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**FACULTAD DE LENGUAS**

**LICENCIATURA EN LENGUAS MODERNAS**

**AYUNTAMIENTO STUDENTS' ATTITUDE AND PERCEPTIONS**

**TOWARDS LE IN AN OPEN HIGH SCHOOL PROGRAM**

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LICENCIATURA EN LENGUAS MODERNAS

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of

LICENCIATURA EN LENGUAS MODERNAS INGLES

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## **Abstract**

This project explores students' attitudes and perceptions towards learning English in adulthood in an open high school program. The Government of Puebla City has had a lot of changes; different administrations passed and none of them took into account the employees' education level. Now, these employees are required to complete or to initiate their high school studies in an open program.

This is a qualitative research and data was collected through a focus group: open questions. This questionnaire was applied to 13 participants from 2 different groups studying high School in an open program. It was found in the research that this require force students to conflict their schooling, working, family and personal life.

First results suggest that employees-students were nervous or insecure about learning English, but at the end of the second period they felt motivated and wanted to continue with their studies because they considered that Learning English is very important for their education and their future lives.

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## **CHAPTER I: INTRODUCTION**

### **1.0 Introduction**

Since I started teaching English as a Foreign Language (FL) it has been a challenge for me, because all students are different. They have different learning strategies according to their level, social status, attitudes, the school they are, and the most important that makes the difference, the age. But at the end of the course I got the goal and they learned what they had to learn.

In 2007, I started working in H. Ayuntamiento de Puebla in the open High School program, in which the students are adults, with responsibilities at home, jobs, family and some of them high positions on their jobs. At the beginning, I realized that they learned slowly making their best effort and studying hard, for instance at the beginning of the classes they were scared and shy to participate. I usually spoke English and Spanish; I translated the instructions for them, because for most of them it was the first time they took English classes. For others they knew a little bit the language, some vocabulary word, some phrases, they listened to songs, they watched movies or in the area they worked the job forced them to learn new words. Taking into account some learning factors, I had to prepare the class in a way that they got involved in it and make it easy for them because it is not simple to work with people who have responsibilities, they take classes Thursday and Friday from 17 to 21 hours. Just because they needed high school certification in order to keep their jobs.

Through the time I have convinced this group that the most important thing is not the Certification paper, it is to learn new things and to learn another language because it will help them giving new opportunities in their jobs. At the beginning they had a negative

attitude towards the language; because the level seems difficult for them and there are many new vocabulary words they have to learn, through the years I have just thought the language, but now I want to know if the attitude that students face, change at the end of the classes or not.

Adults who already started studying high school besides taking English Classes could noticed that studying high school now a days; it is different than studying it in the past. The traditional way those teachers taught in the school before it has changed complete in recent years. Now, teachers use several resources to make interactive classes, dynamic activities and they use as a resource new technology such as computers, videos, songs, online games among others.

### **1.1 Justification**

In recent decades the Government of Puebla City has been growing up and it has had a lot of changes, administrations have passed and none of these have taken into account the level of education that their employees have, most of them are adults who have not completed or even started their High School studies.

This administration with M.A.P. Amadeo Felipe Lara Terron, Secretaría de Seguridad Pública y Tránsito Municipal of H. Ayuntamiento de Puebla (Local Administration) signed a document that obligates its workers to conclude their studies in an open High School program, although they had finished secondary school 20 years ago and now their ages are between 25-60 years old. Those students are taking classes at the “Departamento de Capacitación y Apoyo” (Department of Training and Support).

I have been working in Ayuntamiento for six years and today Sixth class have finished High School, at the beginning they faced an attitude but I have never researched if this attitude had changed through the course. However, I do not know if their attitude is the same, after they finished the course, and I would like to know if this attitude changes after taking the 6 English levels. That is why I decided to do the research.

## **1.2 Significance of the Study**

The significance of this research is that I want to explore which attitudes adults have taking English classes after a long time they had not taken any class before; furthermore that they have to take another classes in order to complete their studies of High School, and I want to know if these attitudes change taking into account the way adults learn in the classroom.

As a teacher the most important challenge is to teach English effectively, I promote student's motivation towards learning English under the circumstances, I think that if they have an attitude taking English classes, this attitude might be changed at the end of the course.

## **1.3 The context of the research**

This research focuses on adults' attitude toward studying in an open High School program and facing English classes; after a long time that they hadn't studied. They used to have a normal work day, when Ayuntamiento obligated them to complete or even to start their High School studies; they changed their living style. I mean they started living in an uncomfortable situation because if they had not started studying as soon as possible, they were going to be removed from their jobs or they had to quit it. Their attitude at the beginning of the classes was not the appropriated, perhaps when they started taking English

classes; they started showing strangeness but I have never imagined how they felt or what they thought on that moment about the English language process they face.

After some English levels, I have noticed that students' attitude changed by this time students have learned many English words. Their knowledge about the language has improved a lot, taking into account that they are adults and at this moment they have asked me to teach the complete class in English.

#### **1.4 Location of the research and why**

The location of the research was the "Departamento of Capacitación y Apoyo, of H. Ayuntamiento de Puebla" located in the 4 Poniente #108 Centro. The study was focused on 13 students of two different groups. Students' aged was between 25 to 60 years old. Currently, Ayuntamiento has 240 students studying High School, but the rest are taking another subjects. As an English teacher I am interested in adults' attitudes facing English classes, because I have seen the negative attitude that they have at the beginning and I want to know if this attitude changed after they have concluded their English levels. I am proud when some of them say "*thank you because I learned*" or "*thank you because I have got a 6 or 9 in my exam, and it is because I learned.*" The research was done in an open high school program.

#### **1.5 Methodology**

This is a qualitative research. There is a range in qualitative/interpretive research techniques that occupies the central position in a qualitative research. The interview that covers closely and elicits information, shares many of the advantages and disadvantages of questionnaire data, also it follows the interviewee into unpredictable directions, open and

ended and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner Gorham (1995).

That is why I decided to use an interpretative questionnaire. First, I analyzed the survey questionnaires from another projects as a guide to write my own survey questionnaire. Then, I applied mine, after applying it I analyzed and organized the results. Finally, I transcribed the data to answer the research questions.

The research was conducted in an open high school program with 13 participants taking English classes on Thursdays or Fridays from 17:00 to 21:00 hrs. This school is located in Puebla City.

## **1.6 Research Aims**

Adults' attitudes seem to change after taking six English levels in high school in an open system, at the end of this project I will discuss whether the students' attitude changed or not. The principal aim of this research is:

- To explore students' attitude and perceptions towards learning English in an open high school program after many years without going to school.

## **1.7 Research Questions**

This research aims to answer the following question:

RQ1: What are the attitudes and perceptions that Ayuntamiento students have taking English classes at the beginning, during or after??

RQ2: Could these attitudes and perceptions change after the 6 English levels? If so,

How did the attitudes and perceptions towards the language change?

## **1.8 Conclusion**

This chapter presents the study, the location, and the participants. Chapter two includes literature, concepts to understand the research. Chapter three describes the methodological procedure that I applied. Chapter four presents the finding and the results of the data analysis. Chapter five presents what the study aimed to achieve, conclusion of the research.

## CHAPTER II: LITERATURE REVIEW

### 2.0 Introduction

Teaching English has given me the opportunity to realize student's thoughts about English classes, they said that "*English classes sometimes were boring and unproductive*" unfortunately there is a common belief that teaching English in high school faces different problems and attitudes; furthermore, they argued that taking English classes never reached its objectives.

I have noticed that most of the students have negative experiences in learning English. At the beginning they expressed to me that most of the teachers used to teach only grammar points and they hardly practiced what they supposedly learned in class. It means, the teacher used the book, the notebook and the whiteboard writing examples on it and asking students to copy on their notebook, translating the sentences or applied certain grammar point they saw in class.

This is what they said and how their English teachers worked most of the time. So they considered their classes boring and some students hated the language, furthermore their teachers used to speak Spanish all the time. Teachers used to teach in a traditional way.

### 2.1 Second Language Acquisition

When humans are growing up, they are learning every day and every moment of their lives, childhood is when they began acquiring at least one language naturally and linguistic called that First Language or L1. Through the time they have acquired a second language or another language (SL), in their school, on their daily life or in the social context that

surrounds them or in case of adults they acquired the language in their jobs. Adults, when trying to learn a second language, are usually presented grammar rules and patterns to master. Second Language Acquisition (SLA) involves a wide range of language learning settings and learner characteristics and circumstances and it refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. The additional language is called a Second language it can also be called target language (TL) which refers to any language that is the aim or goal of learning.

## **2.2 L2 learner's individual differences and the changing SLA perspective**

According to Zoltan Dörnyei (2005) the most characteristic features of recent individual differences (IDs) research is its concern with the context in which the research studies have been carried out. There is no need to quarrel with the thesis that human beings possess what might be called a language acquisition device (LAD), this only means that they have the capacity to acquire a language.

The notion that second language acquisition becomes more difficult and is less effective after the age of puberty rather than before, is indeed corroborated by every day observations as well as some empirical investigations. For an adult is much less willing to give up his well-established social identity. Even in the case of phonology, intonation where adult's second language learners often seem to encounter special difficulties investigation.

A growing body of research considers learning process, exploring the kinds of classroom tasks that appear to facilitate SLA, Doughty and Pica (1986) stated that required



information exchange task generated significantly more modified interaction than task were exchange of information was optional. The term “modified interaction” refers to instances during an interaction when the speaker alters the form in which his or her language is encoded to make it more comprehensible. Galbraith (2002/2003, p. 3) states that, “the mode and complexity of the teaching and learning process are confined in the individuality and idiosyncrasies of those who take on the role of teacher and learner.”

O’ Malley, Chamot and Kupper, (1989 p. 115) found that second language learners developed effective listening skills through the use of monitoring, elaboration and inference. (Michael, O’ Malley and Anna Chamot and Colleagues, 1983-1989, p. 105) have studied the use of strategies by learners of English divided into 3 categories:

1. Metacognitive Strategies: Is a term used in information-processing theory to indicate and “executive” function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, an evaluating learning after an activity is completed.
2. Cognitive Strategies: Are more limited to specific learning tasks and involve more direct manipulation of the learning material itself.
3. Socio-affective Strategies: strategies have to do with social-mediating activity and transacting with others. These strategies are called Communication strategies. This affective strategies are defined by Oxford (1990, p, 128) as “emotions, attitudes, motivations and values”.

### 2.3 Learners strategies

Each adult has specific strategies for processing information and for learning this information. The term *strategy* denotes both general approaches and specific actions taken to learn a second language. Brown (2000, p. 108) uses the term strategy that means “an idea that a learner can employ to increase learning”. These strategies determine how the learner goes about learning task but not how well the learners learn. Adults know a language because it is part of their identity (mother tongue). Furthermore, the need to communicate with others in that language provides motivation to learn a second language and it gives the opportunity to get a better life style.

Cohen, (1996, p. 110) defines four second-language use strategies: rehearsal, retrieval, communication and cover.

1. Rehearsal is used to store a correct language form in long-term memory (LTM)
2. Retrieval is used to call to mind the correct form from LTM.
3. Communication indicates an attempt to convey meaning even when no attempt is memorized a form.
4. Cover strategies are used to create the impression that the learner is in control when in fact there are gaps in proficiency. For example, a speaker may fail to remember a word and must use gestures or synonyms to compensate.

Learning strategies are the ones that contribute to the development of the language system which the learners construct and affect learning directly. Bacon, (1992, P.115) mentioned that “Men and woman appear to use listening comprehension strategies differently.” And as teacher I have noticed that some students are more successful learning

a language than others. Furthermore, we have to take into account that each student has their own way to learn something, but what influences a lot is how students use those strategies.

Dörnyei and Skehan, (2003, p. 25) examined definitions of strategies and argued that a strategy cannot be at the same time cognitive, emotional and behavioral. Moreover, learning strategies are the most important steps to follow where learners employ and try to contribute the development of learning a second or foreign language in different ways. From the psychological perspective a L2 learner strategy is defined as begin a specific plan, action, behavior, steps or technique that individual learners use with some unconsciousness, to improve their progress in developing skills in a second or foreign language.

#### **2.4 How adults learn**

Adult learning occurs when an adult encounters a life situation that radically transforms his or her life. This statement includes unemployment, divorce, major illness, or accident of the death of an intimate. The response to the situation the individual may begin as non-voluntary learner, but as the time passes and the situation changes he or she may become a voluntary learner. As it is seemed since they are adults and they choose to become involved in either formal or informal learning activities as a way of growing up.

Dekeyser and others (2003) indicate that adults in particular require explicit learning. So their grammar strategies will be oriented towards paying attention to target forms and inducing the underlying rules-no matter what happens in the classroom settings.

Each adult has personally preferred. In the past, general beliefs in adult education supported the view of that adults learning was autonomous, in nature while learning that

was relational was frequently relegated to the role of providing interpersonal support and to advancing learning into co-operative learning and collaborative or social action context. Mezirow, (2000, p. 19) states that adult's programs should be designed "to help adults realize their potential for becoming more liberated, socially responsible and autonomous."

Learning Adrian Blunt (2001) outlines two main consequences of adult learning programs based in two different paradigms, the technical rational paradigm's results is essential knowledge. Kathleen Galotti and her colleagues, Galotti et al. (1999) Galotti, Drebus & Reimer (2001) conducted a research to determine whether different ways of knowing correlated with traditionally measured intellectual abilities and whether they use more like attitudes, coloring the comfort. When adults learners start taking a second language classes they bring background knowledge and experiences that they have been obtaining of their own culture and they gained from work to home. This background is knowledge is important because the teacher can exploit and improve student's knowledge. Although many of the rules for teaching children can apply in some teaching adults too. Adults have superior cognitive abilities that can render them more successful in certain classroom endeavored.

#### **2.4.1 Circumstances for Learning**

Duon and Dunn (1978); Dunn & Griggs (2000) identify the following learning environment that adults learning must considered.

- a) The physical environment that means the comfort of chairs, tables, light, visual quality and sound quality. The technology of learning.
- b) The cultural environment; distraction by learners.

- c) The power environment this means the power in teaching and learning interaction.
- d) The knowledge environment the role of hegemony and the nature of assumptions
- e) The real –life environment; the role of context and situation in learning.

The individual perspective focuses on similarities among learners from diverse groups and encourages development in accordance with idealized models. This perspective also encourages the facilitator to provide an environment in which learners can find their voice in a supportive and safe atmosphere according to Tisdell (2000). Christina Olgren, (2000, p. 192) argued that “the role of technology is not to be a delivery system but rather to create learning design that cues and supports the full repertoire of learning strategies.”

When an adult encounters a life situation that radically transforms his/ her life and this situation includes unemployment or divorce, a major illness or accident, the death of an intimate. Adrian Blunt (2001, p.167) mentioned that “the response to these situations the individual may begin as a non-voluntary learner, but as the time passes and the situation changes he/she may become a voluntary learner”. The difference of how is learned and what is learned a language, is often influenced by the weather the situation involves informal and exposure to speakers of other language, immersion in a setting where one needs a new language to meet basic needs, or formal instruction in schools, and these learning conditions are often profoundly influenced by powerful social cultural and economic factors affecting the status of both languages and learners.

## **2.5 Cooperative learning**

We claim that students learn through educational activities in which human relationships are the key to welfare, achievement and mastering. This influences the manner in which the

teacher introduces the task sets the tone of the activity. A prominent aspect of a group motivation concerns to unique motivational set up of cooperative learning, which is a generic name that for a number of related methods of organizing classroom instructions in order to achieve common learning goals via cooperation.

Researchers show that cooperative learning is one of the most effective ways for students to maximize their own learning and the accomplishments of their classmates (New horizons 2008, Johnson & Johnson 1994, Slavin 1996, Williams 2007, p. 68) This allows students to develop their, own understanding of key concepts all the while encouraging and assisting others. It improves student's learning.

### **2.5.1 Types of cooperative learning**

Johnson, Johnson and Holubec, (2008, p. 68) claimed that when we teach we use different kinds of sources but through the presentation of this material we can focus students attention on what he/she has to learn; Informal cooperative learning consists of having students work together to achieve a joint goal in temporary, ad-hoc groups that last from a few minutes to one class period. Johnson; Johnson and Holubec's (1998) theory has identified three types of cooperative learning groups: *formal, informal and cooperative based groups*. (Johnson, et al, 2006). In the *formal* students learn to become comfortable applying techniques of working together. The *informal* group may be organized on the fly as an aid in direct teaching. Students develop the comfort working with each other. Finally, *the cooperative* based group that are long term groups, stable groups that last for at least a year made up of individuals with different aptitudes and perspectives the group members make sure everyone is completing their work and hold each other accountable for their

contributions. Johnson et al, (2006, p.71) said that “students need to make academic progress and develop cognitively and socially in healthy ways”.

## **2.6 Motivation**

An important factor that has been affecting learners for many years is motivation. Many theories of motivation have been advanced in the last decades and probably the most comprehensive taxonomy of motivational strategies. According to this set of motivational theories, it is part of human nature to be curious, to be active, to initiate thought and behavior, to make meaning from experience and to be effective at what we value. Dörneyi (2001) is based on the process-oriented motivating, from “Creating the basic motivational conditions” through “generating students motivation”. Dörneyi, (2002, p. 9) identified motivation as “why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it”. A learner’s motivation can vary from day to day and even from task to task.

Dörney and Otto (1998, p. 65) define motivation as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and the motor process, operationalized and acted out”. Thornton (2009) mentioned that “interest” is an important motivation for a student and therefore there is a desire to learn. Motivation is in all purposes a term defined as a tendency within a person organized and directed behavior. This organize behavior, allows individuals to move in response to their internal and external environment to ensure their own and communal groups, survivals and satisfaction (Laurence &Noria, 2001).

Laurence and Nohria, (2001) mentioned that in biological terms humans are motivated by 4 primary drivers as: 1.The drive to acquire, providing shelter for hunger, exchanging services with the others. 2. The drive to bond, creating family units. 3. The drive to defend, providing shelf and security from outside. 4. The drive to learn figuring out ways to predict the consequences of future actions. We know that if there is not motivation students learn with a lot of problems or maybe they don't learn. To know or why students are motivated will mean how they feel about English not just at the beginning of a course also at the end of it. It is unlikely that everyone in the class will have the same motivation.

There are many factors that influence on motivation this depend on the students' level, the student's age, social status, environment, student's needs, among others. People styles are determined by the way they analyze their total environment, and since the internationalization process is not strictly cognitive. We can find that physical, effective and cognitive domains merge in learning styles. Ellis, (1993, p. 24) mentioned that "has made the point that we need to explore more fully the factors involved in motivating students to do a task as this is something over which the teacher has the same control." Also it is vital to have learners motivated and working up to their aptitude and to have positive attitude about the learning process.

Motivation is the most important base for student's learning and considering these theories will help me to find a good way for teaching effectively with students, taking into account that they are adults, all the responsibilities they have at home, in their jobs, the schedule and the time when they take English classes.



The relationship between students and teachers motivation can be either positively or negatively synergistic by Dörney (2011) following Deci et al (1997). It it's the teacher's responsibility to establish goals. However, the learner's interests must be recruited or enlisted through the teacher's ability to communicate with the learner and achieve inter-subjectivity (sharing intentions, perceptions, feelings and conceptions) (Zhao & Orey, 1999).

### **2.6.1 Extrinsic and intrinsic Motivation**

The term motivation was defined by Dörnyei and Otto (1998, p. 65) as the dynamically changing cultivate arousal in a person that initiates, directs coordinates, amplifies, terminates, and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out. We could mention that to be motivated means to be move to do something, if a person is not moved or feels no impetus or inspiration to act to do something is called unmotivated. Oxford dictionary defines unmotivated "as not having interest in or enthusiasm for something, specially work or study."

A person who feels, fundamental question about nature of human motives we need to ask is how conscious that is being within the control of the individual – they are. One of the most general and well-known distinction in motivation prefers is that if intrinsic and extrinsic motivation – as Vellarand (1997) mentioned that intrinsic motivation deals with the behavior performed for students take in order to experience pleasure and satisfaction or satisfying one's curiosity. Extrinsic motivation is performing a behavior as a means to an end that is to receive intrinsic rewards or to avoid punishments. A motivation is a third type

of motivation which \_\_\_\_\_ the lack of any regulation, whether intrinsic and extrinsic characterized by a “there is no point...” feeling.

English class's preparation and development are the most important steps working with students. It gives them the opportunity to learn a new language or called their attention to something they have taught was boring. Making them to do something productive and teaching them in the easiest and the best form for the first time will make the following classes interesting and motivated for them. Using realia is what works in this research.

## **2.7 Motivating language learners through authentic material**

The classroom is the place where students are in contact with the L2 most of the time that is why as teachers we have to motivate them, not just using the traditional teaching way, also teaching the L2 through authentic material. Tomlinson & Marasuhara, (2010, p. 48) mentioned that “Authentic Materials are designed not to transmit declarative knowledge about the target language but rather to provide and experience of the language in use”. As language teacher I have used authentic materials as games, advertisements, flash cards, authentic reading and authentic texts, etc. That brings students in contact with the language. Giving students real text makes to be involved o authentic situation, so it permits you that they give you real examples or real situations and use well the language.

Authenticity means motivation. It's a process by which a leader develops values conducive to the organization in relation to self. In revolves around the factor that each of (Liedtka, 2008). Authentic materials it is the best way to improve learning and it is significant since it increases student's motivation for learning, makes the learner be exposed to the real language as discussed (Guariento & Morley, 2001, p. 347).

It means that, the level of the students will influence the selection of materials but many good materials can be used with students at different levels. On the other hand, we have to take into account how the teacher uses this authentic material. These materials can be adapted. Students who work with authentic material have an interest in the language that is based on what they know. Furthermore we have to choose authentic material according to the student's level, age, language difficulty and sensitive issues. Using authentic material in class it gives students advantages that according to Richards (2001) are:

- They have a positive effect on learner motivation.
- They provide authentic cultural information.
- They provide exposure to real language.
- They relate more closely to learners' needs.
- They support a more creative approach to teach

### **2.7.1 Attitudes in the classroom or against the language.**

When studying a L2 for the first time it is difficult for some students because of many factors; age, social status, responsibilities, environment, culture and the most important the power. Teachers play an important role in the classroom, especially in basic levels where we have to be very creative with the activity that we want that students do. Because it is the consequence to reduce or improve student's tension; furthermore, the attitude they will face through the course. Attitudes toward the use of English as a Second Language (ESL) classroom may affect student's learning process; their behavioral implications are considering an important factor on the learning process.

Attitudes powerfully affect human behavior and learning because they help people to make sense of their world and give cues as to what behavior will be most helpful in dealing with the world. An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, and ideas in your environment (Zimbardo et al, 1999).

Attitudes toward self-esteem, language, peers, the teacher, and the classroom environment play a critical role in learning English (Richard- Amato, 1996, p. 55). One's attitude toward the self involves self-esteem and relates emotions, attitudes toward learning English or the primary language, and those who speak it are largely influence by peers, negative reaction are often the result of negative stereotypes, discrimination. Attitudes towards the teacher and the classroom environment play an important role. Students may cling to language behavior that characterizes their groups, as opposed to the language group represented by the school, and engages in resistance in the form of misbehavior, vandalism, and poor relationships with teacher; Nieto, (2004, p. 56) suggested that intrinsic motivation is divided in 3 subtypes:

1. To learn (engaging in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world).
2. Towards achievement (engaging in an activity for the satisfaction of surpassing oneself, coping with challenges and accomplishing or creating something);
3. To experience stimulation (engaging in in activity to experience pleasant sensations).

Extrinsic motivation has traditionally been seen as something can be undetermined intrinsic motivation: several studies have confirmed that students will lose their natural intrinsic interest in an activity if they have to do it to meet some extrinsic requirement. There are four types of extrinsic motivation:

1. External regulation refers to the least self-determined form of extrinsic motivation, coming entirely from external source such as rewards or threats.
2. Introjected regulation involves externally imposed rules that the student accepts as norms to be followed in order not to feel guilty.
3. Identifying regulation occurs when the person engages in an activity because he/she highly values and identifies with the behavior, and sees its usefulness.
4. Integrates regulation is the most developmentally advanced form of extrinsic motivation, involving choiceful behavior that is fully assimilated with the individual's others values, needs and identity.

Various types of regulations exist and these can be replaced on a continuum between self- determined (intrinsic) and controlled (extrinsic) forms of motivation, depending on how “internalized” they are.

## **2.8 Scaffolding**

As teachers we have been asking us how to help our students to complete their activities. Teachers and student's interactions is important because in this way we can help students to develop or perform their skills. There is a new term for educators that do not have an educational definition on a dictionary but it has been used in other terms. In constructivism

teaching, scaffolding is used to help the learner construct knowledge as (Berk & Winsler, 1995, p. 117).

Scaffolding is an instructional technique where the teacher models the desired strategy or task best efforts, they make significant use of scaffolding to organize or support student's investigations. Ellis, (2000, p. 25) explained that learners first succeed in performing a new function with the assistance of another person and then internalize this function, so that they can perform it unassisted.

Teachers and educators realize that future adults need to be self-reliant, adaptive, life-long learners, who can reason through problems solving situations collaboratively. Student's success helps to increase motivation through a positive self-efficacy and make learner's time and effort more productive. This procedure directly corresponds to the first rule of scaffolding as defined by Zhao & Orey (1999), which is to assist the learners with those tasks that he/she is not yet able to carry out on his/her own. As the students' emerging understanding of comparison grew up, the teachers' understandings of their students' understandings grew. The teachers reduced the scaffolding as students learned.

Scaffolding is an important instructional tool because it supports student's learning; it helps them to understand that they can teach and learn from others.

## **2.9 Task for Beginners Basic Language Learners**

How often do we ask our students to do something in class, which they would do in everyday life using their own language? If we can make language meaningful students can process the language, which is being learned. As teachers of foreign language have to be very patient, because in the process of learning a second language it is not easy for

beginners, although if they are younger, teenagers or adults what is more difficult that they learn a second language than a student from 3 -15 years old. In classes teachers have to start with familiar words, those words that the students already know or recognize. Ellis (2003, p.3) defines task as “A work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed”. A task shows the results of the learning language and it engages productive skills learnt directly or indirectly although the design of the task it is very important for those wanted results.

Active meaning negotiation seems to have a positive effect on vocabulary acquisition (De la Fuente et al, 2002). In a beginner classroom we need to provide opportunities, motivate the students of natural language and make that they feel in a natural environment. We have to remember that students are more vulnerable or shy when using new language in front of other students, but the situation is different when we make students to work in different ways as big groups, small groups in couples or alone. Working in big groups they are really shy than working in small groups where they feel more comfortable and participate more.

Many teachers feel that beginners need to be taught some grammar before they start to do a task. But “one of the features of task based learning that worries teachers is that it seems to have no place for the teaching grammar” (Littlewoods, 1999). On the other hand, I think that without grammar point students can do the task. Why not then start with the task, let learners deploy whatever language they have already and look for ways to build on that, of improving and expanding on their current language capabilities (Willis, 2003, p. 15)

Students will continue with the learning process. The Russian psychologist Lev Vygotsky emphasized the role of social interaction in the development of language and thought: Language joins with thought to create meaning (Wink, 2000, p. 60) interaction occurs in a cultural, historical, and institutional context, which shapes the availability and quality of the tools and signs that mediate higher mental functions.

According to Ellis (2000), interactive tasks may be most successful when they contain elements that:

1. Are new or unfamiliar to the participants,
2. Require learners to exchange information with their partners or group members;
3. Have a specific outcome;
4. Involve details;
5. Center on a problem, especially an ethical one, such as deciding in a small group who should take the last spot in a lifeboat, a nuclear physicist or a pregnant woman; and
6. Involve the use of naturally occurring conversation and narrative discourse.

For example: One simple task in the classroom is asking students their names or easy things that they used to do in their daily life without teaching any grammar point to students. As teachers we can provide students with several materials such as games, bingo, and password to pursue outside the class to learn new vocabulary.

The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task and the degree of support available. (Richards & Rodgers, 2001, p. 244)



## **2.10 Chapter conclusion**

In conclusion, we could realize some attitudes that students face towards the language. I analysed and introduced the possible attitudes that students face when taking English classes no matter the age they are, taking into account several points that were previously mentioned. Then, I decided to make a survey that includes questions in details including main points about adults learning. The next chapter is going to describe the survey and the questions that were asked to the students.

## **CHAPTER III: METHODOLOGY**

### **3.0 Introduction**

In this chapter, the methodology, the instruments and the procedure I used to carry out this study will be described. This research was designed to know student's attitudes and perceptions towards taking English classes and if these feelings changed after taking six English levels. Taking into account that they are adults and they already have got a high job position. This research is qualitative.

### **3.1 Settings**

This research was done in the open high school program of H. Ayuntamiento de Puebla, located in Puebla City. Participants' aged was between 25 to 60 years old. Nowadays, Ayuntamiento has 240 workers studying High School. At the beginning of the English course I noticed that students were worried, because it was another language that they had to learn and they did not know if they could learn this new language or not. After two courses students seemed to be surprised, they had a different attitude taking English than taking Spanish Subjects. Furthermore, I noticed that they face some problems with what is new for them.

### **3.2 Participants**

The study was focused on 13 students from 2 different groups. Participants' age was between 25 to 60 years old. They were people who already have a family, a job, and they are working for the government, some of them are working closed to the president, others are parents, grandfathers or another are people who want to continue learning for studying a

carrier as soon as they finish high school. A few students who are parents have their children studying high school too, but in the scholarship time. They said that “*they are motivated studying high school at the same time as their children are doing it.*” Today, Ayuntamiento has 240 students taking classes, 40 of them are taking English classes and the rest of them taking another subjects. Students should take six English Levels in total. By the time of the interview they were taking English III, more than 3 months had passed and I selected randomly 8 students from group 1 and 5 students from group 2 of each classroom to make the interview. Group 1 is taking classes on Thursday from 17:00 to 21:00 hours, and the group 2 is taking classes on Fridays at the same hours. The questionnaire was carried out outside the classroom and I applied them to both groups of forty to fifty people, all of them were Ayuntamiento workers.

### **3.3 Research Methodology**

This is a qualitative research. A research using methods such as participant observation or case studies which results in a narrative, descriptive account of a setting or practice. According to Parkinson & Drislane, (2011) “Sociologists using these methods typically reject positivism and adopt a form of interpretive sociology”. Qualitative researches are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. (Merriam, 2009, p. 13) The aim of this project is to know adult’s attitude towards the language process.

The instrument was an interview; Group 1 with 8 people and the group 2 with 5 students to know which attitudes they face, after that their answers were recorded and transcribed to obtain the information. The questionnaire was adapted from another survey instrument. The research was done in a high school of open system with 2 groups of 8 and

5 adults each group taking English classes on Thursdays or Fridays from 17:00 to 21:00 hrs.

### **3.4 Instrument**

The instrument was applied in order to gather information; and interview with 7 opened questions was adapted and transcribed.

I interviewed 2 groups, asking them 7 open questions, I recorded their answers, then I transcribed them. The questions were designed and applied in Spanish. These questions are the following:

1. ¿Cuál fue tu primera impresión cuando empezaste a estudiar la preparatoria?
2. Aprender inglés ¿beneficiaria en obtener un buen empleo?
3. ¿Cuáles son las ventajas y desventajas si estudias inglés?
4. ¿Qué opinas del idioma inglés? y ¿porque?
5. ¿Cómo te sentiste al inicio de las clases de inglés?
6. ¿Cómo te ha parecido la clase de inglés?
7. ¿Cómo te sientes ahora?

After obtaining the data of the interview I transcribed their points of view to answer the research questions. The first research question is answered with questions number 1 and number 5, taking from the interview

### **3.5 Data collection procedure**

Once my questionnaire was designed, I applied it to the participants of group 1 that were taking classes on Thursday from 18:00 - 20:00 hrs. during English Classes. The

questionnaire was designed in Spanish, the instructions were given in Spanish and the interview was carried out in Spanish too, because students could feel comfortable and they have a Basic English level, while their answers were recorded, I did the same thing with the participants of group 2 that were taking English classes on Fridays from 18:00 to 20:00 hrs. A total of 13 students were interviewed in 2 days with 2 different groups.

In order to collect data, an interview was applied to 13 participants. The questions were focus on answering the research questions: RQ1: What are the attitudes and perceptions that Ayuntamiento students have taking English classes at the beginning, during or after?? And RQ2: Could these attitudes and perceptions change after the 6 English levels? If so, how did the attitudes and perceptions towards the language change? The interview was carried out orally and recorded. Then, I transcribed it. Taking into account that their L1 is Spanish and they have not had English classes since they were in Secondary School or many years ago had passed. The interview was done in Spanish in order to feel comfortable and to get more information.

### **3.5.1 Data analysis**

After my interview was done, the questionnaire was designed and it was applied to two groups. I had found different points of view, I checked and analyzed the information ;then, I decided to choose the most important points to answer the research questions, such as what the attitudes were and if those attitudes change, the questionnaire contained yes/no questions, open questions and (never, hardly ever, sometimes, always) questions. After the questionnaires were answered, I organized the results in two tables in an Excel document that shows the attitudes and if those change.

### **3.6 Conclusion**

This chapter introduced who were the participants, the methodology, the instruments that were used to carry the research, the data collection and the data analysis is presented too. It contains relevant information for learners that I will findings in the next chapter.

## **CHAPTER IV: RESULTS**

### **4.0 Introduction**

In this chapter the data collected along the research will be analyzed. As it was explained in the preceding chapter, a description of the procedure I followed to gather the data was provided. Furthermore, in this chapter I will present the outcomes of the interview that was applied to the students. Showing tables of every answer of the questions they were asked to answer.

### **4.1 Research questions**

The research questions that guided my work are the followings:

RQ1: What are the attitudes and perceptions that Ayuntamiento students have taking English classes at the beginning, during or after??

RQ2: Could these attitudes and perceptions change after the 6 English levels? If so,

How did the attitudes and perceptions towards the language change?

In order to answer the research questions I applied an interview that helped me to collect the data.

### **4.2 Results**

As I explained in chapter III, in order to answer my research questions, I used an instrument: an interview that contained 7 open questions. I checked some articles related to this topic and these helped me to design the questions for the interview. Seven open questions were asked to be answered, questions number 1 and 5 answer the first research

questions and questions 2, 3, 4, 6 and 7 answered the research question number 2. Questions 6 and 7 gave us a detail idea about student's feelings.

#### **4.2.1 Results from the interview**

##### **RQ1 What attitudes and perceptions do Ayuntamiento students have taking English Classes.**

This research question was answered with questions number 1 ¿Cuál fue tu primera impresión cuando empezaste a estudiar la preparatoria? and question number 5 ¿Cómo te sentiste al inicio de las clases de inglés? from the interview.

Participants were given a code such as “1” then A, B, C, D and so on. For students from group ONE and “2” for students of group TWO, then A, B, C, D and so on; to facilitate the quotation of responses. Participants from both groups answered with the same answer, such as participants 1A, 1C, 2A, 2B, 2C, in question number 1 they mentioned that high school was going to be difficult for them even though taking English classes, they thought not to be able to do their best on it, because they had left school many years ago and the age they are, make them not to learn many things. Participants 1E and 2D mentioned that for them it was a challenge to reach study again. Participant 1F said that; it was a new opportunity for him to move a step on his life. Participants 1D, 1G and 2E said that it was seen as something they couldn't do it, the age was not barrier for further studies, for them there's not specific time and age to start studying. Just the participant 1H mentioned that studying high school was a personal growth. It seems that adult's learning has many difficulties, and the age they are make them to feel different ways. See table 1.



<b>Q1: ¿Cuál fue tu primera impresión cuando empezaste a estudiar la preparatoria?</b>			
<b>Group 1</b>		<b>Group 2</b>	
1A	“A mí que me iba a costar trabajo, que me iba hacer difícil después de tantos años de dejar de estudiar.”	2 A	“Que iba a ser difícil”
1B	“No iba a poder”	2B	“Que iba a ser la clase difícil.”
1C	“Difícil después de dejar de estudiar varios años.”	2C	“Difícil y con miedo, por el tiempo que deje de estudiar fue algún tiempo sentía que se me iba a ser difícil y miedo a si lo podía lograr.”
1D	“Emoción de poder realizar lo que muchos años atrás deje y que nunca es tarde para poderlo hacer, lograr las metas que cada uno se propone desde que empezó y no hay edad para seguirlo logrando.”	2D	“Lo vi como un reto.”
1E	“Un nuevo reto y un nuevo reto y un plan interesante por alcanzar.”	2E	“Algo que podía superar.”
1F	“Nueva oportunidad, para avanzar ser. Como un escalón más en mi vida.”	2F	(“No contestó”)

1G	“No es importante la edad simplemente cuando queremos o nos lo proponemos aprender algo nuevo se puede lograr.”		
1H	“Para mi es superación personal.”		

Table 4.1 Participant’s perceptions facing the open high school program.

For instance, question number 5 gave us a general idea about student’s attitudes and through it RQ1 was answered that was written and asked in Spanish for a better understanding. Question 1 was, ¿Cómo te sentiste al inicio de las clases de inglés? This question shows feelings at the beginning of English classes, such as students in group 1 that felt scared, nervous as students 1A and 1B and 1C mentioned in table # 2, participant 1D said that she did not understand anything, participant 1E said that he had never listened English before. For participants 1F and 1G English class was difficult participant 1H defined as traumatic for him.

Participants in group 2 had different ideas about it, such as participant 2A mentioned that she / he could not achieve the goal, as table # 2 shows, participants 2B and 2D felt relaxed and they started to remember what they had learnt before. Participant 2C argued that she likes English but she has to start remembering many things.

This group gave me extra information at the end on this question a participant mentioned that when he was told to take 6 English levels he just thought that were too many levels and refusing English classes, some others said that if they make their best they could get better grades, for them it is important not only to review, but also to learn.

At the end of these questions face these perceptions taking English classes after a long time had passed without studying, but the most important thing is determination to start doing something.

As a result of that in question number 5, participants of group 1 mentioned some adjectives describing feelings at the beginning if English classes such as nervous, stiffness, stressful, concern, worried and suffering. I could see student’s feeling while taking English classes, however it seems that as a teacher I had to do my best in class motivating them.

<b>Q5: ¿Cómo te sentiste al inicio de la clase de inglés?</b>			
<b>Group 1</b>		<b>Group 2</b>	
1A	“Con miedo”	2 A	“Sentía que no iba a dar una.”
1B	“Nervios”	2B	“Empecé a recordar. La forma de como usted explica, he tenido otros maestros y no, no explican como usted la verdad. Yo se los he comentado y si tiene una forma de explicar que uno puede entender.”
1C	“La verdad con nervios”	2C	“Siento que se me está complicando un poquito, No me he puesto a practicar. Yo supongo que es eso, pero si me gusta el inglés y me gusta mucho y siento que no se me dificulta, así como

			matemáticas no.”
1D	“No entendía nada”	2D	“Tranquila, es como empezar a recordar muchas cosas.”
1E	“Algo que nunca había escuchado”.	2E	(“No contestó”)
1F	“Era muy difícil”	2F	(“No contestó”)
1G	“Bueno mucho muy difícil la verdad.”		
1H	“Yo me traume, definitivamente sí.”		

Table 4.2 Participant’s feelings facing English Classes.

The second research question was answered with questions 2, 3, and 4, to know if their feelings changed students answered questions 6 and 7 these questions were taking from the previous interview.

**4.2.2 RQ2 Could these attitudes and perceptions change after the 6 English levels? If so, How did the attitudes and perceptions towards the language change?**

Question number 2; supports the idea that students have about the language, “Aprender inglés ¿Beneficiaría en obtener un buen empleo?” Students mentioned the importance about the language among different points of view, student’s thoughts about the language in group 1, said that it is something extra that high school gives them as participant 1A,

participants 1D, 1F and 1G mentioned that English it is necessary. Participant 1C said that at the end of any major the university needs an English certification, participant 1B that most of the jobs need that an employee speaks 80% or 90% of the language. In the group 2, participants 2A, 2C and 2D mentioned that being bilingual person open doors and give you many opportunities of being better paid and they mentioned that every establish factory in Puebla wants people who speak the language, participant 2B said that better preparation they have better payments, an better incomes they will have. See table 4.3.

<b>Q2: Aprender inglés ¿Beneficiaría en obtener un buen empleo?</b>			
<b>Group 1</b>		<b>Group 2</b>	
1 <sup>a</sup>	“Si porque es un plus que nos da”	2 A	“Sí, porque el ser bilingüe te abre muchas puertas.”
1B	“En muchos trabajos ya se domina esa lengua, es un requisito ya”	2B	“Sí, porque entre más estemos preparados podemos aspirar a mejores puestos.”
1C	“Cuando terminas una carrera en la Buap ya piden que hables ingles por lo menos un 80 y 90 %”	2C	“A mejores puestos porque realmente ahora las empresas que están viniendo son extranjeras nos requieren y piden en idioma.”
1D	“Es necesario”	2D	“Más remunerado, favorablemente.”
1E	“Es indispensable”	2E	(“No contestó”)

1F	“Es necesario.	2F	(“No contestó”)
1G	“Es necesario.		
1H	(“No contestó”)		

Table 4.3 Participant’s attitudes learning English will benefit having a good job.

In question number 3, ¿Cuáles son las ventajas y desventajas si estudias inglés? Studying English has many advantages according to students, such as Jobs opportunities, Reading an article it is very important to understand it as participant 1A, 2D and 2E mentioned before, participants 2A and 2B mentioned that they could go to live to the United States and understand people there, participant 1B said that he could travel, participant 1C mentioned about knowing cultures, pronunciation among others, participant 1D argued that when foreigners visit Puebla, students must know what and how to answer them, participants 1E, 1F and 1G said that knowing English do not have any disadvantage. Participant 2C said that the only disadvantage will be not to have any progress and not to have any personal advance. Therefore, their life style will be better than now, students just focused on personal information and they did not find any disadvantage. See table 4.4

<b>Q3: ¿Cuáles son las ventajas y desventajas si estudias inglés?</b>			
<b>Group 1</b>		<b>Group 2</b>	
1 <sup>a</sup>	“Más ventajas y desventajas, las ventajas son que habría más oportunidades en cuestión de	2 A	“Ventajas: tengo un segundo idioma puedo meter eso en mi currículum, y lo pueden tomar en cuenta, me pueden

	trabajo, en cuestión de entender o leer algo a lo mejor no lo hablemos pero si podamos entender un escrito.”		remunerar más, yo creo que puedo ir a vivirme a los estados unidos y hablar con la gente.”
1B	“ Poder viajar”	2B	“Lo mismo.”
1C	“También de culturas, pronunciaciones y todo eso.”	2C	“Desventaja sería que estaríamos en el mismo puesto y no avanzaríamos realmente nos quedaríamos estancados. No avanzar.”
1D	“Cuando viene gente de otros lados y saber responder lo que les preguntan este es el idioma de ellos y pues, cuando llegan a preguntarnos.”	2D	“Se abren puertas. “
1E	“Ninguna desventaja”	2E	“Hay más ventajas y desventajas, si aprendemos se abrirían más puertas, nos darían más opciones nuestros sueldos serian mejores remunerados.”
1F	“No le veo”	2F	(“No contesto”)
1G	“No creo”		

1H	("No contestó").		
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Table 4.4 Advantages and disadvantages leaning English.

Question number 4, gave us a general perception about the language and student's thoughts. ¿Qué opinas del idioma inglés? y ¿Por qué? The answer of this question gave us a general idea about participants point of view about the language while they are taking English classes, participants 1A, 1B, 1D mentioned that for them it is a difficult language but it is very interesting, participant 1E said that it is complicated, on the other hand, participants 1F and 1G argued that English it is not difficult if they study it, because pronunciation, reading and writing is very different and they have had long time without studying it before. Participant 1H said that we must know how to study it. Participants 2A, 2B and 2C mentioned that it is a necessary language, precise and a specific language. Participant 2D liked the language but he/she needs to practice it. See table 4.5.

<b>Q4: ¿Qué opinas del idioma inglés? Y ¿Por qué?</b>			
<b>Group 1</b>		<b>Group 2</b>	
1 <sup>a</sup>	"Es muy interesante, pero es difícil."	2 A	"Es un idioma muy preciso, muy específico, muy necesario".
1B	"No, es difícil pero es interesante,	2B	"Muy necesario".
1C	"No sé."	2C	"Es necesario aprenderlo."
1D	"Si es difícil."	2D	"Me gusta mucho el inglés, me llama la atención nomas que en mi caso hay



			que aplicarlo más o se olvida.”
1E	“Complicado.”	2E	(“No contestó”).
1F	“No es difícil estudiándolo, solo se nos complica, tenía rato que no estudiábamos y no lo tenemos en la práctica, ahora ya los chamacos de secundaria ya se les facilita más que a nosotros.”	2F	(“No contestó”)
1G	“Difícil en ese sentido que la pronunciación es una la escritura es una y la traducción es otra, tienes que aprender redacción, escritura, vocabulario y la pronunciación.”		
1H	“Hay que saber estudiarlo.”		

Table 4.5 Participant’s opinion about English Language.

Questions 6 and 7 answered the research question number 2, after a long time taking English classes student’s attitude changed complete at this time of the course where they are finishing English III, students answered question number 6 taken from the interview, giving their opinion about English Classes, participants 1A, 2A and 2E mentioned that the

class is good, participants 1C and 2B said that the class is interesting, participant 1F and 2C argued that the class is entertaining and practical, participants 1E, 2D and 1G, mentioned that the class is dynamic, funny, useful and specific. Participant 1D said that at least she understood more things, than when she was in secondary school.

Finally, participant 1H said that the examples given in class help them a lot. Several exercises were given in classes and those helped them to be more interactive students and share ideas among them throughout scaffolding. As it seemed to become difficult to study English classes, students try to do their best. See table 4.6

<b>Q6: ¿Cómo te ha parecido la clase de inglés?</b>			
<b>Group 1</b>		<b>Group 2</b>	
1 <sup>a</sup>	“¿Cuál?”	2 A	“Muy buena”
1B	“Muy bien”	2B	“Interesante”
1C	“ Interesante”	2C	“Práctica, amena”
1D	“Entiendo más que cuando yo iba en la secundaria””.	2D	“Divertida, útil”
1E	“Como que la hace usted más dinámica.”	2E	“Buena”
1F	“Amena”	2F	(“No contestó”)
1G	“Especifica”		

1H	“Ayudan mucho los ejemplos.”		
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Table 4.6 Participant’s opinion about English Class.

Question number 7 gave us the results to answer properly question number 2, Student’s attitude have changed until this moment, after a long time taking English classes. Now they have got another perspective as they mentioned expressing feelings and thoughts, participant 1A and 1C felt less stressful, participant 1B and 1E felt relaxed arguing participant 1F that he felt less stress because now they know that they can do a good work in class, participant 1D feels more relaxed because now he/she knows that the most important is to learn vocabulary to understand the context of a sentence. Participant 1G was scared to make thing wrong, participant 1H and 2B feel proud of them to get good grades. Participants 2A, 2D feel comfortable they know that they can do it better. Just participant 2C feels insecure about the class; finally participant 2E did not answer anything, their answers showed a different attitude as they have showed before while taking English 1, I was proud knowing that activities, examples among several exercises, help them to change their perspective against the language, see table 4.7

<b>Q7: ¿Cómo te sientes ahora?</b>			
<b>Group 1</b>		<b>Group 2</b>	
1 <sup>a</sup>	“Medias tensas”	2 A	“No siento lo mismo que al inicio, Ahora me siento más seguro de saber que si podemos.”

1B	“Más relajadas”	2B	“Pues yo me siento bien orgulloso de mí.”
1C	“Ya sin tanto estrés”.	2C	“Un poco insegura con las clases que ha dado anteriormente, siento que se me ha dificultado más que inglés I e inglés II, anteriormente esto si ya le entendí pero la clase anterior me quede así como en el limbo.”
1D	“Más tranquila, lo importante es estudiar algún vocabulario o verbos para poder entender el contenido de alguna oración.”	2D	“Segura, bases ya más seguras.”
1E	“Tranquilas”	2E	(“No contestó”)
1F	“Tranquilas, si es difícil porque no podíamos entender perfecto, ya es sin estrés un poco más relajadas que al principio, no sabíamos su podíamos aunque todavía seguimos batallando”.	2F	(“No contestó”)
1G	“Sentíamos miedo de		

	equivocarnos”		
1H	“Miedo de no seguir avanzando, quedarnos en el 1 y en el 1. Y ahora nos ha ido bien”		

Table 4.7 Participant’s attitudes and perceptions finishing English Level 3.

### 4.3 Conclusion

This chapter described and explained the results from my instrument I used: “The interview”. The results answer the research questions, in the next chapter I will present a general conclusion of this research and the significance, the limitations and directions.

## CHAPTER V: CONCLUSIONS

### 5.0 Introduction

The study aimed to identify the attitudes that Ayuntamiento Student's face while learning English. The purpose was to explore if these attitudes and perceptions change after taking six English levels. In Chapter IV, I presented the results of the data analysis from the instrument that was used. In this chapter I present the general conclusions, the answers of the two research questions, then the limitations of the study. Finally, the suggestions for further research, and the personal reflection on the research experience.

### 5.1 Answer to the research questions

#### **RQ1 What are the attitudes and perceptions that Ayuntamiento students have taking English classes?**

As chapter I mentioned before, perhaps we have to remember that an attitude is a tendency to respond positively or negatively to a certain idea, person, thing or situation. This definition completes the study because it has answered this question with different adjectives, describing their feeling and I found the following attitudes. I was surprised about their answers. These attitudes are negative but they helped me to prepare and to teach and interactive and dynamic class.

Group 1	Group 2
1. Scared	1. Did not do it well.
2. Nervous	2. Remembering things

3. Difficult	3. Not as to difficult
4. Stressful	4. Relaxed
5. Tense	5. Did not understand
6. Worried	
7. Suffered	
8. Strictness	

Table 5.1.1 Describing participant's attitudes facing English classes as a first time.

**RQ2 Could these attitudes and perceptions change after the 6 English levels? If so,**

**How did the attitudes and perceptions towards the language change?**

I organized their feelings in as the table shows and there was a big change about what happened at the beginning and at the end of the classes. Their attitudes and perceptions changed completely and they were proud about themselves for learning another language. I found that 4 participants felt relaxed, 1 participant felt tensed, 2 participants felt not as stress as they felt before, 2 participants felt that they could do it, 1 participant felt scared, 1 participant felt proud of himself and 1 participant mentioned that was ok, just a participant did not answer.

I found the following attitudes:

Group 1	Group 2
1. Less tenses	1. Sure to know that we can do it.
2. More relaxed	2. Proud about myself.

<p>3. Not as stress as before.</p> <p>4. Relaxed</p> <p>5. Relaxed</p> <p>6. Without stress, more relaxed that at the beginning because we did not know if we could do it, but we keep going.</p> <p>7. Scared of doing it wrong</p> <p>8. It its well.</p>	<p>3. A little bit insecure.</p> <p>4. Sure, strong basis.</p> <p>5. Did not answer.</p>
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Table 5.1.2 Students' attitudes and feelings after taking 3 English levels.

## 5.2 Limitation of the study

The interview presented some limitations, such as they were people with lot of responsibilities at home, in their jobs, perhaps they were adults. They were afraid in learning a second language. Furthermore, students seemed to be interested in learning the language and participating in every single activity we had in class.

Students were interviewed when they were taking English level III; 3 months have already passed since they have started taking English classes at this time it was accurately to apply the interview. The interview was applied during English class time at the end of it, I asked students the questions in Spanish and it was amazing to know their answers.

Finally, participants had different points of view as they were expressing their feelings of something new that they were facing on that moment, but at the end of the



interview analyzing their answers I found some aspects that I wanted to find out. For all these reasons, results cannot be generalized.

### **5.3 Suggestions for further research**

As I mentioned the purpose of this research was to explore which attitudes Ayuntamiento students face taking English classes and to identify if these attitudes change after taking six levels, the attitudes they adopted towards the learning process and if these attitudes change. Some suggestions for doing further research appeared.

1. A research to explore if students attitudes change after taking six English levels than just taking 3 English levels of the open system of high school taking into account that they are adults and that they already have a job position on their jobs.
2. A research on identify which attitudes Ayuntamiento students face after finishing their studies of high school.
3. To carry out similar projects using other data collection instruments such as questionnaires to have more generalizable results.

### **5.4 Personal reflection on the research experience**

After working for six years in H. Ayuntamiento de Puebla in the department of capacitación SATI (Secretaria de Actualización y Tecnologías de la Informatica) in the program of Preparatoria Abierta, I have had the opportunity to learn many things working with adults. Moreover, if these adults are employees from Ayuntamiento and they already have a job position on it. At the beginning of their studies most of them are obligated to finish or even though to start their studies. As soon as they started taking English classes I have noticed that their attitude change complete some of they were interested in the class

and some other did not. The results found were amazing; I have never imagined that students could feel in this way taking classes. This is what led me toward the research project. That is why I decided to write about which attitudes Ayuntamiento students face taking English classes that is how I started developing the project.

Once I had the topic I started writing the research project. In chapter I, I wrote every single thing I wanted, taking about my experience working with adults in Ayuntamiento, it was a little bit difficult because those ideas had to join and they had to be coherent. However, I did not have any experience in writing academically research, and it complicated my writing process. Perhaps it was nice to write about it, it was something that I have never done before.

The second chapter was the most difficult of all of chapters. I started looking for reliable information, recent authors with information that could support the research project, it took too much time doing this chapter, paraphrasing the quotes; this was the most difficult part. While I was writing this chapter I had to organize questions and I had to wait until students had already coursed some English levels to apply the instrument. Nevertheless, chapter number tree was easier than the second one because I explained the methodology and the development of the instrument I already used to develop the research. On the contrary, the information gather from the instrument was valuable and important for the project, the information gathered was about student's feelings on that moment, after the results of the instrument that was applied was got, I started writing chapter number four, where at the beginning I had some problems organizing the transcription of the information of each one of the participants. Finally, the conclusion and all the process of the research

project, the personal experience, limitations and suggestions are presented in this chapter five.

Although, writing this research project gave the opportunity to learn many things. First, I had to read how the development of the writing process was, after developing this one. After obtaining the results I can give some suggestions to my colleagues, who work with adults to focus on their developing of their classes, motivation is the main point because it gives the opportunity that students take advantage to learn the language or to find the language boring. I would encourage to develop further researches and to improve this research process. It will work on further English classes working with adults.

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## APPENDIX 1

Open-questions. This questionnaire, help us to collect the data about and to answer our research questions. I interviewed 2 groups, asking them 7 open questions, I recordered their answers, then I transcribed them. The questions were designed and applied in Spanish.

These questions are the following:

1. ¿Cuál fue tu primera impresión cuando empezaste a estudiar la preparatoria?
2. Aprender inglés ¿beneficiaria en obtener un buen empleo?
3. ¿Cuáles son las ventajas y desventajas si estudias inglés?
4. ¿Qué opinas del idioma inglés? y ¿porque?
5. ¿Cómo te sentiste al inicio de las clases de inglés?
6. ¿Cómo te ha parecido la clase de inglés?
7. ¿Cómo te sientes ahora?