



**BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA**

**FACULTAD DE LENGUAS**

**The Motivational Factors that Influence English Learning  
Process in Highschool Students**

**A THESIS SUBMITTED TO THE SCHOOL OF LANGUAGES  
FOR THE DEGREE OF  
LICENCIATURA EN LA ENSEÑANZA  
DEL INGLÉS**

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## **DEDICATIONS**

I want to dedicate this thesis research to my parents Lucia Osorio Marquez and Salvador Elpidio Babines Mendez for giving me the strength and the conviction to reach this achievement and for keeping me resolute despite all the adversities that we have been through.

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## CHAPTER I: INTRODUCTION

### 1.1 Introduction

High school is the one of the stages where students are more sensitive and vulnerable to their surroundings, at that point in their lives they are full of energy, they look for new experiences and it is more difficult to accept or be accepted by other students. It is always normal for them to tell jokes or make fun of their classmates, but they do not know what their classmates are like, some of them may be more easygoing and others more sensitive so they can get hurt easily and take it personal. This condition may have a negative impact inasmuch on those students who are learning English because shy students will turn shy, sensitive students will get more sensitive due to fear of being judged by their classmates. Learners' affective factors are a matter of crucial importance in accounting for individual differences in learning outcomes. Whereas learners' beliefs about language learning are likely to be fairly stable, their affective states tend to be volatile, affecting not only overall progress but responses to particular learning activities on a day-by-day and even moment-by-moment basis. (Ellis, 1994, p. 483)

Some students feel threatened by their classmates when they commit mistakes because they feel that the rest of the group is laughing at them and the teacher does not know the problems they may carry from their houses, that's why some students are more sensitive about what others think about themselves. For that reason, students prefer not to participate in class or not to do their homework in order to avoid confrontations with the group. At that age, feelings are very difficult to handle because they are completely more sensitive and sometimes an individual may find it extremely difficult to define or

“understand” their role. (Wright, 1987) Is that to say, teenagers come across with more difficult dilemmas. For example: it is not easy for them to get on with other students or work with other classmates because they always complain that some students work more, and the rest just do not work at all. In addition, students cannot understand that the teacher is the one who sets up rules and they must stick to them.

Therefore, the commitment that students have to learn the language is not enough, although they are willing to learn the language, the context and the people that make up their lives can be the crucial reason to decrease their second language performance. If the student feels motivated and has a positive attitude, they will find it easy to overcome their difficulties to succeed in learning the second language.

In addition, the affective domain includes many factors that altogether can be taken as indispensable when learning a second language, those affective factors can be: empathy, self-esteem, anxiety, attitudes, motivation the list could go on. (Brown, 2000). Taking the last idea, some of those factors may seem at first rather far removed from language learning because they may not seem important in our second language learning, but when we consider the pervasive nature of language, any affective factor can conceivably be relevant to second language learning.

Acquisition of a foreign language represents an exhaustively studied issue. The learning process depends on a series of factors: cognitive factors (language attitude, learning strategies), affective factors (attitudes, motivation, and self-esteem) as well as metacognitive factors, and demographic factors. Affective factors are part of the students’ life and any comment or correction about their second language learning the student

receives is going to be a crucial reason to increase or decrease his academic achievement, that's why the English teachers must understand students' needs and concerns.

## **1.2 Statement of the Problem**

Currently education in Mexico has been influenced by affective factors which impact students' learning process, in this case, students from *Colegio de Bachilleres del Estado de Puebla Plantel 1*. These factors are directly related to students' feelings such as motivation and attitude; consequently, these factors make students not develop significant learning and they lose interest in their English language class. Nowadays, students feel threatened by participating in class because their classmates laugh at them if they commit mistakes. Most of them feel insecure about their pronunciation, additionally, language itself is very hard to learn and they give up because they do not feel able enough to succeed in the second language.

In addition, the way in which the language is taught may not be the most appropriate for many students. Several factors contributed to the alteration of their motivation. One of them is the learning experience. At school, the learners did not have good learning experiences, for example, the class was not interesting and the learning activities were boring. That situation happens because teachers rely on the activities from the book they use in their classes most of the time. However, if we take into account that all the students learn different, teachers might use differently ways to teach a lesson. Having said that, it can be considered the possibility to make use of ludic activities like games, movies, roleplays, in order to foster the pleasure of learn a second language.

In my own experience as a student in that school I could notice that at this age most of the students do not have clear goals in their life, they think that being between 13 and

15 years old is very soon to think about their future. During my time in that school, I noticed that students mentioned that they want to work as cops, waiters, babysitters, among other jobs because their parents worked in those areas; consequently, they want to do the same or they seem to be curious to know what those jobs are like.

Likewise, students think that learning a new language can be meaningless if they want to get those jobs. Other students do not have time enough to study, some of them have to work and do other activities in order to help their parents with the housework, and the problem is that they lose interest not only in English language but with the rest of their subjects. Thus, when they are in the classroom they are demotivated and carrying a negative attitude towards the school. Some students have experienced many things along their lives that have affected in a negative way their motivation and attitude. For that reason, those students are having very difficult moments which constrain learning.

Following this idea, (Brown, 2000) mentioned that attitudes are taught consciously, it means throughout actions they already know that are not correct or unconsciously throughout actions that are incorrect but they do not even know it, so teaching English is also related to values and behavior whereby teachers must create a relaxing and comfortable classroom environment. In addition, the attitude that students from this high school show when learning the second language is not the adequate to achieve their personal goals in the classroom, they talk a lot in the classroom, other students prefer to use the translator when the teacher asks for a task so they do not do any effort to memorize verbs or solve problems by themselves.

There are students who do the task just because they do not want to fail the course but at the end of the semester, they have not learned what teachers expected. Thus, those

doubts and questions that should have been cleared from the beginning get fossilized because they have not paid attention and they were also influenced by other students who do not want to learn at all.

### **1.3 Purpose of the Study**

This thesis seeks to explore how motivation and attitude influence the English learning process of the students in *the Colegio de Bachilleres del Estado de Puebla, Plantel 1*. This research tends to explore 2 different groups (A-D) from 3<sup>rd</sup> grade who are exposed to a second language 3 hours a week, in this case English. Motivation and attitude play an exceptional role when learning a second language, for that reason it is very important to explain how those factors influence their English performance and learning.

This study also tends to explore students' perceptions about the language and their performance in the class, during the process in which students get involved in the activities and the accomplishment of different tasks as well as the participation in front of the group. It is mainly focused on the differences between a motivated or a demotivated student as well as the difference between students who sustain positive or negative attitudes. Accordingly, this research aims to have a better understanding about the impact of students' attitude and motivation when learning the L2.

### **1.4 Significance of the Study**

The importance of this study relies on the contribution it can provide in the field of English language teaching. For that reason, this thesis can help teachers and students who are probably experiencing a problem with motivation and attitude in relation to second language learning to find out the main problems students and teachers face in the classroom in order to raise awareness of how the classroom environment influences the students'

academic performance. This study may contribute to finding solutions to these problems in order to avoid the lack of motivation and to implement good teaching practices which foster positive attitudes in order to help students to reach their goals and have a fruitful learning performance.

This study presents the reality of a public school called *Colegio de Bachilleres* in Puebla City which is one of the biggest high schools that welcomes hundreds of students every year. This study will be cooperative to have a better understanding about students' learning process and how motivation and attitude impact on their performance in the class. Another significant contribution will be to provide teachers a better idea about why students do not dare to participate in the classroom and how they could motivate them to be more interested in the class.

The results will highlight the aspects that students are experiencing at this school, so it will enlighten teachers to use the adequate techniques, activities and approaches when teaching English in order to increase a positive attitude from teachers to students and students to teachers. It is important to realize that motivation is made up of intrinsic and extrinsic factors which can cause it to ebb and flow. As a teacher it is important for us to recognize when these factors are affecting motivation in a negative way and try to deal with them as they occur. It is also important to take action to prevent future deterioration of motivation by making use of the positive resources.

## **1.5 Research Questions**

It is undeniable that motivation plays a key role in second or foreign language learning. Widespread investigation confirms that motivation becomes one of the determining factors of second or foreign language learning success. Therefore, the next questions are posed to explore how affective factors influence teenagers learning process in L2 and the importance of these factors when learning English.

RQ 1. What is the role of students' attitude when learning English?

RQ 2. What is the role of students' motivation when learning English?

RQ 3. How do affective factors influence learning process?

### **1.6 Context of the Research**

This research is carried out in a public *Bachillerato COBAEP Plantel 1* located in *Camino a Xilotzingo 2<sup>da</sup> Cerrada No. 6506 Fraccionamiento San José Xilotzingo, Puebla City*. This is a public school which comprises a 3 years English syllabus. It has a morning and afternoon shift, the morning shift starts from 7 to 1, and the afternoon encompasses from 2 to 8 p.m. They have modules of 50 minutes, so the students are provided with 10 minutes to change classrooms. The school offers capacity for 12 groups, four groups for each grade with an approximate total of 40 students per group.

In relation to the infrastructure there are 6 buildings, only 2 of them have second floor and the other 3 only have 1 floor, 3 buildings including the ones with second floor are used to teach classes. There is one building which has a multimedia laboratory with 45 computers and internet. It also has an auditorium where the students have different activities such as; cultural exhibitions and presentations related to their subjects, there is a building specially used to impart extracurricular activities like; drawing, singing and guitar lessons.

Talking about the social aspect, the coexistence among students is enjoyable and fruitful, there is respect, solidarity and they participate a lot. Most of the students prefer to work individually, it is very tough for them to solve problems, but they like to learn when the activities are carried out as games.

The students have English classes 3 times a week, each class lasts 50 minutes. In the program it is stated that teachers have to promote speaking by practicing and doing presentations and choral repetition. The activities are based on the teacher's book; for that reason, the teacher has to let the students know the program of the semester and the topics that must be covered; the school has implemented didactic strategies; collaborative learning and problem resolution as well as applied practice actions that improve the coexistence among students and teachers. In addition, the school has a curricular autonomy margin which can be useful to adapt the activities according to the students' needs.

### **1.7 Overview of the Study**

The present study is divided into five chapters: chapter 1 as it was exposed previously explains the relevance of the attitude and motivation in second language learning. Moreover, the problem of the study is explained, the importance of the study is mentioned and how this study contributes in the field. Besides, the settings and situations are presented as well as the research questions to be answered and the context to carry out this study.

It is important to mention the relevance of chapter 2, it contains the literature review and the theoretical framework which supports this study and it presents reliable sources of data concerning attitude and motivation in second language learning.

Chapter 3 presents the methodology applied in this study, the participants, the context, the instruments and the data collection procedure.

Chapter 4 presents the results obtained through the analysis of the data obtained from the instrument applied, and the interpretation of these results are exposed.

Chapter 5 concentrates on the general conclusions, it contains the research questions answers, the implications and limitations of the study and directions for further research along with the references and appendixes.

## **CHAPTER I I: LITERATURE REVIEW**

### **2.1 Introduction**

In this chapter, some important definitions and theories will take part of the present study in order to provide a panorama about the relationship between motivational and attitudinal factors on students' performance. Firstly, language teaching is addressed by explaining the importance of the relationship between the students and teachers. Additionally, it highlights the impact of the student's expectations about the language on their attitude and how teachers may increase the student's motivation throughout evaluating the performance looking at their strengths and progress by setting aside the traditional numbers from 1 to 10, then motivation will be carried out in the research describing the three types; intrinsic, extrinsic and instrumental. At the same time, some theories on motivation will be described and analyzed to support the research as well as the different factors that affect students' motivation are considered. Finally, the state of the art is presented to situate the importance of this study and the newest research about it.

### **2.2 Teaching English**

Teaching English is a process which involves feelings, knowledge, contexts, cultural aspects of the language, attitude and motivation. This process leads teachers to convey knowledge to the students regardless of their background or ability to learn a language. According to Lesiak (2015) teaching is the process in which the students and teachers participate and the main goal is to promote and support learning. Moreover, the more motivated and excited students are, the easier they will overcome difficulties. Also, teachers have a great power to involve students in the class by setting up interactive and interesting activities in the classroom in order to get full group control.

It is worth to mention that the how well the teacher knows their students is essential in the lesson planning, it is because all the students have different learning styles, some students are visual, other students learn better when they listen a song, when they watch a movie or the simple fact to listen the teacher is very significant, there are other students who learn doing activities like playing, reading, cutting paper, dancing and so on.

The performance and interest from the teacher also have a great impact on students' attitude and performance. Puchta and Schratz (1993) hold that when teachers talk about teaching among themselves, they often focus on the "What" rather than the "How". It is easy to think of teaching in terms of a countable quantity of words, structures and so forth but it is difficult to characterize it in terms of process (P.3,4). Is that to say, teachers must also focus on how much the students have learned from the beginning of the course until the evaluation date, the teacher must never classify or label students according to their grades or their abilities.

It is important for teachers to know that all the students have different abilities, ways to learn and express themselves, for that reason the teacher must focus on how much the student have learned by evaluating them not only with exams but also with games, roleplays, presentations, debates and a lot of ways to evaluate knowledge and see how much students leaned in the class. The goal in every class will be to motivate students to make them feel comfortable, confident and happy.

If teachers evaluate numbers the students will be focused just on getting a high number and not on having a significant learning, but if they really evaluate their performance and how many vocabulary or new sentences students have learned, teachers will get a very fruitful knowledge so they will be aware about what are their strengths and

their weaknesses. In addition, the process of teaching and learning is vital because it allows the teacher and student to create an interaction, share ideas, debate a topic, express their ideas and by consequence to create the process of teaching and learning.

On the other hand, Celce-Murcia (2001) states that "teachers must deal with a class, a group of individuals with different needs and ways of learning, often with diverse linguistic and cultural backgrounds" (p. 358). Furthermore, learning styles and learning strategies are factors that can influence any student's ability to learn in a particular instructional context. In the classroom, teachers should make use of different teaching materials, techniques and approaches to take advantage of the students' abilities to learn a second language as well as to put in practice all their skills by setting up interactive activities which can increase students' willingness to learn a second language and simplify the learning process.

### **2.3 Teaching English to Teenagers**

Teaching English to teenagers is one of the most challenging matters that teachers have to face in their professional life. Some factors such as students' age, background, previous education and the place where they live are just some variables that play an important role in second language learning and teaching. At that age trying to understand students' needs and concerns comes to be really difficult because they experience very important psychological and physical transformations, so they as teachers must be familiar and understand those changes in order to work efficiently as well as being very skillful and fussy when doing a lesson plan to always include games and interactive activities so that students' interest and comprehension can be stimulated successfully.

Harmer, J. (2011) states that "the age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences and cognitive skills" (p. 81). It means that teachers must know how to adapt the activities and topics according to the students' age, behavior and attitude. The teacher always has to look for the accomplishment of every English class goal. In addition, teachers might take into account that the class will not always go on perfectly, not all the students are experiencing the same psychological transformations and problems at their job or their houses. Since the teacher is responsible of the environment and the content of the class, every day will be a new opportunity to break paradigms by setting up new and appropriate activities and teaching techniques to carry out a fruitful class. The students' personality, beliefs, behavior and autonomy are just some features that conform a young people's life which is different one another. The way they learn varies according to their learning strategies, their capacity to acquire a language, or their ability to communicate on the L2.

In addition, teenagers are seen as problem students, most of them understand the need for learning and, with the right goals, can be responsible enough to do what is asked of them, this is related to what Gardener (2010) states about orientations to the second language which is the reasons to learn a language, some students already have a purpose for learning a language, it can be the desire to understand movies in English, songs or other information that they want to learn as well as the willingness to know another culture or travel to other countries, get a high grades and be seen as the most outstanding students in the classroom. On the other hand, there are other students who do not feel that desire to learn other languages and cultures, so they do not put the same effort to succeed and overcome difficulties. The orientation that the students have either positive or negative will

ease or hinder the teaching process so teachers must be very attentive to their students' needs to excite and encourage all them to learn the second language.

What Puchta and Schratz (1993) state is that, teenagers are often less motivated than both, children and adults, it is because the context where the language is taught may not be adequate to get the students interested in the second language, so the goals seem much more distant. Another major characteristic worth to mention is, teenagers usually have a low awareness of the social skills basic to cooperative interaction what does not allow to the student to work with other classmates, to participate, to do their homework or take part in the cultural events of the school along with the low motivation and attitude, the performance in the classroom decreases significantly, the teachers have to overcome a lot of difficulties in order to carry out a successful class day by day.

Other characteristics that may be worth mentioning when it comes to teaching teenagers is the age of the students, the teenage years are between 13 and 19 years old, at this stage of their life they are experiencing moral development as well as emotional transformations. Lesiak, (2015) states that teenagers start to socialize more with their peers rather than with their family, it is a psychological change that leads students to be a little bit more independent, they may become more extrovert, talkative, irritate, moody and puts a huge attention on the clothes and other things just to fit to "their society". Sometimes they put more attention to the way they look like and what the other people may say about them, that's why there are too many students who do not participate in the class, who do not want to work with other classmates because they are developing their own identity and judgment, in those cases the teacher comes across many difficulties to get them to do the activities because the students get really attached to their ideas and what they consider necessary.

## **2.4 Teenagers Learning Process in L2**

Learning a second language means to be exposed to a different input, different words and a different way to say something. In our brain different processes occur in which our first language interferes and sometimes it makes the learning of the L2 more difficult but it also depends on the age people start learning a second language. For example; a young learner from 6 or 7 years will find it very easy to memorize vocabulary, words and sentences with a minimum effort because their brain does not build up barriers when learning a second language. It is more difficult to learn a second language for teenagers or adults because their first language does not allow them to learn the second language correctly. Sometimes the fact of saying sentences or words that are similar to our first language may cause us to commit a huge amount of grammar mistakes.

Lesiak, K. (2015) holds that teenagers have a bigger potential than younger learners but the problem is that they have a lack of motivation and they are very difficult to be supervised, they are very keen on participating and have competitions among them, they always want to be the best. It is also mentioned that English lessons as well as other subjects are not a priority in their hierarchy, they are very difficult to please, and the teachers who have taught English in that grade have passed through very difficult days when the activities seem to be unattractive but in fact teenagers are considered as the best learners.

The advantage of learning an L2 when we are adults is that we learn the language consciously so that helps them to develop learning strategies, which eases the learning of words, grammatical structures, syntax and all those features related to a second language. In addition, to have a better understanding of grammatical rules, know the meaning of the message students try to convey and the way they use a language in different situations,

must be modulated by the teacher by correcting their mistakes without discouraging the learners so it is worth to mention that highlighting their achievements instead of their mistakes will lead students to love the second language.

Another crucial factor that plays an important role in teenagers language learning is the Left and Right Brain Functions. Douglas (2000) states that a student with a left brain domain prefers to be taught with a deductive style, it means they are better in language thinking and remembering, those students are very good at solving logical problems and prefer to write and talk. However, the students with a right brain domain prefer an inductive style as a more efficient and effective one. They like illustrative instructions, so they are not very keen on experimenting. There are also other students with a high tolerance for ambiguity, which means that although they have not understood very clearly what the teacher said, the student tries to solve the problems no matter if they use the incorrect words or translate sentences incorrectly, the point here is to follow instructions and do what was asked for.

Krashen (1981) states that "conscious language learning is thought to be helped a great deal by error correction and the presentation of explicit rules" (p.2,5). On the other hand, Fanselow (1977) cited by Krashen (1981) says that error correction, it is maintained, helps the learner come to the correct mental representation of the linguistic generalization, so before using the language we will first think what to say and how to use it, also the most errors we commit the best we will perform the L2. It is related to the language strategies that as teenage learner can develop in order to overcome difficulties and have a better understanding of the language.

Grammatical corrections are made every time so the learner is more focused on the way he joins ideas than the meaning of the message he wants to convey, but we only know a part of the natural language, what does not happen when we acquire it naturally because in this case, we acquire it with no rules, with no explanation of what grammar is or we do not develop strategies to acquire it, we just acquire it from people, from different contexts, we pick up what we hear and then we reproduce.

## **2.5 Definition of Motivation**

Motivation is an important tool in life. Hall (2011) suggests that this concept is the key factor in order to achieve a specific activity. He mentions that it could be impossible to imagine someone without any degree of motivation. Motivation is the force to do something. It could be an internal or external force which makes someone carry out a particular action. This energy or power lets a person have better results according to his/her level of motivation. Williams and Burden (2001) define motivation as a ‘state of cognitive arousal’ which provokes a ‘decision to act ’as a result of which there is ‘sustained intellectual and/or physical effort’ so that the person can achieve some ‘previously set goal’. It means that final results or outcomes depend on how much a person is motivated ( p. 120).

There are other definitions and views of motivation. For example, Gardner (2010) considers the concept of motivation as complex and abstract which can be used to describe human behavior.

### **2.5.1 Intrinsic Motivation**

Intrinsic motivation is the internal desire to do something because it is satisfying or enjoyable for an individual. It is how a person feels about the activities he does. Ryan and

Deci (2000) define intrinsic motivation as the accomplishment of certain activity intended for the satisfaction to do it. They describe a person motivated intrinsically as an individual who does an action to feel filling no matter the external factors such as rewards. Intrinsic motivation refers to personal factors, for example, how much a person enjoys what he/she does or how satisfied he/she is with his/her performance.

In other words, people seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. “Intrinsically motivated behaviors are aimed at bringing about certain internally namely, feelings of competence and self-determination”. (Douglas, 2000)

### **2.5.2 Extrinsic Motivation**

The second type of motivation to be explored in the research is extrinsic motivation. It is defined as the disposition to do something because it provides some benefits. Ryan and Deci (2000) affirm that the situations around the context (rewards, collegial relations, future plans) are the influence of extrinsic motivation. Thus, extrinsic motivation is influenced by situations around the context, for example economic rewards, plans in the future, etc. This motivation includes all the external factors around the individual’s context.

Extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback. ( Douglas, 2000)

### **2.5.3 Instrumental Motivation**

The third type of motivation included in the present study is instrumental. Loewen and Reinders (2013) define instrumental motivation as a need for fulfillment of an objective. They point out that this motivation drives some benefits or perceptions of the

second language process. Instrumental motivation refers to that force which makes a person achieve practical goals.

## **2.6 Theories of Motivation**

Some important theories will be analyzed in order to have a support of the present study. A theory of motivation is a guide which explains human behavior. There are different types of theories. The ones that were selected suit with the main topic of this research which deals with education with teenagers.

### **2.6.1 McClelland's Need Theory**

A well-known need-based theory of motivation is the theory developed by McClelland and his associates'. McClelland developed his theory based on Henry Murray's developed long list of motives and manifest needs used in his early studies of personality. McClelland's need-theory is closely associated with learning theory, because he believed that needs are learned or acquired by the kinds of events people experienced in their environment and culture. ( McClelland, 1984)

He found that people who acquire a particular need behave differently from those who do not have. His theory focuses on Murray's three needs; achievement, power and affiliation. In the literature, these three needs are abbreviated "n Ach", "n Pow", and "n Aff" respectively'. They are defined as follows:

**Need for Achievement:** This is the drive to excel, to achieve in relation to a set of standards, and to strive to succeed. In other words, need for achievement is a behavior directed toward competition with a standard of excellence. McClelland found that people with a high need for achievement perform better than those with a moderate or low need for achievement and noted regional / national differences in achievement motivation.

Through his research, McClelland identified the following three characteristics of high-need achievers: 1. High-need achievers have a strong desire to assume personal responsibility for performing a task for finding a solution to a problem. 2. High-need achievers tend to set moderately difficult goals and take calculated risks. 3. High-need achievers have a strong desire for performance feedback.

Need for Power: The need for power is concerned with making an impact on others, the desire to influence others, the urge to change people, and the desire to make a difference in life. People with a high need for power are people who like to be in control of people and events. This results in ultimate satisfaction for man. People who have a high need for power are characterized by: 1. A desire to influence and direct somebody else. 2. A desire to exercise control over others. 3. A concern for maintaining leader-follower relations.

Need for Affiliation: The need for affiliation is defined as a desire to establish and maintain friendly and warm relations with other people'. The need for affiliation, in many ways, is similar to Maslow's social needs. The people with a high need for affiliation have these characteristics: 1. They have a strong desire for acceptance and approval from others. 2. They tend to conform to the wishes of those people whose friendship and companionship they value. 3. They value the feelings of others.

### **2.6.2 Argyris's Theory**

Argyris has developed his motivation theory based on proposition on how management practices affect the individual behavior and growth. In his view, the seven changes taking place in an individual personality make him/her a mature one. In other words, personality of individual develops (Argyris, 1991)

Argyris views that immaturity exists in individuals mainly because of organizational setting and management practices such as task specialization, chain of command, unity of direction, and span of management. In order to make individuals mature, he proposes a gradual shift from the existing pyramidal organization structure to the humanistic system; from the existing management system to the more flexible and participative management.

He states that such a situation will satisfy not only their physiological and safety needs, but also will motivate them to make ready to make more use of their physiological and safety needs. But also, will motivate them to make ready to make more use of their potential in accomplishing organizational goals.

### **2.6.3 Vroom's Expectancy Theory:**

One of the most widely accepted explanations of motivation is offered by Victor Vroom in his Expectancy Theory (Vroom, 1964) It is a cognitive process theory of motivation. The theory is founded on the basic notions that people will be motivated to exert a high level of effort when they believe there are relationships between the effort they put forth, the performance they achieve, and the outcomes/ rewards they receive.

Thus, the key constructs in the expectancy theory of motivation are:

1. Valence: Valence, according to Vroom, means the value or strength one places on a particular outcome or reward.
2. Expectancy: It relates efforts to performance.
3. Instrumentality: By instrumentality, Vroom means the belief that performance is related to rewards. Thus, Vroom's motivation can also be expressed in the form of an equation as follows:  $Motivation = Valence \times Expectancy \times Instrumentality$

Being the model multiplicative in nature, all the three variables must have high positive values to imply motivated performance choice. If any one of the variables approaches to zero level, the possibility of the motivated performance also touches zero level.

## **2.7 Motivation in Second Language**

Motivation is a concept which is presented to teachers and learners in the second language process. Ellis (1994) affirms that motivation affects the learning process of students, how they behave and what goals they want to achieve. Motivation is the responsible to have a better quality in teaching and learning process. According to Wlodowski (1985) motivation can stimulate a certain type of behavior, provide an objective or direction, and finally to allow them to express their feelings, and preferences.

In students' academic training, motivation is a strength during their learning process. According to Wang, Lei & Gou (2007) the differences between learners with extrinsic and intrinsic motivation is that the first group has a better quality in the learning process and tends to accomplish a higher level on it. Learners with extrinsic motivation would have the risk of performing during their educational process. Ryan & Deci (2000) suggest that learners with extrinsic motivation can have dissatisfaction, opposition and disinterested performance. However, students who are internally motivated can take advantage in their learning process. He also emphasizes the importance that teachers know about these types of motivation in their students with the intention to identify how to promote learning. Furthermore, Hall (2011) affirms that learners of a second language can be extrinsically motivated for example by the language environment with the intention to accomplish a specific objective such as passing the exam. Motivation is regarded as an

important component which helps to have an effective and efficient learning and teaching process.

## **2.8 The Role of Teenagers' Self-esteem in L2**

Students' self-esteem helps the student to be more confident about themselves as well as being less afraid of what others would say if they commit mistakes when participating in class. Those students have a great capacity to overcome more difficult or embarrassing situations inside the classroom since they do not take it personally or just do not care about what other people think about them.

A person with high self-esteem is able to reach out beyond himself more freely, to be less inhibited, and because of his ego strength, to make the necessary mistakes involved in language learning with less threat to his ego. The less self-confident person may understand the input but not acquire it, just as the self-conscious person may filter in other domains. In general, self-esteem leads to self-confidence.

On the other hand, Richard (1997) states that the degree of self-esteem and confidence may vary from situation to situation and from task to task, both may increase as one performs well in a variety of situations. Students' own perception and confidence makes the difference between an unsure and confident student. Also, a student with high self-esteem tends to overcome internal problems easier than a student with low self-esteem. For example, when students are in the classroom and someone participate in a wrong way they start to laugh at his or her classmate what will make that student to be shy and afraid of saying something so this fear will make a passive and introvert student, this student will think that everything he or she says is going to be wrong so the performance of this student

will be seriously affected, on the other hand a student with high self-esteem is going to take this case as something normal and he or she is not going to care about students' arguments.

## **2.9 The Role of Teenagers' Attitude in L2**

Another difficulty when teaching English to teenagers is their attitude maybe because they are not interested in learning English and by consequence they do not work in the classroom, this is because they feel that learning English is useless, that they will not apply that knowledge in any area of their daily life, or they just do not feel comfortable with the L2.

Krashen (1988) states that Second language attitude refers to acquirers' orientations towards speakers of the target language, such a factor relates directly to acquisition and only indirectly to conscious learning. Attitude allows the acquirer to be "open" to this input so it can be utilized for acquisition. On the other hand, Verma (2005) states that "It is studied that a positive attitude facilitates learning. If the learner is reluctant or does not have a positive attitude, he/she does not produce any good result" (p. 6).

## **2.10 What Affects Motivation in the L2**

Motivation is an emotional component from the student, that is the effort, desire and attitude towards learning. Furthermore, the context, the student self-confidence, the teacher's performance, and the learner's autonomy are some factors that enhance or affect motivation in the L2. Clement (1977) argues that in context where different language communities live together will be a major motivational factor in learning the other community's language determining the extent of identification with the L2 group.

On the other hand, Dorney (2001) affirms that self-confidence in general refers to the belief that a person has the ability to produce results, accomplish goals or perform. tasks

competently, it is a powerful mediating that affects a person's motivation to learn and use the language of the other speech community. Moreover, fostering learner autonomy in L2 can be used to increase the student motivation, allow the student to learn the second language on his own, it can improve his vocabulary, grammar and use the L2 correctly, also when the student is involved in the L2 the wish to know another culture and talk to other people increases the willing to learn more about the L2.

### **2.11 The teachers' Motivational Influence**

Dornyei (1998) states that the teacher's level of enthusiasm and commitment is one of the most important factors that affect the learners' motivation to learn. Teachers act as key figures, or authorities, who affect the motivational quality of learning by providing mentoring, guidance, nurturance, support and limit setting. However, one thing with which everybody would agree is that teachers are powerful motivational socializers.

The influence of the teacher's motivation is really important when learning a second language because it can facilitate students' learning process and make them easily reach their goals. A teacher who correctly motivates students is that person who knows that students are emotional and sensible to what happens in the classroom. Instead of just focusing on their mistakes, the teacher must focus on their achievements and look for different methods to keep students motivated

### **2.12 Teenagers' Motivation in L2**

Student motivation is an essential component in the learning process, the better motivated the student is the better he will learn and overcome their difficulties when learning a second language, Dorney (1998) a long-standing truism of educational psychology is that learners are individuals and must be treated as such if we expect to

optimize their motivation and learning. High motivation in students facilitates the language learning because students feel more confident and encouraged, curious to know more about his English class so that makes them an outstanding student. On the other hand, a low motivation increases the difficulty to learn and overcome problems, students may lose interest in the subject and by consequence fail it.

### **2.13 State of the Art**

As it has been stated in this chapter, some of the important factors that influence the learning process in second language are attitude and motivation, it has been chosen a public high school from Mexico City and according to many researches made in other countries it is stated that those components play a significant role that may make students succeed or fail during that process of learning English as a second language. That is not only a problem from Mexico City, actually it is presented in other countries which are also interested to know how much those factors affect their English performance and learning processes.

According to newest researchers, it was found that most of the students who were engaged and motivated towards the L2 succeeded in the process of learning, they showed a high level of interest in the language, and they overcame difficulties easier than other learners. Also, these students had a better performance and increased vocabulary, improved pronunciation in a shorter period of time in comparison to the rest of the students who did not show interest in the language.

Guerrero (2015) carried out a research to find out what was the relevance of motivation in second language learning, so first of all he mentioned that all the students with a high level of motivation and good defined goals will have a more enjoyable and fruitful learning experience, in comparison to other students who take English classes just

because they “have to” the process will be slower and less enjoyable. All the students are in constant change “he mentioned”, it means that their feelings and interests change too, they have different emotional traits that cannot be measured with only one approach. For that reason, the school provides students with different opportunities to have more interaction with other language communities in order to increase their motivation and encourage students to set up purposes and goals throughout their learning process.

Another research was conducted by Suryasan, Wayan and Prayoga (2017) in Pritchard English Academy, Indonesia. An Attitude / Motivation Test Battery was applied to 30 students who came from intermediate until advanced levels. These authors found out that this group was highly motivated and the students were more instrumentally motivated, which means that they are studying to fulfill certain positive goals with the language, it may be a better chance to get a good job, pass an exam for entering to another school or get a salary bonus. It is also mentioned that most of the students who have officially studied English from primary school were not able to get good scores on certification tests, and it is related with the motivation that students have towards the second language. In addition, the students very rarely use the language to communicate. That is because they show a feeling of anxiety and less confidence to communicate with English, so it has led teachers to improve the quality of teaching English. This study also brought up some options that may be useful to improve the courses of English given in that school in order to increase the motivation of the students as well as to implement new activities to stimulate a more motivating atmosphere.

## CHAPTER III: METHODOLOGY

### 3.1 Introduction

The purpose of this chapter focuses on the methodology which best fits the research, this methodology relates to describe the problem or the situation in order to demonstrate how research takes place. At first step, it is essential to limit the study between qualitative or quantitative approaches, or in some cases, specify what research could be directed by the two of them. In this particular case the qualitative method was selected to approach this thesis research in teenagers English learning process, at the same time enhance and handle data, because the results that will be obtained through the application of the instrument, which will be mentioned sooner, answer from what people say and do in the social and cultural scene. Thus, as mentioned before, the objective of this chapter is to provide a research methodology that allows us to understand the complex world of experience lived from the point of view of the people who live the problem or situation (Taylor and Bogdan, 1984), applied here to get how students of *Colegio de Bachilleres* motivation and attitude impact on their learning process.

### 3.2 Research Paradigms

A research paradigm is a research model which is very useful to conduct research as itself. Every research uses one of the research paradigms to obtain a guideline for developing research methodology and to take on the research venture in a manner that is most valid and appropriate.

Essentially, there are two paradigms: Positivist and interpretivist, however as research paradigms are always studied by an extended number of scientists, many “new” paradigms emerged through the needs of a researcher in different scenarios. One of those

emergent paradigms is Constructivism which is very solid nowadays. It has been described through different perspectives such as a psychological or educational environment. Opposite to the paradigms explained before, Mertens (2007) states that the mixed approach is based on the pragmatic paradigm. Aspect that is also pointed out by Rocco, Bliss, Gallagher and Pérez-Prado (2003), who argue that mixed designs were based on the pragmatic position (the meaning, value or veracity of an expression is determined by experiences or practical consequences that it has in the world) or in the dialectical position (there is a better understanding of the phenomenon when the paradigms are combined) and thus formed a third force in the investigation. On the other hand, Moscoloni (2005) refers to the use of triangulation in mixed designs, as an element of weight to consider as a valuable alternative to approach the knowledge of various objects of study. To sum it up, this constructivist paradigm is going to be the guiding axis of this study.

### **3.3 Methodology**

There are several aspects to consider when establishing the methodology of research, for example, once the purposes are defined, how researcher will work in order to reach them. Also, researcher must know and understand his or her participants, what the information he or she would like to find and how to obtain it, and here the special need of an instrument which is explained in the next pages. As it was mentioned before there are two main perspectives to address a research problem. The qualitative perspective which explores and understands a social or human problem, the data is collected in the participant's setting and the researcher makes interpretations of the meaning of the data going from particular to general themes. On the other hand, the quantitative research tests objective theories by examining the relationship among variables and numbered data can

be analyzed using statistical procedures, and the mixed method which combines both qualitative and quantitative forms, it involves philosophical assumptions and the mixing of both approaches in a study, (Creswell, 2008). According to the data collected and the information that was gathered in this research, it is intended to apply a qualitative method in order to give a more detailed interpretation of the results by highlighting the main issues about affective factors on second language acquisition. It is by far, the most accurate method since it is trying to explain a social problem that is occurring among high school students and it is one of the most common issues schools have set apart and not paid too much attention to.

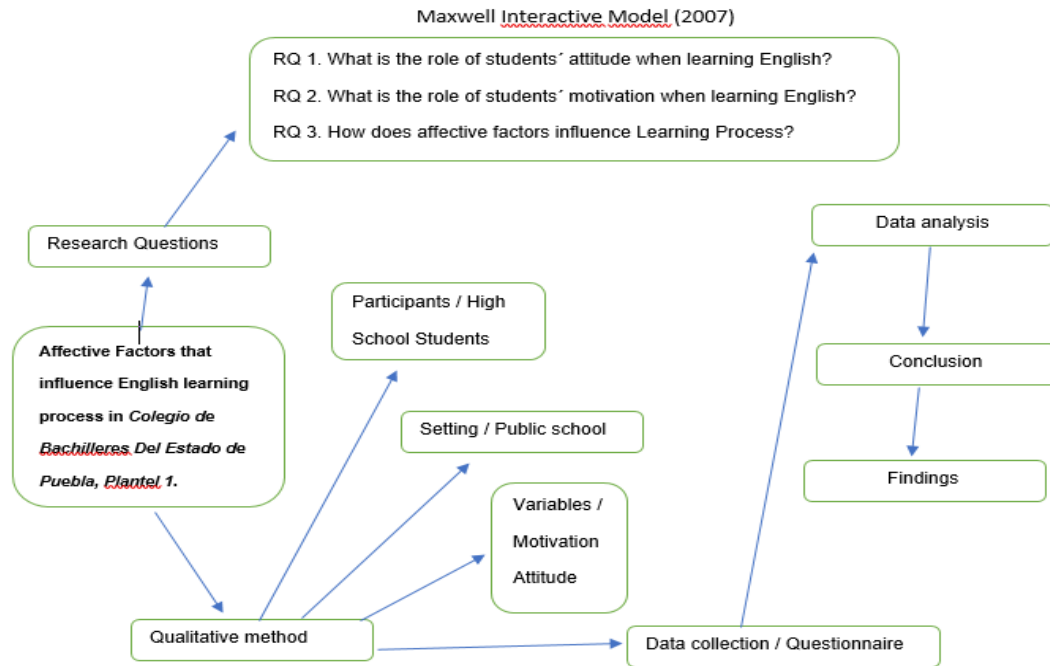
### **3.4 Case Study**

A case is defined by (Yin, 2002) as “a contemporary phenomenon within its real-life context, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context”. In addition, “what” questions is a justifiable rationale for conducting an exploratory case study, the goal being to develop pertinent hypotheses and prepositions for further inquiry. An exploratory case study was adapted to this thesis in order to answer the previous research questions for that reason, it is aimed to look for logical answers and not only arisen prepositions.

### **3.5 Research Design Schema**

As it was mentioned before, an exploratory case study design will be applied to accomplish this project in order to know more about the students with a low motivation and a negative attitude towards the English class. This type of design will help to explore a little bit closer the situation and suggest a possible solution to this problem.

**Figure 1.** Research Interactive Model Adapted from Maxwell (2007)



### 3.6 Context/Setting

This study was carried out in a public institution, *Colegio de Bachilleres del Estado de Puebla Plantel 1*, the school is located in Puebla city and it is near a town context where students from Tecali, Cuahuntinchan and Tlatlauquitepec as well as students from the city come to study here every year. Students from medium and low social status study there, some students are more extroverted, other students are very shy and find it more difficult to get along with their classmates, other students feel free to say what they want and fit very quickly in a social group, all these aspects affect students' learning process in their classes in this case; English. The students take class in the morning and in the afternoon, six hours a day where different subjects such as Mathematics, History, Physics, Spanish, English among others, are imparted to students every day. They take 3 English classes per week of 1 hour each. Most of the time English classes are imparted in Spanish and students

have a book where they do the homework and the activities. This school impart different workshops such as; drawing, karate-do and theater. The students also have the opportunity to be part of the football and volleyball selection that represent the school. The classrooms have just the necessary tools to carry out a class, it is made up of a board, desk, chairs for students, markers and the classrooms' walls and roof are made of concrete. This high school welcomes hundreds of students every year and a great number of students that go to university, are graduated from COBAEP.

### **3.7 Participants**

The participants of these thesis research are from a Public High School, these students are currently studying in 3<sup>rd</sup> grade in groups of approximately 30 students each. Students' age range from 17 to 18 years, there are 32 female and 28 male students from the groups "A-D". These students were chosen since they are coursing the last year and they have already passed through 3 different English levels so this helps students to understand in a better way how well or bad they performed and felt with their English lessons along these years, this in order to get a more accurate and clear answer from the students.

### **3.8 Instrument**

According to (Muñoz, T, 2003) a questionnaire is a procedure considered classic in the social sciences to the gathering and registering of data. It allows us to use it as an instrument of investigation and evaluation of people, processes and programs of formation. The purpose of a questionnaire is to obtain, in a systematic and an ordered way, information about the people you work with, about variables of the investigation or evaluation. A questionnaire of 17 Likert scale questions was applied to 60 students from 3<sup>rd</sup> grade and two different groups. All the participants had a 3-year English course but most of them still

had many issues to show a good attitude and feel confident in the class. The instrument was divided in 2 sections, the first section was about Motivation and its three types, (Intrinsic, Extrinsic and Instrumental). For Intrinsic and Extrinsic motivation there were 3 statements each, for Instrumental Motivation there were 4 statements. The second section was about Attitude in which they had some statements based on real situations they may encounter during the class, this section had 7 statements. The two sections had the same 5 different options which are: 1.- **A1:** Totalmente en desacuerdo (Totally disagree), 2.- **A2:** En desacuerdo (Disagree), 3.- **A3:** Ni de acuerdo ni en desacuerdo (Neither agree nor disagree), 4.- **A4:** De acuerdo (Agree), 5.- **A5:** Totalmente de acuerdo (Totally agree). If the statement is positive the answer number 1 has a value of 1 point, the number 2 has a value of 2 points, the number 3 has a value of 3 points, the number 4 has a value of 4 points and the number 5 has a value of 5 points, taking into account that the number 1 is the lowest value and number 5 the highest. On the other hand, if the statement is negative the value of the answers are the opposite from the ones for the positive answers. Having mentioned that, the answers 4 and 5 are the ones with the lowest points being 5 with 1 point and 4 with 2 points while the answer 1 has 5 points and 4 has 4 points. The number 3 is for the student who keeps an indifferent idea of the statement. The whole instrument was completely in Spanish in order to avoid misunderstandings with the language. The only information gathered from the students was, their name, age and group then each one of them had to answer the 17 questions in about 25-30 minutes.

### **3.9 Data Collection Process**

Before applying the instrument, the researcher had to explain to the principal what university he came from, the purpose of the thesis research and why did the researcher

choose that school. The researcher gave to the principal an overview of the research in order to clarify why he wanted to work with those students. Before applying the instrument, the researcher showed the principal a sample of the questionnaire and remarked that the information was going to be handled in a confidential way. Thereafter, the principal told the researcher which groups were able to participate in the project so two 3<sup>rd</sup> grade groups A-D were chosen by the researcher. The researcher introduced himself to the groups and to the teachers in charge of them and explained to the students how to answer the questionnaire. The researcher explained the purpose of the research and he asked some questions to students in order to make them feel comfortable. Then, the students had 25 minutes to answer the questioner. Finally, it was given back to the researcher.

### **3.10 Data Analysis**

The researcher gives a qualitative interpretation since the process of data analysis is not described through numerical values or patterns but will be described by a wide variety of techniques that detail a behavioral pattern among a group of people in this case in a classroom. It is worth mentioning that the interpretation of the student's answers were also helped by the behavior they showed during the classes since the researcher could be present and noticed many issues that were detected specially when the students participated and completed activities, those issues detected were the lack of motivation due to the way students were taught since they were no special activities or a good sequence to take the students through the process of really enjoying and give sense to the language. On the other hand, the student's attitude was not the best, they do the activities because they need to pass the subject but not because they really want to learn it. During many classes it was discovered that the students copy each other, they are really lazy to carry out activities

individually and the worst thing comes when the students make fun of other classmates when they commit mistakes even though the teacher responsible for the group was there. So, in order to give this thesis research a most accurate explanation by conducting a Qualitative interpretation since the researcher immerses himself in the context to be evaluated by keeping a keen eye on them and writing down notes about them. Then, the researcher applied a LIKERT SCALE questionnaire to evaluate the two variables “motivation” and “attitude” where the variables previously mentioned were separated and given a value from number 1 until number 5, being the number 1 the lowest rate, all this information was placed in different charts where the types of motivation were separated as well as attitude. Finally, the interpretation of these answers was helped by the researcher observations during the class and the student’s behavior in their English classes.

### **3.11 Validity Criteria**

According to (H. Brink, 1993) Validity in research is concerned with the accuracy and truthfulness of scientific findings. A valid study should demonstrate what actually exists and a valid instrument or measure should actually measure what it is supposed to measure. In other words (Jope,2000) does the research instrument allow you to hit “the bull’s eye” of your research object?

This thesis project is valid because according to (H. Brink, 1993) there are some key points that must be followed in order to have a trustworthy investigation. This study ensures that the information is clear (why the researcher is there, what he is studying): At the beginning of this thesis, the researcher described the purpose of the investigation and why this investigation was carried out. Also, it is stated what was the problem to be investigated stating the social context and background of the place where the school is

situated. A trust-relationship with the subjects and staying in that setting for a long period of time: on this point the researcher carried out a qualitative method, which allowed the researcher to spend more time on the school and with the participants, giving the opportunity to stay closer to them and have a better understanding of the phenomenon to be studied. A qualitative method was chosen since the purpose of this thesis is to study a social problem based on students' perceptions and real context in which the students take classes of English.

## CHAPTER IV: RESULTS

### 4.1 Overview of the Research

This thesis research is aimed to find out what is the impact of affective factors such as motivation and attitude in high school students' English class. What is intended to investigate is the relationship between the students' motivation and attitude and the way it helps or affects their performance in a second language since it has been showed that students with a better English performance are much more motivated and encouraged about the language, In addition, students with a good attitude during the class may develop better language skills since they always stand positive and attentive to the class as well as participate, complete activities, help their classmates among other ways to show a good attitude.

In order to have a better overview of the issues to be evaluated in this school, the researcher applied an exploratory case since it will evaluate a social problem by being inside the classroom to find out what are the main issues that are influencing students' affective factors. Furthermore, the lack of motivation and a bad attitude not just lead some students to fail the course but also it makes them bother those students who really wish to learn the language by laughing at their classmates, not working in class, not paying attention, not doing anything to get ahead and just stay in the class killing time doing other activities. Along the time the researcher could be present in many classes, it was found out that students have different perceptions about themselves and the reasons by which they like or dislike studying English, not all students react the same way when a classmate mispronounce a word in English or just commit mistakes when they carry out a task, students may take it like an opportunity to laugh at their classmates so for sure when other

students want to participate, it is going to stop them from saying their opinion or idea about the topic that is being discussed. In addition, there are students who did not know how to work alone or just did not pay attention to what was said by the teacher because they were having side conversations with other classmates. Those issues are also very important because it distracts those students trying to pay attention to the class. Basically, there should be more strict rules students can stick to in order to have a better control of the group.

Knowing the main issues that come up during a class, the researcher explains what is the impact on the students and gives its own interpretation to the students' answers from the instruments that were applied to gather more information to measure their attitude and motivation. After giving a solid and well-structured interpretation of the answers the purpose is to let the school know why the students are not getting ahead in their English subject and possible solutions that may help teachers to have a wider view of those issues inside the class to help students increase their motivation and attitude by adapting new teaching strategies and ways to work with them and students to be more confident and sure about themselves as well as get the support needed by the teacher and classmates when it comes to a second language learning.

#### **4.2 Data Collection**

A public school from Puebla "COBAEP Plantel 1" was chosen to apply this instrument in order to know more about the real context and issues that might arise during an English class as well as gathering the necessary information to answer the research questions of these investigations. Two groups were chosen from 3<sup>rd</sup> grade group "A-D", both groups make up a total of 60 students whose age range from 17 to 18 years old. There are 32 female and 28 male students who answered a questionnaire of 17 Likert Scale

options in order to evaluate the 2 variables previously mentioned “motivation” and “attitude”.

Before applying the questionnaire, the researcher asked for the approval of the principal in order to explain the purpose of the investigation so the principal asked for a “letter of presentation” and a little explanation of the purpose and the problem to be investigated. In addition, the principal asked the researcher to share the results of the investigation with the professors of the institution in order to let them know how they can improve their English classes.

A questionnaire of 17 Likert scale questions was applied to 60 students from 3<sup>rd</sup> grade from two different groups, all the participants had a 3 years English course. The instrument was divided in 2 sections, the first section was about Motivation and its three types, (Intrinsic, Extrinsic and Instrumental). The second section was about Attitude in which they had some statements based on real situations they may encounter during the class. The whole instrument and the instructions were completely in Spanish in order to avoid misunderstandings with the language. The only information gathered from the students was, their name, age and group then each one of them had to answer the 17 questions in about 25-30 minutes.

### **4.3 The results**

In this section the results obtained by the instrument applied are interpreted according to the students’ answers which are organized in a Likert scale. They are presented with particular charts and figures that are classified into Motivational and Attitudinal so that it can be better understood. The results of this instrument help to identify how Motivation and Attitude affects the learning process of a second language in this case English. In

addition, the results will give us a better understanding of how students perceive their own motivation and attitude about the second language and how teachers can help students with a lower motivation and a negative attitude inside the classroom. The two sections "Attitude and Motivation" had the same 5 different options which are: 1.- **A1:** *Totalmente en desacuerdo* (Totally disagree), 2.- **A2:** *En desacuerdo* (Disagree), 3.- **A3:** *Ni de acuerdo ni en desacuerdo* (Neither agree nor disagree), 4.- **A4:** *De acuerdo* (Agree), 5.- **A5:** *Totalmente de acuerdo* (Totally agree).

#### **4.4 Demographic data.**

A total of 60 students took part in the process of gathering information about how motivation and attitude affects the process of learning a second language in the classroom. The following picture shows the total of male and female students from both "A" and "D" groups as well as their age.

**Figure 2.** *Female and Male students*

32 FEMALE STUDENTS



28 MALE STUDENTS



**For group "A":** there are 29 students of which 16 are Male and 13 Female. The age rank goes from 17 to 18 years,

**For group "D":** there are 31 students of which 12 are Male and 19 Female. The age rank goes from 17 to 18 years,

#### 4.5 Attitude Result

The Responses are divided from number 1 to number 5 in a Likert scale. A1, A2, A3, A4, A5, being the number 1 the lowest rate (negative attitude) and number 5 the highest rate (positive attitude) depending on how the students feel in different situations. The meaning of the answers may change depending on the statement, it means that if the statement is negative the students who choose number 1,2 reflect a positive attitude, on the other hand, the student who chooses the number 4 and 5 reflect a negative attitude because they are affirming the negative idea of the statement. In addition, if the statement is positive the value of the answers 1,2 are negative and the answer 4 and 5 are positive because they are affirming a positive statement. The students who choose the number 3 means that they maintain a neutral idea to those situations and it is not something very relevant for them.

**Chart 1.** *Feedback in my English class*

STATEMENT 1	ANSWER
I do not pay too much attention to the feedback given to me in my English class.	<i>A1 Totally disagree - 9 students</i>
	<i>A2 Disagree - 17 students</i>
	<i>A3 Neither agree nor disagree - 23 students</i>
	<i>A4 Agree - 9 students</i>
	<i>A5 Totally agree - 2 students</i>

*Source:* Own elaboration

For statement 1. I don't pay too much attention to the feedback that I get in my English class in the part of attitude. We can observe that the majority of students showed

indifference to the feedback they received. It is evident that the majority assume a non-favorable attitude. Getie (2020) claims that,

“There are factors such as lack of conducive learning environment, lack of encouragement from English teachers, fear of making mistakes and frustration, lack of opportunities to practice English, poor background and lack of resources which negatively affected students ‘attitudes towards learning English as a foreign language” (p.34).

However, half of the students disagree on this statement. So, it can be inferred that almost half of the group do care what teachers said about their performance. As McCarthy (2017) stated that feedback can enable students to achieve goals to a greater extent than they would without peers or tutors, while feedback should relate to performance in terms of objectives, criteria and expected standards.

These results can be interpreted as a tendency of highlighting one of the components of the attitudinal scales which is the behavioral.

**Chart 2.** *Asking for help to the teacher*

STATEMENT 2	ANSWER
When I have any problem in my English class, I always ask for help to my teacher.	<i>A1 Totally disagree – 2 students</i>
	<i>A2 Disagree - 12 students</i>
	<i>A3 Neither agree nor disagree - 3 students</i>
	<i>A4 Agree - 29 students</i>
	<i>A5 Totally agree - 14 students</i>

*Source:* Own elaboration

For statement number 2, the majority of students agree to the fact of approaching to the teacher when they are struggling with the language. Only a few students think that it

is not necessary to ask for support. It can be inferred that most of the students are always trying to get rid of their doubts in order for them to be able to overcome language difficulties. Ruzek et.al (2016) emphasizes that teacher's support encompasses genuine demonstration of concern, and care about their students, respect for them, desire to understand students' feelings and points of views, and dependability which can be pivotal to motivating and engaging students.

These results can be classified as behavioral according to an attitudinal scale since the students are influenced by their interest in the class and how they react about that situation. Pelletier & Vallerand (1996) reported that the behavioral psychological processes mainly expect a reward on the experience of competence and autonomy.

**Chart 3.** *Lack of understanding*

STATEMENT 3	ANSWER
	<i>A1 Totally disagree – 12 students</i>
I tend to give up and not to pay attention	<i>A2 Disagree - 23 students</i>
when I do not understand what the teacher explains about a topic.	<i>A3 Neither agree nor disagree - 10 students</i>
	<i>A4 Agree - 14 students</i>
	<i>A5 Totally agree - 1 student</i>

*Source:* Own elaboration

For statement number 3, we can observe that the majority of students are always trying to pay attention in order to understand what the teacher says about the topic. This statement highlights the impact of the students' interest and positive attitude even when the second language turns difficult. This result can be classified as positive attitude which influences the way students react to language difficulties. Lighbow and Spada (2013) suggest that depending upon the learners' attitudes, learning English can be a source of

enrichment or resentment. depending upon the learners' attitudes, learning a second language can be a source of enrichment or resentment.

**Chart 4. Distractors**

STATEMENT 4	ANSWER
When I am studying English, I ignore distractions and focus on what I am doing	<i>A1 Totally disagree – 1 student</i>
	<i>A2 Disagree - 12 students</i>
	<i>A3 Neither agree nor disagree - 20 students</i>
	<i>A4 Agree - 22 students</i>
	<i>A5 Totally agree - 5 students</i>

*Source:* Own elaboration

For statement number 4, one third of the students are indifferent to the fact of ignoring distractions and being completely focused on the class. On the other hand, more than one third of the group agrees that they pay attention and focus on the class no matter what the distraction is. Ruzek et.al (2016) states that the motivation and engagement outcomes are linked with adaptive learning behavior and academic achievements as well as mastery motivation is linked to increased effort, higher self-efficacy, and greater persistence in learning activities. This result can be classified as behavioral scale since they are showing a positive attitude besides all the distractions and it leads them to be concentrated in the class.

**Chart 5. Code switching and Translation**

STATEMENT 5	ANSWER
I would prefer to watch a TV program translated into Spanish than watching it on its original language with subtitles.	<i>A1 Totally disagree – 8 students</i>
	<i>A2 Disagree - 8 students</i>
	<i>A3 Neither agree nor disagree - 19 students</i>
	<i>A4 Agree - 17 students</i>
	<i>A5 Totally agree - 8 students</i>

*Source:* Own elaboration

For statement number 5, we can observe that the majority of students are indifferent to the fact of watching TV on the original language so it is evident that those students may or may not like to practice the language. However, a third of the students prefer to watch Tv in the original language with subtitles. Albiladi (2018) states that watching movies with subtitles can boost the idea of self-learning since watching movies helps a student to individualize the language learning and makes the language process more appealing and entertaining. In addition, Sari (2021) reported that movies are powerful learning media that can assist students in the development of vocabulary mastery. These results can be classified as behavioral scales since the students are influenced by their behavior at the moment they watch Tv, so they may or may not choose to watch it in the original language.

**Chart 6. Anxiety or Excuses**

STATEMENT 6	ANSWER
The students who say they feel nervous in the English class are just making excuses.	<i>A1 Totally disagree – 9 students</i>
	<i>A2 Disagree - 14 students</i>
	<i>A3 Neither agree nor disagree - 17 students</i>
	<i>A4 Agree - 12 students</i>
	<i>A5 Totally agree - 8 students</i>

*Source:* Own elaboration

For statement number 6, the majority of students are indifferent to the perception they have about their classmates. However, 14 students disagree that the students are just making excuses when they feel nervous maybe they know each other and understand how they feel in that moment and 12 students think that their classmates are not nervous but just looking for excuses in the class of English. According to Getie (2020) attitude influence one's behavior, inner mood and therefore learning, there is an interaction between language learning and the environment where the student grows up, both components have a strong impact on the success of language learning. These results can be interpreted as cognitive scale since the students are creating an idea about other students without even knowing how they really feel.

**Chart 7. Motivation to attend classes**

STATEMENT 7	ANSWER
I look forward to going to class because English teacher is very good at it.	<i>A1 Totally disagree – 5 students</i>
	<i>A2 Disagree - 16 students</i>
	<i>A3 Neither agree nor disagree - 21 students</i>
	<i>A4 Agree - 15 students</i>
	<i>A5 Totally agree - 3 students</i>

*Source:* Own elaboration

For statement number 7, the majority of students are indifferent about going to class or not just because their teacher is good at the language.

On the other hand, 16 students disagree and 15 students agree with this idea. It can be inferred that most of the students are not really interested or excited about their class just because the teacher is good at it. According to Lamb, M., & Wedell, M. (2013) students classify inspiring teachers as follows; what the teacher did, what the teacher was as a person and the relationship with the students because students can perceive these qualities that came together and provide an inspiring experience to the students. 95 percent of learners that they had taken action in response to their interaction with the inspiring teacher. (p.13,14).

These results can be interpreted as affective components according to the attitude structures because the students feel the teacher is not good at the language and for that reason, they do not feel excited and interested about the class.

#### **4.6 Motivation Result**

The Responses=R are divided from number 1 to number 5 in the graphics below. R1, R2, R3, R4, R5, being the number 1 the lowest rate (low motivation) and number 5 the

highest rate (high motivation) depending on the statement if it is negative or positive. The meaning of the answers may change depending on the statement, it means that if the statement is negative the students who choose number 1,2 reflect a positive motivation, on the other hand, the student who chooses the number 4 and 5 reflect a negative motivation because they are affirming a negative idea of the statement. In addition, if the statement is positive the value of the answers 1,2 are negative and the answer 4 and 5 are positive because they are affirming a positive statement. The students who choose the number 3 means that they maintain a neutral idea to those situations and it is not something very relevant for them.

#### 4.6.1 Intrinsic Motivation

**Chart 8.** *Interest in learning English*

STATEMENT 1	ANSWER
Being honest, I really do not have the desire to learn English.	<i>A1 Totally disagree – 17 students</i>
	<i>A2 Disagree - 22 students</i>
	<i>A3 Neither agree nor disagree - 15 students</i>
	<i>A4 Agree - 5 students</i>
	<i>A5 Totally agree - 1 student</i>

*Source:* Own elaboration

For statement number 1, it can be observed that most of the students have the will to learn the second language and as it has been mentioned before, the fact of finding something rewarding itself is enough to get engaged in a second language learning successfully. On the other hand, 15 students are indifferent to this idea and other 6 students do not really want to learn the second language. Ali Seven (2020) states that people have different reasons to learn a language; people often learn a language for practical reasons

while others have a particular love for the language and its people. In addition, in order to keep students interested in learning, students must be motivated by the teacher. (p. 62). This result can be interpreted as a motivational factor since most students have stated the desire to learn English.

**Chart 9.** *Enjoying Learning English.*

STATEMENT 2	ANSWER
If it were up to me, I would spend most of the time learning English	<i>A1 Totally disagree – 2 students</i>
	<i>A2 Disagree - 13 students</i>
	<i>A3 Neither agree nor disagree - 22 students</i>
	<i>A4 Agree - 14 students</i>
	<i>A5 Totally agree - 9 students</i>

*Source:* Own elaboration

For statement number 2, we can observe that most of the students are indifferent to the idea of spending all the time learning English. 13 students showed a higher interest of spending most of the time learning a second language and 14 students do not agree to this statement at all. Ali Seven (2020) affirms that self-motivation is staying motivated by one’s own interest. Self-motivation plays a vital role in one’s own life, as it enables one to make self-assessment as often as one can. “The process of self-assessment discloses one’s strengths and weakness by which one can increase strength and strive to overcome weakness”. (p. 70).

It can be inferred that most of the students could learn English if they have free time but it is not their priority because they could put it aside if they have other activities to accomplish. This result can be interpreted as a motivational factor since most students do not have the will to spend more time learning English even if they have the time to do it.

**Chart 10.** *Self confidence when Speaking*

STATEMENT 3	ANSWER
I feel more comfortable when I have to speak in English.	<i>A1 Totally disagree – 3 students</i>
	<i>A2 Disagree - 17 students</i>
	<i>A3 Neither agree nor disagree - 28 students</i>
	<i>A4 Agree - 10 students</i>
	<i>A5 Totally agree - 2 students</i>

*Source:* Own elaboration

For statement number 3, we can observe that the majority of students are indifferent to the fact of feeling comfortable when speaking the second language. They seem to be forced to use the language to communicate no matter if it is English or Spanish. On the other hand, 20 students disagree with this statement while 12 students agree to this idea. According to Herman, Rashid, Atmowardoyo, & Dolla (2015) the most common reason for studying English is because they find it useful and they wish to have many English-speaking friends which is related to the ability to socialize with the learning language community.

It can be inferred that the students do not feel at ease when they speak a second language because they do not find it naturally satisfying, so they would not practice it unless they feel it is something rewarding for their lives.

#### **4.6.2 Extrinsic motivation**

**Chart 11.** *English allows to socialize*

STATEMENT 1	ANSWER
Learning English is important since it will allow me to meet more and more varied people.	<i>A1 Totally disagree – 0 students</i>
	<i>A2 Disagree - 2 students</i>
	<i>A3 Neither agree nor disagree - 4 students</i>
	<i>A4 Agree - 20 students</i>

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*A5 Totally agree - 34 students*

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*Source: Own elaboration*

For statement number 1, we can observe that the majority of students agree that learning English is important since it will allow them to meet different types of people. Ali Seven (2020) states that most students learn English because they believe it will benefit them in one way. They want to earn more money to fulfill certain education requirements, to travel abroad or to meet more people with the aid of English. (p. 62). We can infer that even though the language itself is difficult for them, they know a second language is important for their lives and it will give them different types of opportunities.

**Chart 12.** *Extrinsic Motivation.*

STATEMENT 12	ANSWER
	<i>A1 Totally disagree – 6 students</i>
	<i>A2 Disagree - 0 students</i>
If I planned to be in another country, I would learn its language.	<i>A3 Neither agree nor disagree - 4 students</i>
	<i>A4 Agree - 14 students</i>
	<i>A5 Totally agree - 36 students</i>

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*Source: Own elaboration*

For statement number 2, we can observe that the majority of students agree that if they could live in another country, they would try to learn its language. Sorayyaei Azar, A. & Tanggaraju, D. (2020) affirm that visiting other countries for learning purposes “can also encourage students to share their knowledge with others and communicate with other English language learners from different parts of the country”. (p. 331).

It can be inferred that being in a situation where the student has no option to speak but the language spoken in that country, they would be forced to learn it, otherwise they will not have the chance to communicate and carry out the activities they need to survive.

**Chart 13.** *Teacher influence on Learning*

STATEMENT 3	ANSWER
	<i>A1 Totally disagree – 9 students</i>
	<i>A2 Disagree - 3 students</i>
My English teacher is a great source of information for me.	<i>A3 Neither agree nor disagree - 17 students</i>
	<i>A4 Agree - 20 students</i>
	<i>A5 Totally agree - 11 students</i>

*Source:* Own elaboration

#### FAVOR DE EMPAREJAR EL TIPO DE LETRA

For statement number 3, we can observe that the majority of students agree that their teacher is a great source of information. On the other hand, 17 students are indifferent to this idea. Sugita McEown, & Oga Baldwin (2019) states that teacher’s responsibility is thus to nurture students and help them to develop positive educational outcomes despite these potential hazards. Cognitive Evaluation Theory represents how teachers may use the principles of autonomy support, structure, involvement, and external control to help or harm students’ autonomous motives.

It can be inferred that the majority of students feel that their teacher is a good source of information who can contribute positively in their knowledge. That is actually a way to

make students feel comfortable and more motivated when participating in class or asking for help.

#### 4.6.3 Instrumental Motivation

**Chart 14.** *English helps me to get a better job*

STATEMENT 1	ANSWER
	<i>A1 Totally disagree – 0 students</i>
	<i>A2 Disagree – 0 students</i>
Studying English is important because it will help me to get a better job.	<i>A3 Neither agree nor disagree - 1 students</i>
	<i>A4 Agree - 22 students</i>
	<i>A5 Totally agree - 37 students</i>

*Source:* Own elaboration

For statement number 1, the majority of students agree that learning English will help them to get a better job. Sorayyaei Azar, A. & Tanggaraju, D. (2020) affirms that students do always have their own reasons to acquire a language such as getting a job or getting into the right college or passing examinations. (p. 326). On the other hand, Gardner et al. (1983, p. 2003) states that learners are instrumentally motivated mainly for the attainment of a desired external reward.

In this statement, it can be observed that the students may be or may be not interested in learning a second language but somehow, they know that learning another language would give them a wide variety of jobs in which they could work and get a better position and salary.

**Chart 15. Acknowledgement**

STATEMENT 2	ANSWER
Studying English is important because other people would respect me if I know English.	<i>A1 Totally disagree – 5 students</i>
	<i>A2 Disagree – 23 students</i>
	<i>A3 Neither agree nor disagree - 21 students</i>
	<i>A4 Agree - 8 students</i>
	<i>A5 Totally agree - 3 students</i>

*Source:* Own elaboration

For statement number 2, the majority of students do not agree that learning a second language would make other people to respect you. Ali Seven, M. (2020) The child is also a human being and every human being instinctively loves oneself. He wishes that the others recognize his worth and respect him. When others show respect to him he feels proud and thinks that he has been praised. In addition, every student has a pride and self-respect. Any attempt to embarrass or humiliate a student is likely to cause undesirable results. (p. 67). In this statement, it can be observed that the students do not feel that learning a second language would make you a more valuable person. In other words, learning a second language does not determine how well people would treat you and respect you. It can be inferred that the students would not learn a language just because they want to be respected.

**Chart 16. Usefulness**

STATEMENT 3	ANSWER
Studying English is important because I will need it for my career.	<i>A1 Totally disagree – 0 students</i>
	<i>A2 Disagree – 1 student</i>
	<i>A3 Neither agree nor disagree - 4 students</i>
	<i>A4 Agree - 22 students</i>
	<i>A5 Totally agree - 33 students</i>

*Source:* Own elaboration

For statement number 3, the majority of students agree that learning English will be useful for their careers. Ali Seven, M. (2020 affirms that language teachers are often very aware of the career benefits that language proficiency can offer, but learning the language is just an abstract undertaking needed for an academic degree to many language learners. (p. 62).

It can be observed that the students know that a second language is important for a professional study so that they consider a second language an important complement for their professional development no matter how difficult the language is or how bad they are at the language. The idea of the students is that a second language could improve their knowledge in a positive way.

**Chart 17.** *English as Means of Communication*

STATEMENT 4	ANSWER
Studying English is important because I will communicate easily with native English speakers.	<i>A1 Totally disagree – 0 students</i>
	<i>A2 Disagree – 1 student</i>
	<i>A3 Neither agree nor disagree - 1 student</i>
	<i>A4 Agree - 21 students</i>
	<i>A5 Totally agree - 37 students</i>

*Source:* Own elaboration

For statement number 4, the majority of students agree that learning English is important because they would be able to interact with native English speakers.

Mustafa Herman, H. Amin Rashid, M. Atmowardoyo, & Dolla, S. (2015) states that since the students have a positive attitude, high motivation, high self-esteem, and high perseverance, they wish they could have many English-speaking friends and knowing English is an important goal in their life. So, it can be concluded that for high proficiency students, a

positive attitude can engender high motivation, stimulate achievement motivation, encourage interest, support perseverance, and maintain self-esteem. (p. 1189).

It can be observed that a second language would ease the fact of communicating with foreigners not just overseas but in our own country. It can be inferred that the students already know how helpful a second language is when it comes to getting to know people who do not speak our language. Knowing other cultures and people with different ideas would be another way to motivate students to learn a second language.

## **CHAPTER V: CONCLUSIONS**

### **5.1 Introduction**

The results of the instrument that was applied to students from 3<sup>rd</sup> grade of High School is the most important part of this thesis in which the answers and concerns of the research questions will be replayed according to what the researcher found along this investigation. This chapter presents the general interpretation to answer the research questions according to findings.

The process of gathering and interpreting information was supported by a qualitative method in which a specific problem was studied in this case How Affective Factors affect the learning of a second Language where two different groups were selected and the researcher attended the classes in order to know how students performed and the activities that were implemented with the intention to understand more about how those affective factors impact the learning process on students who are learning a second language at school and try to provide the school with key points that could help teachers to upgrade the materials, tools, methods and techniques to have more fruitful and enjoyable classes.

### **5.2 Research Question Answers**

The three research questions presented at the beginning of this study were the main purpose to carry out this investigation. Those research questions were answered along this project based on the student's own experience and perception in a classroom where a second language is imparted. The results of those research questions will help teachers to understand the main reasons why a student feels motivated or unmotivated, with good or bad attitude towards a second language, in this case English.

### **5.2.1 Research Question 1. What is the role of students' attitude when learning English?**

On this question, the students mention that they always keep a good attitude. The majority of students say that they pay full attention to the feedback received from the teacher, they are always willing to ask questions when they have doubts and never back down when the topic turns difficult. In addition, students consider that their teacher is very good at the language so that they get really happy when they have English classes, also they would like to watch a movie in English rather than Spanish.

The gathered results show that the role of attitude when learning English is to keep the student interested in asking questions when it comes to doubts, participating and respecting the teacher or classmates when they commit mistakes or when they are in front of the class. Attitude will make a more outstanding and open-minded student who can accept their mistakes and also ask for help when it is necessary or even help another student. The role of student's attitude has to do with the disposition to always stay positive when language turns difficult or classes become more complex, look for solutions and have the capacity to approach a classmate or a teacher to ask for help.

### **5.2.2 Research Question 2. What is the role of students' motivation when learning English?**

According to the results given by the answers of students, motivation is the main emotion that must be stimulated at the beginning of an activity either a physical or academic one. In this case, the students selected the options that better describe the reasons why they feel motivated about learning English and why they would like to keep studying it in the

future, most of the students showed more extrinsic motivations to learn a second language such as the need to travel abroad and meet new countries and cultures as well as meet foreign people, get a better job, earn more money, some other students have more intrinsic motivations like; they learn English because they feel better when they understand another language, they would spend the whole day learning English because it is funny.

Taking into account the answers of the students it is worth mentioning that the role of motivation in learning a second language is to make someone succeed on any task or language they are interested in. Motivation turns a difficult language into a piece of cake, it means that motivated students are risk takers, no matter how hard or difficult it comes to be, motivation pushes students to do things they would not normally dare to do, that is because they feel the will and desire to learn because of their personal motivation either external or internal.

The role of this affective factor when learning a second language is to keep students interested in the language, let them know that there are reasons to accomplish the goals they already have and never back down, motivations is super powerful when it comes about language learning since it opens big doors towards success and keep students on their way, giving them the tools and mental strength to learn new vocabulary, participate in class, do their homework, ask for help and always aim the same goal everyday so that they do not doubt about their capacities and keep trying all the time.

### **5.2.3 Research Question 3. How do-affective factors influence the Learning Process?**

As it has been stated at the beginning of this research, the learning process is a very complex word that involves the emotional part of a student. All students have different learning styles and different ways to interact with the world based on their background and

the way they see the world. Learning a second language means to be exposed to a different input of information, pronunciation, culture, ways of thinking, different perspectives, ideas and different reasons to learn something new. Students may not be interested in learning a second language and probably will not be but at school they have to take a second language course as part of their academic performance.

Not all of them are interested in learning a second language so ~~that~~ they take it as a very difficult chore, they get bored and they have no reason to put effort on that subject. That happens because they don't have a wider vision of how a new language can improve your life in many ways. Having said that, many students fail the course once and once again if they don't have enough reasons to learn.

According to the information obtained from the instrument and the information that the teachers of those groups provided to complement this investigation, the way affective factors influence learning process is undoubtedly magnificent, just as many authors cited in this thesis mentioned that there's no way students can actually overcome any difficult situations, learn something new or have the will to do something if they are not motivated and keep a good attitude. Regarding the answers given by the students, most of them have very few difficulties to learn a language since they keep a positive attitude towards the language.

In other words, students think that language in a certain way makes their lives better, they think that a second language will give them a better future, a better job, make new friends from other countries, they also think that the teachers are very good at teaching the language so that they feel more confident to approach and ask for help, they also feel more confident to stand up to participate, respect classmates and pay attention.

All those factors are about motivation and attitude which together creates a fruitful environment in the class as well as the appropriate conditions to share knowledge between students and teacher. Those affective factors influence the learning process in a positive way, the students with high motivation and good attitude are more likely to learn a second language easier and faster a second language. Furthermore, to be motivated and have a good attitude help students to enjoy the learning process and don't look at it as a tough task.

A good motivated student sets goals on their own, they already understand that a second language makes their lives better, students get excited when they are learning a second language and don't get bored, they get on time to class because they know it would be funny and interesting. A student with good attitude stands up to ask for help when it gets difficult, try to help others when they are struggling, respect the teacher and respect classmates, they allow others to participate and keep silence when classmates are speaking, respect the time of the teacher and also know that a teacher is someone valuable who can contribute knowledge to their lives.

Teachers also mentioned that most of the students showed a good performance at the language since they got the tasks done on time, they were punctual, respectful, participated in any activities, got good grades and enjoyed the language. For that reason, affective factors are very important when learning a second language, it can actually change the mind-set of the students and make them succeed on any task or activity they want to because changing the internal conditions of students will change the results of the goals they want to reach in their lives.

### **5.3 Implications**

Through this process of gathering and interpreting information it can be noticed that Motivation and Attitude are two very important affective factors which actually determines whether a student may succeed or fail depending on how students manage those feelings at the moment of learning a new language. Both Motivation and Attitude can be influenced by the outcome of information, activities, voice tone, enthusiasm, knowledge among other conditions settled down at the beginning of the class.

Teachers can actually help the students change a negative Motivation and Attitude into positive by just having a good warm-up. That's why, implementing enjoyable activities such as jumping, walking, speaking, and everything that involves body parts before starting the class might help students to start the class with a positive attitude.

In addition, students have different backgrounds, problems in their houses, the loss of one of their parents, illnesses, mistreatment, money problems so that those conditions affect directly the state of mind of the students making them feel less important and capable than others, those factors are also affecting the students' performance when learning second language, for that reason it is advisable to open motivational talks two or three times a year so that the students can be helped to take responsible decisions, develop resilience, learn emotion management, in that way the students will perform significantly their behavior at the classroom.

Finally, most of the students are interested in learning a second language because they think language is important to earn more money, to meet foreign people, to travel abroad, to understand movies in English and to feel successful because of the fact of speaking another language, that is why it is suggested the implementation of school plays in English, speaking workshops, singing workshops in English, set up a cinema day, recite

in English by encouraging students to write down their own poems, stories and verses in English.

#### **5.4 Limitations**

Since this study was focused on students' motivation and attitude and how they relate to their performance on learning English as a second language, one of the limitations found was to know more about the family background of these students and have a talk with their parents in order to have a wider understanding of their behavior and how they were raised so that it could help the teacher to approach and help them in a more accurate way.

Another limitation was the time the researcher spent in the classroom since there were 2 different groups that had to be observed, in order to know better the teacher activities and the reaction of students to them, it would be necessary to observe the whole class for a longer period of time so that the researcher could have contributed with feedback and some activities that may help to develop a better warm up and more attractive activities during the class. Despite the previous limitations, the investigation was concluded successfully.

#### **5.5 Directions for further research**

This investigation Affective Factors that influence English learning process in Colegio de Bachilleres Del Estado de Puebla, Plantel 1 suggests further research to gather information about all the students in this high school and provide a general idea of what affective factors are more dominant on the students so that teachers and principal can work together in order to implement different strategies, methods and activities that can actually increase the students motivation and attitude to perform a second language and also let the students know all the advantages that knowing a new language has nowadays, as well as,

assist properly to students who are struggling with the language and have more difficulties to learn it .

It also opens the possibility to conduct research about the implementing of plays in English which could be helpful for introverted students to develop confidence by improving speaking skills and many other abilities as well as for those students who love acting to have the chance to participate, so that the student can perform a play in English in front of their family and friends, it can be set up as permanent activity where students can learn and put in practice a second language.

## **5.6 Conclusion**

As it was seen during this research, the way it was conducted, helped to get useful insights about the students' motivations to learn English, because the researcher acted as an insider into the classroom and could observe the attitude the students had in a daily class, as well as, to triangulate observations with answers gather in the instrument which helped to give a better interpretation.

As it was mentioned before, the importance of this investigations relies on how Motivation and Attitude affect the students' performance when learning a second language so it was found that students have different motivations to learn a second language such as extrinsic ones which includes earning more money, get a better job position, meet foreign people, in addition it includes intrinsic ones such as learn a second language because it is funny or just because they feel better when speaking another language, students also mentioned that they feel better when they can understand another language and they would prefer to watch movies in English rather than Spanish.

Findings suggest that English was a useful language that would help them in certain way to be better prepared for their lives. Since I had the chance to be in those groups, I might add that the students showed a very good performance during the classes, they seemed to work better individually because in pairs they used to have side conversations and got distracted easily.

Furthermore, participation was high, no matter if their answers were wrong or they mispronounced words, the attitude towards the class was always good, they were respectful with their classmates and the teacher, they always did their homework, they showed interest to learn and were quiet when the teacher gave instructions so the environment turned more relaxed. I found out that the activities at the beginning of the class were appropriate to catch the students' attention at once and it helped to make the class more interesting.

Some of the activities that teachers used were games and songs, sometimes they used roleplays but the students were shy and the activity turned a bit difficult to carry out. In conclusion, I could state that Motivation and Attitude are very important complements to have a successful Learning Process because those factors facilitate the input of information and keep students concentrated and focused on learning the language since they already have goals and reasons to learn the language and that is what keeps them trying once and once again no matter how difficult it is.

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## APPENDIX

### Appendix 1: Likert Scale Instrument

#### BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA



#### FACULTAD DE LENGUAS LIKERT SCALE INSTRUMENT

Este cuestionario está dirigido a alumnos de 3er año de bachiller del Colegio de Bachilleres del Estado de Puebla, Plantel 1.

**Objetivo:** Recabar información acerca de cómo la Motivación y la Actitud influyen en el aprendizaje del idioma inglés en los alumnos del COBAEP, Plantel 1.

**Instrucciones:** Elige una alternativa las cuales van desde **"Totalmente en desacuerdo"** hasta **"Totalmente de acuerdo"**. La respuesta que elijas y creas conveniente, indicaría tu propio sentir en base a lo que sabes o has escuchado.

Nota: No hay malas o buenas respuestas. Tus respuestas serán totalmente confidenciales y anónimas

Edad: \_\_\_\_\_ Sexo: F \_\_\_\_\_ M \_\_\_\_\_ Grado: \_\_\_\_\_

**1. No presto tanta atención a la retroalimentación que recibo en mi clase de Inglés.**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**2. Cuando tengo algún problema en mi clase de inglés, siempre pido ayuda a mi profesor**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**3. Tiendo a darme por vencido y no poner atención cuando no entiendo lo que mi profesor de Inglés está explicando acerca de un tema**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**4. Cuando estoy estudiando inglés, ignoro las distracciones y pongo atención a mi trabajo**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**5. Preferiría ver un programa de Tv doblado a nuestro idioma que verlo en su propio idioma y con subtítulos.**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**6. Los estudiantes que dicen sentirse nerviosos en la clase de inglés solo están creando excusas**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**7. Espero ansioso ir a clase porque mi maestro de Inglés es muy bueno**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**8. Estudiar inglés es importante porque será de ayuda para obtener un buen trabajo**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**9. Estudiar inglés es importante porque otra gente me respetara más si se inglés**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**10. Estudiar inglés es importante porque lo necesitare para mi carrera.**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**11. Estudiar Inglés es importante porque seré capaz de interactuar más fácilmente con hablantes nativos de Inglés.**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**12. Para ser honesto, realmente no tengo el deseo de aprender inglés.**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**13. Si por mi fuera, pasaría todo el tiempo aprendiendo Inglés.**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**14. Me siento mucho más a gusto cuando tengo que hablar en inglés.**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**15. Estudiar inglés es importante porque me permitirá conocer a más y más variada gente.**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**16. Si planeara estar en otro país, trataría de aprender su idioma.**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	-----------------------------	------------	-----------------------

**17. Mi profesor de inglés es una gran fuente de información para mí.**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni desacuerdo	De Acuerdo	Totalmente de acuerdo
--------------------------	---------------	--------------------------------	------------	-----------------------