the learning of even beginner-level students. Audiobooks are recommended even for beginner-level English learners because they provide an opportunity to improve listening and comprehension skills, as well as to develop vocabulary and grammar knowledge in a natural and engaging way. Audiobooks often have clear and accurate pronunciation, which can help learners to familiarize themselves with the sounds and rhythm of the English language. Furthermore, audiobooks can be listened to at the learner's own pace and convenience, allowing them to repeat and review sections as needed. Finally, audiobooks offer a wide variety of topics and genres, which can cater to the diverse interests and needs of learners at different levels. And of course, there are those that are designed with basic and simple structures suitable for beginners of the language.

It was found that 3 of the opinions corresponding to 5,56% stated that the reading had a relevant impact on their learning. Reading can be considered both an extrinsic and intrinsic factor in learning English. On the one hand, reading can be seen as an external source of motivation, as it can bring tangible rewards such as knowledge acquisition, vocabulary improvement, and understanding of English culture. On the other hand, reading can also be an internally satisfying and enjoyable activity. This provides a sense of personal achievement and the development of cognitive skills such as imagination and critical thinking.

The readings are recommended for English learners because those help them improve their vocabulary, reading comprehension, grammar, and spelling in an authentic and meaningful context. Reading texts in English can also expose students to different writing styles, sentence structures, and forms of communication that will help them better understand the language. In addition, reading can be an enjoyable and satisfying activity that fosters intrinsic motivation and helps students develop cognitive skills such as imagination and critical thinking. In short, reading is a valuable tool to improve students' level of English and enrich their learning experience.

Games to practice English can be considered both an extrinsic and intrinsic factor in language learning. On the one hand, games can be an external source of motivation for students, as they offer tangible rewards such as competition and recognition. In addition, it can be used as reinforcement and practice tools. Furthermore, games can also be internally satisfying and enjoyable for students, as they offer a playful and fun environment that encourages internal motivation and cognitive and social skills. Out of the 25 surveyed students, 2 opinions corresponding to 3,70% pointed out t this interactive method of practice could impact even beginner-level students. In conclusion, games can be a valuable tool to improve motivation and English learning from both an extrinsic and intrinsic perspective.

The didactics of completing a story can be considered an intrinsic factor in learning English since it involves students´ creativity and imagination, which foster motivation and intrinsic interest in the language. Out of the 25 surveyed students, 2 of the opinions corresponding to 3,70% pointed out that this interactive method of practice could impact even beginner-level students. Continuing a story in English can also help students develop language skills such as listening comprehension, speaking skills, and the ability to improvise in the language. Also, by working in groups to complete a story, students can improve their

collaboration and social skills. Ultimately, continuing a story is an effective way to cultivate intrinsic motivation and language-social skills for English learners.

As far as learning English is concerned, exercises didactics can be regarded as both an intrinsic and extrinsic aspect. Out of the 25 surveyed students, 1 of the opinions corresponding to 1,85% pointed out that this didactic impact at the beginner-level. On the one hand, doing grammar, vocabulary or reading comprehension exercises can be an intrinsically satisfying activity for some students, since they may feel that they are improving their skills and knowledge of the language. Exercise helps students practice and reinforce their learning. This can create a sense of accomplishment and personal satisfaction. On the other hand, exercising can also be considered an extrinsic factor, as students may be motivated by the possibility of earning a high grade, recognition, or a tangible reward such as a certification or degree. Basically, the didactics of doing exercises can be both intrinsic and extrinsic to teaching English, since they can satisfy both students' internal and external requirements.

English can be learned through flashcards intrinsically and extrinsically. In fact, flashcards can be a very useful learning tool for some students, since it allows them to visualize and associate concepts and words in English, which can generate a feeling of understanding and mastery of the language. 1 of the opinions corresponding to 1,85% declared that flashcards can also be a personalized, self-directed activity that allows students to progress at their own pace and level of knowledge, which fosters intrinsic motivation. On the other hand, flashcards can also be an extrinsic factor since they can be used for student progress evaluation and measurement. Furthermore, flashcards can be used in a competition context and/or as a reinforcement tool in a classroom or structured learning environment. In short, flashcards can be

both an intrinsic and an extrinsic factor in learning English, as they can satisfy students´ internal and external needs.

Podcasts can be considered an extrinsic factor for learning English as they are an external resource that can assist with language learning. Out of the 25 surveyed students, 1 of the opinions corresponding to 1,85% pointed out that this interactive method of practice could impact even beginner-level students. Podcasts´ effectiveness depends, however, on the kind of didactics it uses to teach English. If the podcast has a strong focus on language learning and uses effective didactics, such as clear pronunciation, slow and clear speech, repetition of key vocabulary, and contextually relevant topics, it can be a valuable tool for improving English language skills. On the other hand, for beginner learners, if the podcast does not have a clear focus on language learning and uses a lot of colloquial language, idiomatic expressions, and slang, it may not be as effective for language learning.

Language learning is more effective, faster, and more efficient when using the latest and updated didactic tools.

Table 14

Intrinsic and extrinsic extracurricular activities adult learners do

Extracurricular activities	Intrinsic	Extrinsic	# Opinions	Percentage
Watch online tutorials.		X	13	25,00%
Online topic research.		X	10	19,23%
Watch Series, movies in English.		X	7	13,46%
Mobile apps.		X	5	9,62%
Study with friends and family.	X		5	9,62%
Speak with English natives		X	4	7,69%
Karaoke in English.	X		3	5,77%
Private English tutoring	X		2	3,85%

Travel experiences abroad.	X	1	1,92%
Attend a private English academy.	X	1	1,92%
Subscribe to English clubs.	X	1	1,92%
Total		**52**	**100,00%**

Note. This table shows the classification of intrinsic and extrinsic motivational didactics after the analyzed results.

Specifically, intrinsic didactics refers to the factors within a learner that motivate him or her to learn English, for instance, "Study with friends and family" is considered an intrinsic motivational factor as it involves using internal resources (i.e., personal relationships and social connections) to practice and improve language skills to practice language skills through conversation and dialogue. Of 25 students surveyed, 3 pointed out this valuable extracurricular didactic. This can be a helpful way for learners to get feedback and support from others as they improve their language skills.

Karaoke in English is also considered an intrinsic factor in learning English. Of 25 students surveyed, 3 pointed out this valuable extracurricular didactic. This is because it helps learners improve their pronunciation, intonation, and rhythm by singing along to English songs. This can be a fun and engaging way to practice English and develop a better understanding of English vocabulary, idioms, and slang.

Classes with a private English teacher are considered an intrinsic factor in learning English because they provide learners with personalized instruction and feedback. This can help learners identify and focus on areas for improvement. It can also help learners set a language for learning goals and receive individualized attention and support.

Travel experiences abroad are considered an intrinsic factor in learning English because they provide learners with the opportunity to immerse themselves in an English-speaking

environment, practice their language skills in real-life situations, and learn more about English-speaking culture and customs. This can be a powerful way to improve language skills, gain confidence in using English, and develop a deeper understanding and appreciation of the language and its cultural context.

Extrinsic didactics for learning English involves external resources or factors outside of the learner themselves.

Viewing educational video tutorials on the Internet is considered an extrinsic factor in learning English. This is because it involves using external resources to learn the language. Of 25 students surveyed, 13 pointed out this valuable extracurricular didactic. These tutorials can help learners with guidance and instruction on specific aspects of the language, such as grammar, vocabulary, and pronunciation. "Watching online tutorials" is considered an external activity as it involves using external resources (the internet) to gain knowledge and information about the language.

Searching the Internet and researching topics of interest is also considered an extrinsic factor in learning English because it involves using external resources to gather information and expand one's knowledge of the language. This can be an effective way for learners to explore different topics related to the language and practice their reading and comprehension skills.

Watching series and movies in English is an extrinsic factor for learning English because it involves using external resources to engage with the language and practice language skills such as listening comprehension, vocabulary, and idiomatic expressions.

Mobile apps are an extrinsic factor in learning English because it involves using external resources to learn the language through various activities and exercises. These apps often provide

learners with interactive and engaging ways to practice different language skills and track their progress over time.

Contact with native English speakers is considered an extrinsic factor in learning English, of 25 students surveyed, 4 pointed out this valuable extracurricular didactic because it provides learners with the opportunity to practice their English skills with those who are fluent in the language. This can help learners develop their language skills in a natural, conversational setting. And to learn more about English-speaking countries and cultures. "Speak with English natives" is considered an external activity as it involves using external resources (i.e., other people who are English natives) to practice and improve language skills.

Attending a private English academy is an extrinsic factor for learning English because it involves using external resources (i.e., a formal institution) to receive structured and systematic instruction in the language. These academics are often common for these academies to offer comprehensive language programs that cover every aspect of the language including grammar, vocabulary, pronunciation, and culture.

Subscribing to English clubs is an extrinsic factor for learning English because it involves using external resources (i.e., a community of learners) to engage with the language and practice language skills through different activities and events. These clubs often provide learners with opportunities to practice their language skills in a supportive and engaging environment, and to connect with other learners who share similar interests and goals.

It's worthwhile to note that both extrinsic and intrinsic didactics benefic for learning English, and that everyone's learning style is different. It's wise idea to try different methods to see what works best for adult English learners.

Adapted Teaching Strategies for Adult English Level Beginners

Based on the results of the survey of 25 adult English learners in the Fundación Intercultura, according to their preferences for activities and didactics that most captured their attention, this might be adapted to their learning styles. I recommend the following strategies that integrate the most relevant resources of their choice.

Level Up Your Learning with Gamification Strategy

One potential strategy is "Level Up Your Learning: A Gamification Strategy for Enhanced Engagement and Effectiveness" for implementing gamification for adult English learners is to integrate game elements into language learning activities. This includes incorporating points, badges, and leaderboards into assessments or exercises. Additionally, providing opportunities for learners to engage in friendly competition or collaborative learning activities through games can increase engagement and motivation. It's necessary to ensure that the games align with the learning objectives and that the learners feel challenged but not overwhelmed. Regular feedback and reflection can also encourage continuous learning and improvement. Overall, incorporating gamification into language learning can engage and motivating adult English learners.

Gamification is an excellent way to make learning more engaging and interactive. Product of the result and the analysis can be found on page 80, in table 2, where 2 students expressed a taste for the games, 2 pointed out the didactic to continue the story, and 6 highlighted the role-play. Likewise on page 146 in table 12 which complements the analysis.

Here are the steps to develop a gamification strategy for learning Basic English:

1. Identify the learning objectives: Before developing a gamification strategy, it's worthwhile to identify the learning objectives for Basic English. How should language learners' skills? This might include vocabulary, grammar, pronunciation, listening, and speaking.

2. Choose game mechanics: Next, choose game mechanics that aligns with learning objectives. For example, if learners need to develop vocabulary, the teacher could create a word matching game. If they need to improve pronunciation, the teacher could create a speaking game where they might record themselves speaking English basic beginner structures.

3. Define the game elements: Determine the game elements to be used, such as points, levels, badges, and leaderboards. For example, learners can earn points for completing tasks or answering questions correctly. They can unlock badges for achieving milestones or mastering language skills.

4. Create a storyline: Develop a storyline or theme that ties the game elements and mechanics together. This could be a story about a character who learns English and needs help along the way.

5. Develop the game: Use a game development platform or tools to create the game. Ensure that the game is easy to navigate and provides clear instructions.

6.Test and refine: Once the game is developed, test it with a small group of learners to gather feedback. Use this feedback to refine and improve the game.

7. Launch the game: Once the game is polished and ready, launch it to a wider audience. Promote the game through social media, email newsletters, and other marketing channels.

8. Monitor and evaluate: Monitor how learners use the game and evaluate its effectiveness in achieving learning objectives. Make changes as needed to improve the game and better meet the learners´ needs.

According to Yanes, N., & Bououd, I. (2019) gamification in English language learning is significant and lies in its potential to offer opportunities for improved learning outcomes. As a result, achieving those outcomes became more challenging. The study provides a taxonomy of these opportunities and challenges, which were gathered through a Delphi method involving computer science students' opinions. The findings produced an ordered list of significant factors to consider when implementing gamification and serious games in English language learning. This can help educators and developers address entry barriers and improve adoption rates. The study highlights the relevance and implications of gamification and serious games to enhance English language learning experiences.

Web-based system for English reading and learning

The second technique that I recommend is the "Web-based system for English reading and learning" for adult English learners according to the author Lamb, M., & Arisandy, F. E. (2020) who suggests online activities, referenced on p. 88 of this study as well as those adult English learners who expressed a taste for surfing the Internet as a result of the analysis of the results recorded in table 3 on page 88 where 10 opinions were recorded in the table, and the analysis on page 146 represented in table 13 was complemented and other extracurricular activities manifested by the students. Therefore, this strategy is affordable and appropriate for their English level.

Here are the steps to develop a strategy for an English reading and learning system based on the web:

1. Define the target audience: Determine the age group, English proficiency level, and reading interests of the target audience.

2. Identify the learning objectives: Establish specific goals for the learners, such as improving reading comprehension, vocabulary, or grammar skills.

3. Choose the content: Select appropriate reading materials, such as news articles, blogs, or short stories, that align with learners' interests and reading levels.

4. Determine the delivery method: Decide on the format and platform for delivering reading materials and learning activities, such as a website, mobile application, or learning management system.

5. Design the user experience: Create a user-friendly interface that engages learners and provides easy navigation, clear instructions, and interactive features.

6. Develop assessment tools: Create assessment tools to measure learners' progress and provide feedback on their performance, such as quizzes or reading comprehension exercises.

7. Integrate multimedia resources: Enhance the learning experience by incorporating multimedia resources, such as audio recordings or videos, that support the reading materials and provide additional context.

8. Implement and evaluate: Launch the system and collect feedback from learners and teachers to evaluate the system´s effectiveness and identify areas for improvement.

By following these steps, English teachers can develop a comprehensive strategy for an English reading and learning system based on the web. This strategy meets the needs and interests of the target audience and supports their language learning goals.

Effective Flashcard Strategy for Adult English Learners

The third strategy I recommend is the "Effective Flashcard Strategy for Adult English Learners" a product of the analysis carried out on page 80 in table 2 and on page 146 in table 12 where 2 of the 25 students surveyed indicated a liking for flashcards. Flashcards are a helpful

tool for learning English because they provide a visual and interactive way to practice and memorize vocabulary words and phrases. When using flashcards, learners can see the English word or phrase on one side and try to remember the meaning or definition on the other side. As a result, they become more familiar with the vocabulary and can retain it. Additionally, flashcards can be organized into sets or categories based on the learner's needs and interests, making the learning experience more relevant and engaging. By using flashcards regularly, learners can improve their English vocabulary and communication skills.

Here is a strategy with steps for using flashcards to help adult beginners learn English:

1. Create or obtain a set of flashcards that include key vocabulary words or phrases relevant to the learner's needs or interests. For example, if the learner is interested in food, the flashcards could feature words related to cooking and dining.

2. Organize the flashcards into manageable sets or categories based on the learner's familiarity with the words or phrases. Start with a small set of basic words and gradually increase the difficulty level as the learner progresses.

3. Show the learner the front of the flashcard with the word or phrase and have them attempt to say the meaning or definition in English. If they are unsure, provide the meaning or definition and have them repeat it back to the English teacher.

4. Once the learner is comfortable with the words or phrases on the front of the flashcards, turn them over to reveal the English word or phrase. By doing so, they will be able to reinforce their vocabulary understanding and retention.

5. Repeat this process regularly, gradually adding more flashcards and increasing the difficulty level as the learner progresses. Encourage the learner to use the flashcards on their own to practice and review, and provide feedback and support as needed.

According to Wazir, H. A. S. B., Othman, A., & Mohd Yusoff, Y. (2018) their study explores how vocabulary flashcards, both traditional and digital, can help non-native learners improve their English language skills. Limited vocabulary is a common challenge for students from non-English speaking countries, making it difficult to learn the language. The study suggests that digital flashcards are a more effective tool for improving vocabulary retention than traditional flashcards. By following these steps, the flashcards can be a helpful tool in aiding adult beginners in their English learning journey.

In conclusion, gamification, web-based learning for reading, and flashcards are all significant strategies for adult beginners because they provide interactive, engaging, and accessible ways to practice and retain information. These methods can make the learning process more enjoyable and relevant to the learner's interests and needs, leading to increased motivation and improved learning outcomes. By incorporating these strategies into their learning process, adult beginners can effectively build their knowledge and skills in a way that is engaging and effective.

Conclusions and Recommendations

This study analyzed the motivation of adult students to learn English using the six open questions, besides the quantitative tool of the 34-item questionnaire administered to 25 EFL students, which helped to discover their intrinsic and extrinsic motivation and recommend strategies to adult learners of the Fundación Intercultura.

Regarding the intrinsic motivational factors that led to taking the Basic English course at Fundación Intercultura, three of the seven respondents indicated personal reasons. Their opinions were recorded in question number 1, statistical Figure 1 on page 31 and page 32. It can be deduced that as knowledge and vocabulary increase, students will understand more clearly. Furthermore, most of them said they would continue to study English independently. They will be able to present their ideas clearly and fluently by practicing the course´s recommendations.

It can be deduced that as knowledge and vocabulary increase, students will understand more clearly. Furthermore, most of them said they would continue to study English independently. They will be able to present their ideas clearly and fluently by practicing the course´s recommendations.

In fact, other personal motivational factors were mentioned when acquiring other mental abilities. These factors were discussed in question 7, page 43. When acquiring mental skills by studying English, is also classified as an intrinsic factor for motivation, since it is an internal and individual goal that can provide a sense of achievement, satisfaction, and personal growth. By learning English, people can improve their memory, concentration, creativity, and problem-solving skills, which can motivate them to continue learning and improving in their personal and professional lives. Moreover, their personal motivational factors were acknowledged when they described that they acquired other mental abilities. Because it also entails understanding and

assimilating the ideas and responses provided by other people, the radio, and television, as well as the texts they read. Scientific research indicates that studying English or learning a language, in general, produces certain stimuli in the brain. As a result of these stimuli, we can improve our abilities in other areas such as creativity, reasoning, problem-solving, and mental abilities.

Question number 2 "Is this the first English course?" is an extrinsic factor, as it pertains to a specific context or circumstance that is external to the subject or situation being studied. It has relevance to the study of English language learning, but it is not an inherent or essential quality of the subject matter itself. 6 out of 7 students stated that they had taken a course before, described in Figure No. 2 on page number 34 of this study. Knowing the time, a student resumes English studies can affect their motivation. This is because it can help them set realistic and achievable goals, which increases their sense of achievement and motivation. If a student has been away from English for a long time, he/she may feel overwhelmed to return to his/her studies without a clear goal. However, if they set a realistic deadline for reaching a specific level of English proficiency, they are more likely to feel motivated and committed to working towards that goal.

The main findings are that the students, in the appropriate context of their reasons for continuing the study of English, autonomously learn. Found themselves intrinsically motivated to learn the English language. In the 34-question questionnaire, they showed that they were motivated and encouraged by their family and friends listed in table 3 on page 88; most of them rated the basic English course as successful, identifying the teaching materials and facilities in a pleasant way, as well as the empathy they had with their teachers. They qualified the teaching methods as adequate, except that what least appealed to them were the books except for 28% of the students who classify them as regular, and another 28% qualified the readings as regular.

Unlike the demotivating factors listed in table 4 on page 96, some of them denoted that it concerns the lack of a conducive environment for learning the English language and the social disapproval of learning the English language. The extrinsic factors that are missing for the students proved to be motivated and willing to acquire knowledge and adapt to the didactics.

Based on the findings, this study recommends that teachers should be trained to engage intrinsically motivated students in challenging and encouraging activities. Teachers teaching adult learners of English as a foreign language should do more to create an excellent learning environment in their classroom to motivate and encourage their students to learn the English language and avoid the negative impact of social disapproval of the language outside of the classroom.

Older adults should continue to engage in brain training activities that promote creativity. There are various games available for practice today, including interactive applications tailored to individual needs. It's imperative to choose engaging and stimulating activities that promote neuroplasticity in the brain. This can slow down the aging process and maintain mental abilities.

Study results highlight the importance of paying attention to seniors' education and their increasing demand for updated technologies. While social contacts are essential for seniors, new forms of learning, such as e-learning and distant learning, should also be made available for those with physical disabilities. Organizers, lecturers, and students alike must be prepared to use advanced technologies for pedagogical performance improvement and quality. As seniors increase their knowledge potential, they will make additional demands on the educational process, requiring specific considerations for their education.

Teachers are encouraged to provide explicit instruction in critical thinking, teach how to transfer to new contexts and use collaborative learning methods and, of course, constructivist

approaches that place students at the center of the learning process. Audiovisual resources are an active teaching methodology whose general principle is to work from action involving all the senses, and the playful element helps to develop their linguistic capacity and improves the self-confidence of the students.

Recommendations according to the study by Nagashibaevna, Y. K. (2019) highlighted that passive learners feel very uncomfortable when they are forced to learn actively and at their own pace. Therefore, English lessons should be fun and rewarding, showing that engaging learning activities and interactive quizzes stimulate healthy engagement and competition among students.

In addition, teachers must engage passive students in group work or other strategies to cultivate meaningful critical thinking skills. Highly visual aids, such as image descriptions with interactive lessons that could be less than written text, will give accessible support for such learners to become reflective individuals and critical thinkers. According to Zambrano, M. S. W., Fernández, M. N. L., Moreno, G. W. C., Robles, F. M. V., & Maldonado, R. C. (2018), critical thinking includes the capability to make inferences and analyze arguments using inductive or deductive reasoning. It involves both cognitive skills and dispositions.

Finally, this research identifies and verifies that finding a resolution to the problem through didactic activities allows students to learn better. It is adapting teaching activities to the technological changes that occur today. This study recommends it includes developing reading, listening comprehension, speaking, and improving the forms of written structures to gradually close the gaps that prevent us from advancing in the learning of a second language. Overall, promoting the use of technology in the classroom stimulates motivational participation.

The important point in this study is that through participant observation, it has been noticed that students are more motivated when they leave the school environment and engage in activities in non-formal settings. Additionally, the use of mobile learning technologies has also been found to improve student motivation. Traditional teaching methods do not promote student motivation or oral communication, and teachers should use various strategies, such as project-based learning, technology, and language exchanges, to motivate their students. The study concludes that motivation is a key factor in language learning, and the results obtained from different data collection techniques are consistent and were recommended through the strategies raised on page 160.

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Appendices

Appendix A

Questions for interview and questionnaire for survey

Cuestionario: Factores motivacionales y estrategias que estimulan el aprendizaje de adultos en Inglés Básico I de la entidad educativa Fundación Intercultura en Bogotá. D.C.			
CIUDAD:	Bogotá D.C	**FECHA**	____de noviembre 2022
INSTITUCIÓN EDUCATIVA:	Fundación Intercultura	**CURSO:**	English Basic I
Nombre del estudiante:			
Edad: **Profesión:**		**Código:**	
1. ¿Qué lo motivó a tomar el curso de inglés básico I en la institución Fundación Intercultura?			
2. ¿Es la primera vez que toma un curso de inglés? ¿Hace cuanto fue el último curso de inglés que tomó?			
3. ¿Se le dificulta el área de inglés? Sí, No. ¿Por qué?			
4. ¿Qué habilidad en inglés se le dificulta más? comprensión auditiva (Listening), expresión oral (Speaking), comprensión de lectura (Reading) o expresión escrita (Writing).			
5. ¿Considera que los maestros influyen en la actitud motivacional de los estudiantes? Sí, No ¿por qué?			
6. ¿Qué tanto el curso de inglés contribuyó a su proceso personal, profesional o desempeño laboral?			

Appendix B

Questionnaires

Cuestionario						
Califique de 1 al 5 de acuerdo con su concepto y criterio cada ítem respecto a cómo le pareció el curso de inglés Básico I que tomó en la Institución educativa. **Donde 1 Es malo, 2 Regular, 3 Bueno, 4 Muy Bueno y 5 Excelente.**						
Criterios de Evaluación	**1**	**2**	**3**	**4**	**5**	**NA**
1. Las instalaciones físicas de la entidad educativa son						
2. La calidad de los equipos como computador, proyector, speaker fueron						
3. Los materiales de estudio fueron Ejemplo listas, guías dadas por el profesor para memorizar vocabulario.						
4. Las lecturas dadas por el profesor fueron						
5. Los libros utilizados durante el curso fueron						
6. La calidad de los audios y videos utilizados durante las clases fue						
7. El nivel de entusiasmo del profesor fue						
8. ¿Cómo califica los conocimientos, habilidades y equipos utilizados por el maestro?						
9. La relación entre el profesor y los alumnos fue						
10. Las dinámicas realizadas en las clases de inglés fueron						
11. Las pruebas desarrolladas durante las clases fueron						
12. Las actividades de speaking desarrolladas durante las clases fueron						
13. El nivel de compromiso del profesor fue						
14. ¿Cómo califica la forma en que el profesor niveló los contenidos en el curso básico de inglés?						
15. ¿Cómo califica la actitud del profesor durante el proceso de aprendizaje?						
16. ¿Cómo califica las estrategias de motivación utilizadas por el profesor para captar el interés en los alumnos?						
17. ¿Cómo califica el nivel de inglés de su profesor?						
18. ¿Cómo califica el nivel de confianza que proyectó el profesor(a) de inglés?						
19. ¿Cómo califica el nivel de pronunciación de su profesor de inglés?						
20. ¿Cómo califica las estrategias que utilizó el profesor de inglés para evitar que los alumnos se sintieran ridiculizados durante el desarrollo de las actividades planteadas?						
21. ¿Cómo califica la retroalimentación que le dio su maestro de inglés durante el proceso de aprendizaje?						
22. ¿En qué nivel califica los métodos de enseñanza que utilizó su profesor de inglés?						
23. ¿Cómo califica el nivel de enfoque que le dio el profesor respecto a la gramática?						
24. ¿Qué tanto nivel de confianza usted sintió durante el proceso del curso?						
25. ¿Qué tan interesado(a) se sintió usted desarrollando las actividades durante el proceso del curso?						
26. ¿Cómo califica sus resultados reflejados en las actividades y pruebas de inglés que realizó?						
27. ¿Qué tanto mejoró su actitud hacia la lengua extranjera estudiada?						

28. ¿Qué nivel de empatía sintió hacia su profesor de inglés?					
29. ¿Qué tanta influencia tuvo sus compañeros de clase en su proceso de aprendizaje?					
30. ¿Qué tan animado(a) se siente por amigos y familiares para aprender inglés?					
31. ¿Qué nivel de entusiasmo tiene usted frente al aprendizaje de inglés?					
32. ¿Qué tanto interés siente hacia la cultura anglo?					
33. ¿Cómo califica las actitudes de los miembros de su grupo?					
34. ¿Qué tan comprometido(a) estuvo usted durante el curso de inglés?					

Actividades didácticas

Seleccione las actividades didácticas que más le gustan para aprender y profundizar el inglés.

_____ Juego de roles.

_____ Hacer oraciones de palabras al azar.

_____ Continuar una historia.

_____ Contestar preguntas al azar.

_____ Cantar canciones en inglés.

_____ Videos.

_____ Flashcards.

_____ Lecturas.

_____ Podcast.

_____ Ejercicios.

_____ Juegos en inglés.

_____ Audiolibros.

_____ Otra:_____

Seleccione las actividades extracurriculares que realiza para mejorar su nivel de inglés.

_____ Ver videotutoriales educativos en Internet.

_____ Buscar en Internet e investigar temas de interés.

_____ Estudiar con amigos y familiares.

_____ Clases con un profesor particular de inglés.

_____ Suscribirse a clubes de inglés.

_____ Ver series, películas en inglés.

_____ Karaokes en inglés.

_____ Contacto con hablantes nativos de inglés

_____ Experiencias de viajes al exterior.

_____ Asistir a una academia privada de inglés.

_____ Aplicaciones móviles

_____ Otra: _____

En su opinión y experiencia, cuáles son los factores que afectan negativamente o retrasan el aprendizaje del inglés.

_ Falta de interés.

_ Pereza.

_ Ansiedad.

_ Irresponsabilidad.

_ Pérdida de tiempo.

_ Aspectos pedagógicos.

_ Problemas económicos.

_____ Aspectos cognitivos

_____ Problemas psicológicos.

_____ Manejo de crisis.

_____ Soledad.

_____ Disgusto hacia el maestro de inglés.

_____ Circunstancias sociales.

_____ Desempeño del maestro.

En su opinión y experiencia, cuáles de los siguientes medios afectan negativamente o retrasan el aprendizaje del inglés por ser distractores.

_____ Redes sociales.

_____ Video juegos.

_____ Televisión.

_____ Actividades de ocio.

_____ Navegar por internet sin fines de estudio.

_____ Influencia negativa de amigos o familiares.