



**Benemérita Universidad Autónoma de
Puebla**

**Motivation in English Learners from High
School Bachillerato Digital 121 San
José María Morelos Tlachichuca Puebla.**

**A Thesis Submitted to the Faculty of Language for the
Degree of Licenciatura en la Enseñanza del Ingles**

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Abstract

This thesis project intended to explore the difficulties that a group of English learners from Bachillerato Digital 121 experienced during their language learning process. Additionally, this study investigated the degree of motivation that this group of learners had. Ten students with ages ranging from 16 to 19 years old were the participants of the investigation. The study followed the qualitative method in which the semistructured interview was the main instrument of data collection. The results of this study indicate that the students had several difficulties such as understanding, pronunciation, grammar and unknown ways of learning. in the same way, their motivation was considered high, good, moderate and low. These results help to understand the situation that the students are going through in their language learning process in Bachillerato Digital 121 from José María Morelos Puebla.

CHAPTER I: INTRODUCTION

1.1 Introduction to the problem

Motivation has meanings in many contexts as a result of people using it in different forms. Motivation has an important emphasis on the development of people's activities (Eccles et al, 1998, cited in Wigfield et al, 2021) and in the daily life of humans. However, have you ever wondered how an unmotivated person would survive? Do you know how the personality of people who suffer the lack of self-motivation is?

Lack of motivation took place when I had the experience to enter high school Cobaep Plantel (16) Tlachichuca Puebla. I would like to mention that it was here where I had the experience to bind with the English language course for the first time in my life. Ignorance and lack of knowledge of the English language were hideous problems I normally had on my student development. The students at my school were experiencing some problems due to a lack of self-motivation and problems for students to be able to understand a foreign language. I was a participant from generation 2014 to 2017. During this time, we had problems trying to understand the concepts of the English language. I was part of that student's society whom to get a foreign language was something impossible. Inappropriate equipment conditions and no interest on the part of student appeared during that time.

High school was a big problem for the majority of students as revealed by the results of students from Bachiller Plantel 16 Tlachichuca Puebla, Generation 2014-2017. English language course was not the exception; as a result, students suffered lack of knowledge in the learning process of a foreign language. Therefore, teachers and parents of students did not give great importance to student problems. It is here where my concern comes into being for the problems students had. This case was the main problem that caught my attention when I arrived

at Benemérita Universidad Autónoma de Puebla (BUAP) in 2017; consequently, I started doing my teaching degree in the English language and I presented problems with English language.

1.2 Rationale for topic selection

According to studies and theories that exist in different levels, and ages of children, students were able to demonstrate that motivation in English learners has been suffering some variation into students; consequently, different factors and problems exist that affect it. According to motivational studies and previous research analyzed in different areas of schools around the world, motivation has a big effect on people if they want to achieve something in their life. For that reason, I applied my investigation in Bachillerato Digital 121 San Jose Maria Morelos with the purpose of exploring the degree of motivation in students who are learning the English language there.

The process to acquire a foreign language is a big defiance that learners from Bachillerato Digital 121 San Jose Maria Morelos Tlachichuca Puebla face up to be able to obtain success in a foreign language. In particular, it is important to say that there are no investigations related to or similar to the same topic in rural areas such as Bachillerato Digital 121. For this reason, it is important to explore this topic in this particular institution so that some research-based results can be the foundational theory for the students' improvement. This is expected to have some impact in future generations of students regarding their development and learning of English as a foreign language.

1.3 Purpose of the study

The purpose of this study is twofold. These are the following:

- To know the difficulties and problems that English learners have in the language learning process at school.
- To analyze the degree of motivation of English learners in Bachillerato Digital 121, Tlachichuca, Puebla.

1.4 Research questions

This study intends to answer the following research questions:

RQ1: What are the difficulties and problems that English learners have in the language learning process?

RQ2: What is the degree of motivation of English students from Bachillerato 121?

1.5 Research setting

Some demographic information may be necessary to understand the setting where this study was conducted. San Jose Maria Morelos is a small town located next to one of the biggest volcanoes in Mexico: Citlaltepetl. Near the volcano there is a small place called Jose Maria Morelos, Puebla, where the majority of people dedicated their lives to till the land; the town does not count with some high schools there. Additionally, parents of this region prefer to send children to study high school in other places or take homeschooling. As a result, parents think that the high school of the region (Bachillerato Digital 121) is irrelevant for the youngsters of that region.

Previously, San Jose Maria Morelos reported only one high school around this small town. In addition, schoolchildren from this community have only one option if they want to

continue their studies and if they would like to start doing a degree in the future. Besides, people of this community cannot leave behind the economic problems to continue studying in the region, which could be an extra problem for schoolchildren and their families. Nowadays, migrating to other places to do it is impossible for students from San Jose Maria Morelos, Puebla.

Now it is necessary to describe the physical characteristics of the institution. A small high school, only three classrooms, and finally three teachers to take classes constitute Bachillerato Digital 121. Students from Bachillerato Digital 121 do not have the opportunity to have one teacher for each subject. Besides, it is important to mention that they do not have an English language teacher and an English laboratory, and finally, teachers do not have knowledge of student's needs. In addition, the school did not have a large number of students; as a consequence, learners did not have a great level of English language. The majority of students had approximately an A1 level according to the Common European Framework of Reference.

1.6 Significance of the topic

On the one hand, this study will be useful for teachers who will examine the degree of motivation and the behavior and needs of students from Bachillerato Digital 121. In the same way, this study will inspire teachers in the same field to take note of what is wrong with their students and their process to learn the English language. I consider that it will help teachers to know and understand the problems with students and their degree of motivation (Keefe, 1988, cited in González-Clavero, 2011). On the other hand, this study will help students to understand their own motivation and it will help them to think of possible strategies to find the correct motivation to keep learning the foreign language in Bachillerato Digital 121.

1.7 Chapter Conclusion

This chapter presented the introduction, rationale, and purpose of the study of motivation in English learners from Bachillerato Digital 121. It stated the research questions that guided this investigation. Besides, the research setting was explained in order to understand the conditions where the study was conducted. Finally, the significance of the study in terms of the usefulness for teachers and students of Bachillerato Digital 121 was described.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to provide a definition of motivation as well as a description of different topics related to types of motivations in students of the English language, problems with pronunciation, and learning styles, among other categories. Furthermore, it has the intention to illustrate the problems English students have during their learning process and show the different degrees of motivation and the factors that appear during the process, according to the literature that was analyzed in order to carry out this chapter.

2.2 What is motivation?

Motivation is the main concept that needs to be understood in this thesis project; for this reason, it is necessary to define and mention the characteristics of this concept. Reeve (2015, cited in Souders, 2019) mentioned that “motivation endows the person with the drive and direction needed to engage with the environment in an adaptive, open-ended, and problem-solving sort of way” (para. 1). Additionally, Eccles et al. (1998, cited in Wigfield, et al, 2021) point out that “motivation is concerned with the energy behind our actions, and achievement motivation is motivation in which standards of excellence apply to performance” (p. 52). Furthermore, the concept of motivation “refers to internal factors that impel action and to external factors that can act as inducements to action. The three aspects of action that motivation can affect are direction (choice), intensity (effort), and duration (persistence)” (Locke & Latham, 2004, p. 388).

From these definitions, it is possible to see that motivation is something inside the person, something that pushes the person to do or achieve a specific objective. Significantly, motivation

is a very complex concept that has been classified according to different sources. This classification will be described in the following section.

2.3 Types of motivation

This section will define the different types of motivation that can be found in the literature. Several authors will be included in order to support these definitions.

2.3.1 Intrinsic motivation

One of many themes considered in this investigation is to analyze the main concept of intrinsic motivation. To start, Skinner (1953, cited in Ryan & Deci, 2000a) commented that behaviors are motivated by rewards (i.e., by separable consequences such as food or money), intrinsically motivated activities were said to be ones for which the reward was in the activity itself. However, as time passed new proposals made an appearance during the next years. For example, Deci et al. (1973, cited in Ryan & Deci, 2000a), mentioned that intrinsic motivation has focused on the issue of autonomy versus control rather than that of competence. In addition, this issue has been considerably more controversial. However, the research began with the demonstration that extrinsic rewards can undermine intrinsic motivation. Finally, for Rathunde & Csikszentmihalyi (1993, cited in Ryan & Deci, 2000b), the construct of intrinsic motivation describes this natural inclination toward assimilation, mastery, spontaneous interest, and exploration that is so essential to cognitive and social development and that represents a principal source of enjoyment and vitality throughout life.

To talk about intrinsic motivation is to mention that something inside the person exists that gives a little more satisfaction for people to do it such as completing a simple task because

they like it or find it interesting or enjoyable for them. On the other hand, the previous authors mentioned that intrinsic motivation is the interest and drive of the autonomy of humans to achieve rewards leading to cognitive and social development in each person to get something in our lives.

2.3.2 Extrinsic motivation

According to many studies on motivation, extrinsic motivation is considered something that is followed for external rewards in life. De Charms (1968, cited in Ryan & Deci, 2000a) mentioned that “extrinsic motivation has typically been characterized as a pale and impoverished (even if powerful) form of motivation that contrasts with intrinsic motivation” (p. 54). Moreover, Pfeffer (1998, cited in Gerhart & Fang, 2015) claimed that extrinsic rewards diminish intrinsic motivation and large extrinsic rewards can actually decrease performance in tasks that require creativity and innovation. However, Ryan & Deci (2000a) mentioned that extrinsic motivation “refers to doing something because it leads to a separable outcome”(p. 55). In other words, different authors described extrinsic motivation with different words but with the same concept of extrinsic motivation.

It is an accepted fact that people who are extrinsically motivated will continue to perform a task even though it might not be in itself rewarding. The key aspect top discussed in extrinsic motivation is something that contrasts intrinsic motivation. Besides, everything is affected by extrinsic rewards which have the objective of better performance and well-being as a result of people identifying with it.

2.3.3 Motivation for language learning

According to the definitions mentioned before, motivation is the product that has a big impact on a person, such as to achieve, learn or do something. As revealed by Gardner (1985, cited in Seven, 2020) motivation is a “major factor in the successful study of language acquisition. It is considered goal-directed and is defined as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (p. 62). Furthermore, Huitt (2001, cited in DO Val-Barros 2003) assumed that it could be stated that teachers should be aware of the significance of motivation in learners’ language learning, and through some changes, they can help learners increase their motivation. In addition, Dörnyei (2001, cited in Ollero-Ramírez, 2014) emphasized that “motivation is the process whereby a certain amount of instigation force arises, initiates action, and persists and it provides the learners the primary stimuli for initiating second language learning” (p. 698). Finally, Ali et al. (2017, cited in Seven, 2020), commented that “researchers have provided empirical evidence pointing to emphasis on learners’ motivation as an effective device in improving the language of learners” (p. 63).

This thesis is an exploration of the important factor of motivation where the motivational combination has as consequence concerning language learning. As evidenced by the different authors previously mentioned, motivation is one of the major important ‘devices’ used to learn new languages.

2.3.4 Instrumental motivation

The importance of motivation in students with the purpose to learn a foreign language is the key in this thesis project. That is why instrumental motivation originated in this section.

Similarly, Gardner et al. (1983, cited in Hong & Ganapathy, 2017) had explained that “instrumental motivation is learning for perceived utility. Learners of such type learn another language with the purpose of some pragmatic gains” (p. 21). After this, Gardner (1985, cited in Wang, 2016), defined that “learners with strong instrumental motivation are eager to acquire a new language as an approach to realizing practical or functional goals” (p. 140). Subsequently, Gardner & Lambert (1992, cited in, Al-Ta, 2018), considered instrumental motivation as “a means to get social and economic rewards through second language learning” (p. 91). Lastly, Saville, (2006, cited in Hong & Ganapathy, 2017) mentioned that “instrumentally motivated learners perform mainly for the attainment of external rewards, such as appraisal, personal fulfillment, status, or power” (p. 21).

Motivation has been influencing people in different areas, for example, education and language learning. According to the definitions of instrumental motivation, learning a language would have external rewards, functional goals, and pragmatic gains, which are reflected with the core meaning of instrumental motivation.

2.3.5 Integrative motivation

Attitude and behavior are two very important aspects within a person because both are associated with integrative motivation. Brown (1994, cited in Hong & Ganapathy, 2017) emphasized that with integrative motivation “learners have the desire to integrate into the target language community, culture and become part of that society” (p. 21). Furthermore, Masgoret & Gardner (2003, cited in Al-Ta, 2018) classified “interactively motivated learners as being open to other language communities, and having positive and favorable attitudes throughout the learning process” (p. 91). In addition, Saville (2006, cited in Hong & Ganapathy, 2017)

pointed that “learners learn the second language because they wish to socialize or participate in the target language group” (p. 21). Finally, Chalak & Kassaian (2010, cited in Al-Ta, 2018) had explained that “integrative motivation is the desire to learn a second language/foreign language to communicate with the people of the second language society and mix up in their culture” (p. 91).

It is important to say that integrative motivation refers to the positive attitude in students, how they are interested in learning a new language with one principal purpose of being part of a group of people or to be related to a new culture according to the information that the authors mentioned before. In the next section, the problems and difficulties into the learning process of the second language will be discussed.

2.4 Pronunciation problems

Before discussing the pronunciation problems that students may have in their language learning process, it is first necessary to define what pronunciation refers to.

2.4.1 Pronunciation

Experts mentioned that pronunciation is the form in which a word is pronounced. Varasarin (2007, cited in Seyedabadi et al., 2015) said that a good pronunciation facilitates communication and enhances intelligibility. Furthermore, Gilakjani (2012, cited in Toçi, 2020) said that pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Finally, Gilakjani (2012, cited in Seyedabadi et al., 2015) commented that

pronunciation is the basis of communication and should be valued in the same weight as other components and skills of language, such as vocabulary, grammar, reading, and writing.

From these definitions, it is possible to say that pronunciation is the basis of communication as a result of the sound transforming into words that humans need to produce and repeat in a correct form. Besides, the authors mentioned that the pronunciation of the words is important if the purpose is to have good communication.

Pronunciation problems could cause some problems when two speakers do not understand each other; it could very well be due to the confusing sounds one produces when they speak. The next sections of the study have the purpose of describing the main factors of pronunciation problems in the language learning process.

2.4.2 Attitude

Pronunciation problems are divided into different factors. Attitude is one of the main factors in pronunciation problems; as a result, a positive and negative attitude influences the learning process of the language and it may affect pronunciation. Sparks & Glachow (1991, cited in Gilakjani & Ahmadi, 2011) stated that students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than students with less positive attitudes. Afterward, Pennington (1994, cited in Zhang & Yin, 2009) noted that “a number of researchers have claimed that work on pronunciation should need to be tied in with on the individual’s value set, attitudes, and socio-schemata” (p. 143). Finally, Zielinski (2012, cited in Seyedabadi et al., 2015) indicate that holding such attitudes concerning the impact of pronunciation difficulties on interactions, ESL learners may run the risks of losing confidence and willingness to speak.

According to the previous definition, attitude is very important to develop good pronunciation; as a result, it pointed that a positive attitude toward learning a foreign language could be more successful for students. Nevertheless, some speakers may not have the attitudes and confidence in themselves to speak and interact with other people. It is clear that communication will not be good for learners; as a consequence, negative attitudes will appear in their learning process of language.

2.4.3 Age

Pronunciation problems are a phenomenon in the acquisition of language where attitude, age, and other more appear in this concept. Schuman (1975, cited in Nurani & Rosyada, 2015) commented that compared to adults, younger learners would generally receive more and more varied input from native speakers and would be more highly motivated to acquire the second language at native-like level. Furthermore, Scovel (1981, cited in Do Val-Barros, 2003) claims that the critical period for acquiring a native-like pronunciation in the second language closes around the age of 12, and those who start learning the second language after this period will never be able to acquire an accentless pronunciation. Additionally, Scovel, (1988, cited in Nurani & Rosyada, 2015) pointed out that learners who start to learn a second language later than age 12 will never be able to pass themselves off as native speakers and will end up easily identified as nonnative speakers of that language.

The authors mentioned before commented that age is a factor that may affect pronunciation in the learning process. Schuman (1975, cited in Nurani & Rosyada, 2015) mentioned that younger students are motivated to learn and acquire a foreign language because they are younger and they receive a different variety to learn it in different forms. Besides, the

second author mentioned that the perfect age to acquire good pronunciation is before 12 if the purpose of the students is to have a native speaker's pronunciation. As it was discussed in this section, the age is an important factor for pronunciation learners in a foreign language.

2.4.4 Mother tongue

Nowadays, students comment that learning the English language is difficult because pronunciation is difficult. In fact, English learners have problems pronouncing because of the mother tongue's effect on their pronunciation. According to Avery & Ehrlich (1992, cited in do Val-Barros, 2003), the nature of a foreign accent can be determined by the learner's native language. Every language has its own particular inventory of phonemes, different rules for combining these phonemes into words, and different stress and intonation patterns. Furthermore, they pointed out that the sound system of the native language can influence the student's pronunciation of English. Finally, Crystal (2003, cited in Gilakjani & Ahmadi, 2011) said that an accent is the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially.

According to the definitions commented before, authors pointed out that the mother tongue affects the pronunciation in a foreign language. Besides, the authors comment that every language has its own inventory of phonemes; on the other hand, it is clear that all the languages are different in their structures and phonemes.

2.4.5 Motivation and exposure

Along with attitude, age, and native language, language acquisition can be critical. However, the student's motivation to learn the language may be decisive if the student develops

a native-like pronunciation. Eccles & Wigfield (2002) mentioned, “Motivation is concerned with the energy behind our actions, and achievement motivation is motivation in which standards of excellence apply to performance” (p. 109). Consequently, Fletcher et al. (2001, cited in Andueza, 2021) said that motivation may increase via exposure to or acquiring new knowledge, especially if the knowledge is novel, surprising, or useful. Additionally, Benson (2001, cited in Al Zoubi, 2018) defined the term outside-of-class language exposure as any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning.

According to the previous definitions, authors commented that motivation is the energy behind people's actions, which are important to the performance of people. Besides, motivation could increase exposure to acquiring new knowledge, for example in the process of learning a language. Furthermore, the authors commented that exposure is something positive for the English learning process, resulting in the accessibility of different English language sources that students may have.

2.5 Grammar

According to different definitions from authors and experts, grammar is a symbol of a language in which language is categorized into different divisions. Chalker & Weiner (1994, cited in Iqbal et al., 2017) mentioned that one of the definitions of grammar in the Oxford Dictionary of English Grammar is, the whole system of a language, including its morphology, syntax, phonology, and semantics. Besides, Batstone (1994, cited in Iqbal et al., 2017) described that grammar has multi-meanings and is multi-dimensional in its nature. The general conception about grammar is a set of constructive rules that makes combining words into sentence form.

Finally, according to Kroeger (2005, cited in Komara & Tiarsiwi, 2021) commented that grammar is defined as a systematic pattern of language or simply understood as rules that form a language.

In relation to the previous definitions, the authors mention that grammar is something purely lexical and categorized into a particular language; consequently, grammar is divided into morphology, syntax, phonology, and semantics, which are character patterns of the language form. In addition, grammar refers to constructive rules that make combining words.

2.6 Students' learning styles

Once the grammar has been defined, it is necessary to understand that learning styles can be a factor that affects the learning process of the foreign language. For this, a definition of learning styles will be provided. The different styles such as visual, auditory and kinesthetic will be described, all with the purpose of showing that there are cases where English learners may have comprehension problems with grammar.

2.6.1 Learning styles

Different forms to study and learn exist where humans normally used them with the purpose to achieve their objectives. However, it is necessary to mention that not everyone has the same form to study or learn the same things; in other words, there are different learning styles. Kirby (1979, cited in Swanson, 1995) mentioned that the term learning style came into use when researchers began looking for ways to combine course presentations and materials to match the needs of each learner. Furthermore, Scarpaci and Fradd (1985, cited in Swanson, 1995) defined learning styles as ways in which individuals perceive, organize, and recall

information in their environment. Additionally, Keefe (1988, cited in González-Clavero, 2011) mentioned that learning styles are the cognitive, affective, and physiological traits that serve as relatively stable indicators of how learners perceive interactions and respond to their learning environments. Finally, Woolfolk (2014, cited in Pérez-Hernández et al., 2019) said that a learning style is generally defined as the method a person uses to learn and study. Nevertheless, he cautions being careful as some concepts of learning styles have very little scientific foundation.

According to the authors mentioned before, they comment that learning styles are the way students learn and perceive the information to arrive at a piece of knowledge. Besides, researchers have been doing different research to find ways to help the need of the learners. To conclude, learning styles are methods that are related to the way students learn. This means that learners can be classified according to their specific learning style. The characteristics of each type of learners will be explained in the following sections.

2.6.2 Visual learners

Nowadays, different learning styles appear since childhood where the person acquires pieces of knowledge for their personality. Davis (1989, cited in Silitonga et al., 2020) mentioned that visual learners usually work best alone or perhaps with one another person; for reading and reviewing, visual learners feel well from seeing words in books. They remember and understand information and instruction better if the teachers read. Meanwhile, Oxford & Ehrman (1993 cited in Felder & Henriques, 1995) said that instructors could meet the needs of visual learners solely by relying on written instructional material. Certainly, visual learners learn better if they see and hear words in the target language. Furthermore, Felder & Henriques (1995) mentioned

that visual learners “prefer that information be presented visually—in pictures, diagrams, flow charts, time lines, films, and demonstrations—rather than in spoken or written words” (p. 23). Finally, Xu (2011) said, “visual learners prefer to learn by reading books, seeing words, or looking at some teaching tools. They prefer to look at the written words on the blackboard than to only listen to the teacher” (p. 414).

Nowadays, learners are able to identify and learn new knowledge from different circumstances and tools and students have the advantage to recognize the understanding with the visual style. The authors mentioned that visual learners associate all the information they acquire during the learning process thanks to the visibility the students have. Besides, learners prefer to hear and see while they are learning; as a result, they notice that in this way they learn readily.

2.6.3 Auditory learners

The second learning style is the auditory style. Reid (1987, cited in Gilakjani, 2012) mentioned that auditory learners learn best when hearing the information and, perhaps, listening to the lecture. Thus, the learner needs to express verbally what he/she learns, solve problems by talking about them and discuss the material in the class. Additionally, Dunn (1993, cited in Khan et al., 2019) said that most of people learn the words, which are spoken by us. Resultantly, they are named as auditory learners who prefer listening. Besides, Ldpride (2009, cited in Gilakjani, 2012) said that auditory learners discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written. Tabanlıoğlu (2003, cited in Kayalar & Kayalar, 2017) argued that:

Auditory learners are good at arranging words in order, making associations and reviewing them in order to facilitate their retrieval in terms of vocabulary learning. The results... show that auditory learners know how to manipulate and achieve the target language efficiently (p. 6).

Kayalar & Kayalar (2017) mentioned that “Auditory learners are reported to be excellent listeners. The characteristics of auditory learners include getting information by listening, preferring listening to reading or writing, having difficulty in communicating through body language and facial expressions” (p. 5).

In the previous definitions, the authors mentioned that an auditory learner needs to listen to the information before expressing all the content verbally. Furthermore, this kind of learner could present some problems with the information written; consequently, it could be a hard ability for them to develop. Finally, it is important to highlight that auditory learners have difficulties to learn through visual means.

2.6.4 Kinesthetic learners

Experience has a great impact on the learning process of humans. According to learning styles, kinesthetic learners are able to learn or acquire new and personal knowledge by experiencing actions. Reid (1987, cited in Tyas & Safitri, 2017) mentioned that kinesthetic students will learn better when they do the experiment and involve physically in the classroom experiences. In the same way, Reid (1987, cited in Gilakjani, 2012) said that kinesthetic learners prefer active participation, for example drama, role-play, or moving around. Furthermore, in their study, Almasa & Parilah (2009, cited in Karthigeyan, & Nirmala, 2013) found that second language learners’ preferred learning style was Kinesthetic. They expressed a minor preference for the visual and auditory styles.

According to the previous definitions, it is possible to see that kinesthetic learners are used to learning through experience. The definitions presented above indicate that kinesthetic learners prefer doing activities in a classroom, such as those involving movement. In other words, kinesthetic students are identified by active participation. Finally, the kinesthetic learning style is the most preferred style by foreign language learners.

2.7 Teaching methods

Once the grammar and learning styles have been defined, it is necessary to comment that understanding the English language grammar could be affected by different factors, for example, learning styles and teaching methods, which could affect the EFL students' learning process. Consequently, in the next part, different teaching methods are going to be developed. The purpose of the section is to show that there are cases where students present comprehension problems with grammar; consequently, this may affect their learning process.

2.7.1 Direct method

Nowadays, the learning process of a foreign language has been changing as a result of the fact that through years the teaching methods have evolved in different forms. One of these methods is the direct method, which has some specific characteristics related to language learning. For example, Rivers (1968, cited in Batool et al., 2017) commented that the direct method provided an exciting and interesting way of learning a foreign language through activity. It proved to be successful in releasing students from the inhibitions all too often associated with speaking a foreign tongue, particularly at the early stages. Furthermore, Vietor (1882, cited in Batool et al., 2017) mentioned that the direct method “help [sic] the students to

understand language that help with ease of language. Language that depend [sic] upon the use of sentences how to communicate with each other not for the words that help the students to learn the earlier speech” (p. 54). Additionally, Freeman (1986 cited in Mart, 2013) said that the primary objective of this method is to associate meaning and the target language directly through the use of realia, pictures, or pantomime. Finally, Brown (2001, cited in Elmayantie, 2015) mentioned that direct method means no translation between first and second languages, and little or no analysis of grammatical rules.

The previous authors mentioned that the direct method was created with the intention to learn a foreign language in an interesting and enjoyable way. In other words, the direct method has to be spontaneous for the students because learners must associate the meaning of words with a context. Additionally, the authors commented that it is not necessary to translate between first and second languages.

Over the years, the direct method has presented some problems in the teaching area. In the next paragraphs, the text will mention the problems of the direct method that have affected the learning process of English students.

Batool et al. (2017) commented that the direct method “is helpful in the early stage. It is not doing good work in the higher classes” (p. 53). In other words, the author emphasized that this method could not be appropriate in classes with a difficult range of level; consequently, learners could present factors such as comprehension problems within the content of the classes due to the method and the high level of language used in the course. Furthermore, it is necessary to mention that teachers who practice the direct method need to have a high knowledge of the foreign language due to the fact that the method does not use the first language in the learning process.

Secondly, it is universal knowledge that if the purpose of a person is to learn a language it is necessary to develop and practice the four language skills. Barreiro (2007, cited in Garita, 2019) mentioned that “a foreign language is measured by the development of the four basic language skills: comprehension reading, listening comprehension, written expression, and oral expression (or, reading, listening, writing and speaking)” (p. 116). However, the big problem in the direct method presented in the teaching area is the lack of writing and reading skills in the learning process. According to the direct method, it is characterized because the children only use the foreign language. In other words, learners will be able to use their speaking skills during the whole classes. Cassany (2003, cited in Garita, 2019) emphasized that “language skills are not static and do not function alone or in isolation, these develop with each other in multiple ways, and always goes to be more empowering to develop them in a way joint and equitable” (p. 94).

According to the problem in the direct method, the issue can be easily understood in the classroom regarding the problems that English learners may have during their classes. In English courses, different circumstances exist where students are not able to understand the central topic of the classes. All this could be for different reasons, for example, lack of grammar, vocabulary, problems with pronunciation, confusing spelling, English comprehension, or not be able to understand the teacher’s explanations, among other problems.

In a particular way, not being able to understand the teacher's explanation is one of the main problems English learners present to the teachers with whom to practice and develop the direct method; consequently, students present problems in English class because many times teachers are not aware of the problems that students present. In other words, most of the time the big conflict is that English learners do not have a good level of English language for trying

to take English classes only in a foreign language. Finally, language teachers should take into account that the direct method presented a lack of writing and reading skills in the learning process of the foreign language, so the four language skills are not developed with the direct method.

2.7.2 Communicative language teaching

The second teaching method is the Communicative Language Teaching. Shih-Chuan (2011, cited in Mart, 2013) mentioned that communicative language teaching (CLT) originated in Europe, with the increasing interdependence of European countries in the 1960s. Likewise, Howatt (1987, cited in Mart, 2013) said that Communicative Language Teaching stresses the importance of providing learners with opportunities to use English for communicative purposes and attempts to integrate such activities into a wider program of language teaching. Brown (2001, cited in Elmayantie, 2015) mentioned that the main characteristic of Communicative Language Teaching is signed by existence of information gap, multiple choice, feedback, and authentic material.

According to the previous definitions, the authors mentioned that communicative language teaching emerged in the European continent, to be more exact in 1960. In addition, the authors mentioned that communicative language was created with the purpose to help students to use and learn the English language in a communicative way. Besides, the method is characterized by feedback and authentic material that the students use during the learning process of the foreign language. Finally, communicative language teaching is a tool for communication that deals with the learning process of a foreign language.

Over the years, the communicative teaching method has presented some difficulties and problems for teachers and learners in the foreign language. For example: Teachers difficulties, students problems and lack of grammar and writing skills are some of the principal needs the method presents in its development. In spite of this, communicative language teaching conveys a big problem. In certain contexts, teachers present problems using CLT; consequently, teachers present lack of knowledge of the language. According to the study by Defeng (1998):

The Korean teachers were quick to point out that some of their own problems had stopped them from using CLT. Six major constraints caused by the teacher were reported: (a) deficiency in spoken English, (b) deficiency in strategic and sociolinguistic competence in English, (c) lack of training in CLT, (d) few opportunities for retraining in CLT, (e) misconceptions about CLT, and (f) little time and expertise for developing communicative materials (p. 686).

I am good at English grammar, reading, and writing. But my oral English is very poor. Since I can't speak English well, how can I teach it to my students? (Dong-Soon, July 31, 1995) (p. 686).

In addition, Chau and Chung (1987, cited in, Koosha & Yakhabi, 2013) reported that teachers used CLT only sparingly because it required too much preparation time. Finally Koosha & Yakhabi (2013) mentioned that “some searches have also shown that it is not that much easy for the teachers especially the EFL teachers to utilize CLT as an asset to reach the final goal of language teaching in their context with their students” (p. 3).

English classes have been changing throughout the years; consequently, people wish to learn a foreign language in a great form. Nowadays, different tools exist for students if they wish to learn a foreign language, for example, apps, English online, video classes, encyclopedias, etc. Different comments indicate that the best way to learn a new language is to practice and study with a professor who is a native speaker because learners are able to acquire the new language with good pronunciation and great listening skills. People had remarked that it could be the best option for the new students.

Nowadays, learners used to be worried about the pronunciation and accent of native speakers; however, lack of grammar, structures, reading, and writing practice could affect the process of students in their attempts to learn a foreign language. The majority of native professors develop communicative language teaching in their English classes because they master the language. However, during the learning process, native teachers do not give importance to skills such as reading and writing because they consider that learners are able to understand the class topic only if students speak and listen to the English language. It is right here where conflicts appear for learners and professors because there is a lack of interaction between teachers-students and students-teachers because students do not understand the teacher's class and the teachers do not know the needs of the students. Furthermore, many cases, students do not ask the teacher their questions for the reason that he/she does not show confidence in English learners.

2.7.3 Grammar translation

The third method is Grammar translation, which “began in Germany, or more accurately, Prussia” (Chang, 2011, p.15). Freeman (2000, cited in Mart, 2013) mentioned that the purpose of the grammar-translation method was to help students read and understand foreign language literature. It was an efficient way of learning vocabulary and grammatical structures. Furthermore, Rahman (2012) said that “this method is based on the goal of grammatical competence, to achieve the goal this method has several characteristics and techniques [that] will be used in its implementation” (p. 1). Additionally, Elmayantie (2015) mentioned that “the method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists” (p. 128).

As it can be seen from the previous definitions, the grammar translation method arose with one purpose: to develop and help learners understand a foreign language. Furthermore, the grammar-translation method is used by learners who learn numerous grammatical structures and an enormous vocabulary list.

Grammar translation was a method that had evolved during the time. However, through the years, learners had presented problems with since this method has some disadvantages. Rahman (2012) commented that “students only learn about the grammar and word meaning from a textbook” (p. 5). In addition, learners do not develop the power of thinking in a foreign language. Finally, it does not support the students to learn the correct pronunciation of a foreign language because this method does not work speaking and listening skills. The teacher is the person who speaks during the learning process of students.

Nowadays, it is universal knowledge that the mother tongue has an influence on the learning process of the foreign language. For example, in the majority of the classrooms in Mexico, students translate from the mother tongue into the foreign language. Nevertheless, it is important to remark that it is not adequate to translate English to Spanish or Spanish to the English language. Consequently, this means that Grammar translation classes have the purpose to teach the English language by translating the grammar and sentences and memorizing vocabulary and structures from the mother tongue to the foreign language.

In some cases, in grammar-translation classes learners are not sometimes able to understand in a good way English grammar lessons; as a result, there are so many exceptions to the English language that make that many students get confused and do not understand the class or topic. For that reason, there are cases where learners have thought that learning English

may not be possible for them. In other words, students do not understand the English class because they cannot comprehend and learn the grammar of the foreign language.

2.7.4 Audiolingual method

The fourth method is audiolingual. Mei (2018) commented that “this method prevailed in the 1950s and 1960s, the Audiolingual Method advocated aural training first then pronunciation training, followed by speaking, reading, and writing” (p. 47). Besides, Pedraza (2016, cited in Bagheri et al., 2019) said that the Audiolingual method (ALM) is an oral language teaching approach which is based on Skinner’s Behaviorism theory. The theory assumed that a human being could learn a particular language in a short period. Additionally, Brooks (1964, cited in Shaheidari, 1997) said that a short-term objective was “training in listening comprehension, accurate pronunciation, recognition of speech symbols and reproduction of these symbols in writing. Whereas the long-term objectives include mastery of native-like language” (p. 2). Finally, Rahman & Khalik (2020) said “this method is suitable enough to be implemented. Speaking is making use of an ordinary voice, offering words, knowing and being able to use a language expressing oneself in words” (p. 15).

According to the previous definitions, the authors mentioned that this method was characterized by using speaking skills as the most important ability. Besides, the authors mentioned that the Audiolingual method has as its main purpose to learn a particular language in a short period. Therefore, the method refers to the use of the oral voice to express words between learners of a foreign language.

Some authors have mentioned that this method presents some problems during the learning process of a foreign language. For example, Mei (2018) mentioned that “the

Audiolingual Method is teacher-dominated. In the classroom, teachers usually control the teaching process” (p. 51). Additionally, another problem is that learners have memory problems such as remembering vocabulary lists. Finally, this teaching method does not develop all skills in the same way because the preference of this method is the oral skill.

Different situations are experienced during the learning process of the foreign language, over time; the English teaching area has changed in different forms toward students. The main purpose of the method is to look for easy and fun strategies to teach a foreign language, but teaching problems appear in the process of English students. Teachers who normally practice the Audiolingual method in English classrooms tend to be teachers who normally get high knowledge of the foreign language. Consequently, those teachers prefer to have English classes with a higher difficulty level because they feel comfortable, and speaking is their favorite skill for them in class. However, in the development of these English classes, there is a common problem among professors because sometimes teachers do not have a high proficiency level of the foreign language.

2.7.5 The silent way

The fifth method is the silent way. Matairea (1980) regarded “the silent way as a way through which a foreign language might be learned, the native tongue is suppressed and the target language used as the medium of instruction” (p. 16). Moreover, Sasi et al. (2020) commented that this method “was developed by Gattegno and this method is based on the philosophy that the teacher in the classroom should be silent as much as possible, while the learner is encouraged to be involved in production as much as possible” (p. 60). Additionally, Stevick (1980, cited in Sasi et al., 2020) said that this method tries to encourage students to use

their own internal resources to make decisions on how best to gain the desired outcome as offered by the teacher. Finally, Brown (2000, cited in Jannah, 2018) mentioned that the students thrust for working together with their friends to think and comprehend the meaning. Teacher and students position is more cooperative.

According to the previous lines, the silent way method is characterized by the teacher being silent as much as possible during the class. Nevertheless, Montasir (2011, cited in Lengkanawati, 2004) claimed that the teaching objectives must be known by teachers clearly and they should utilize the teaching aids effectively so that learners are able to speak a lot and develop a foreign language.

It is important to highlight the fact that being able to speak the English language is a great advantage in the 21st century since jobs, studies, and opportunities are the main benefits people have in their life. On the other hand, English courses are one of the most popular classes among students, and important to learn the English language could be needed by everyone today. However, sometimes students describe their English classes not in a positive form; consequently, the English course does not fulfill the students' perspectives. Lack of interaction and boring classes are the comments students make as a result of professors who normally keep silent in the classroom and between students who do not always try to develop the topic class.

Nowadays, it is possible to mention that the silent method presents some disadvantages during the process of foreign language learning. For example, Week and Alkhateeb (n.d.), commented that the silent way method is often criticized of being a harsh method. The learner works in isolation and communication is lacking badly in a silent way classroom and the silent method is not normally used in big groups of students. This method is criticized because it only

focuses on building the structure of language while the cultural input through the language is missed.

Professors who develop the silent way method in their classes used to receive those negative thoughts from the students because learners have problems following the English class, students are not able to speak all the time in the foreign language or they do not understand the process of the class with the silent way method. Secondly, students are not able to carry out the class because not all have the knowledge or the perspective to do it in the classroom.

The previous methods have provided the reader with a general perspective of the way the language learning is approached in order to reach the learning objectives that each method adheres to. In the following section, other related studies are presented regarding the motivation and other factors that affect the learning of a foreign language.

2.8 Related studies

Widesti (2016) investigated the level of motivation among first-year undergraduate students. The purpose of this is to investigate the type of motivation that the fresh-year students at Satya Wacana Christian University mostly used, instrumental or integrative motivation during the process. The data were collected through qualitative research questionnaires and distributed to 40 respondents whose ages ranged from 17-18 years old. The finding of this research concludes that the students were more instrumentally motivated rather than integratively motivated in the learning process. One implication from this is teachers should try to encourage the students to improve their motivation in learning English.

Aguilar & Vázquez (2021) mentioned in their investigation that the purpose of the project was to get the analysis of the motivation of 225 students from UAEM Texcoco University in

Mexico, where the study was developed. Besides, the investigation followed a qualitative study where the instrument was a questionnaire.

The results of this study indicate that the majority of English learners present in their questionnaire instrumental motivation; as a result, students are motivated to continue learning the English language to get better job opportunities for their professional lives. In addition, integrative motivation appears in the students; consequently, there is a small percentage of them who want to learn the English language for culture and become part of society or a social group of English speakers.

Ortega-Auquilla et al. (2019) developed a study with the purpose of knowing the factors that appear in the learning process of a second language in students from 3 different Ecuadorian universities. This qualitative study was conducted with 422 students and a questionnaire of 16 questions was used to investigate the factor's motivation in their study. The data collection was carried out with internal and external factors for learning a foreign language and their motivation was high in their learning process. The results show that Ecuadorian students have a motivation and attitude towards success in their future professional careers as a result of students thinking that speaking the English language gives them better opportunities for their lives.

Boboy's (2014) investigation was carried out with 70 students with the purpose of knowing how motivation affects their foreign language learning process. The study was presented in a qualitative method, the instrument was a questionnaire answered by 38 girls and 32 boys. During the proceeding, the study showed the different measures of motivation and the main objective of English learners, career success is the principal thought in the students.

According to the results of the study, there are different types of motivation in each student because the data presented instrumental and integrative motivation in learners. However, the impact here was that the majority of students had a great level of English language and the majority of students had instrumental value in learning the English language, which is the key to accelerating academic and successful careers.

During the learning process of a foreign language, motivation plays an important role in achieving it; however, it is known that students normally come across some factors that affect their learning process in the foreign language. Guilloteaux & Dörnyei (2008) mentioned in their investigation that they used a qualitative and quantitative study with the purpose of knowing if teachers were also motivated as learners. During the study, some instruments were used to collect the data, for example, questionnaires and interviews. The population was 1,300 students from three different schools, and twenty-seven teachers who participated in this investigation.

The results of Guilloteaux & Dörnyei (2008) mentioned that the investigation demonstrated that English learners present different degrees of motivation: high and low motivation. Furthermore, the study presents some factors in the learning process of the students; as a result, teachers are not as well motivated as students, and deficiencies in teaching ability are other factors in the learning process.

Ruíz & Buitrago-Bello (2018) carried out their study with 15 students with the intention of knowing the main factors in their learning processes of the English language. The investigation was a qualitative study in which interviews and questionnaires were the instruments to be carried out. According to the data from this study, internal and external factors

presented as problems for learners in the learning process at Power English Academy in Zipaquirá.

Sungkar's (2013) study was conducted with 24 students from the first year in Muhammadiyah Karangampel to analyze the difficulties in acquiring the English language. A qualitative method was followed in which interviews were applied to the participants. According to the results of the study, internal and external difficulties are some problems that students came across in the process of acquiring the English language. Motivation and aptitude were considered as internal difficulties and English skills and teachers strategies as External difficulties that the students from the first year faced.

Nguyen (2019) investigated the level of motivation of the first and second-year students at Vietnam University (The VNU University of Engineering and Technology (VNU-UET)). The other objectives of this study were to find out the language difficulties that the students encountered during the learning process and to provide some recommendations for improving the students' motivation to learn English. During the investigation, the data were collected through one quantitative method to investigate the motivation of university students in Vietnam pertaining to the study of English. Besides, the participants of the study were 371 students (first-year & second-year undergraduate students). The level of instrumental motivation is higher than the level of integrative motivation in the study, according to students from the University of Engineering and Technology Vietnam. The main implication of this study is to improve the motivation in learning English.

2.9 Chapter conclusion

This chapter intended to analyze the principal themes of the study as it developed different topics into the literature to point out the factors and problems that appear in English learning students. During the literature development, pronunciation problems, grammar, learning styles, and teaching methods were discussed as principal factors during motivation in English learners. This chapter defined motivation and types of motivation to explain different aspects of students' learning process of the foreign language. Finally, the chapter analyzed different studies related to motivation. In the following chapter, the methodology that was followed in this thesis project will be described.

CHAPTER III: METHODOLOGY

3.0 Introduction

In this section, the research method that was used in the study will be described. Location of research, sampling process, participants, data collection, ethical consideration, procedure, and data analysis of the study will be explained in detail in order to understand the methodological decisions that were made in order to carry out this investigation.

3.1 Method

The issue focused in the research is a qualitative method. With regards to this type of methodology, Strauss and Corbin (1990, cited in Andrade, 2014) commented that qualitative methods can be used to better understand any phenomenon about which little is yet known. In the same way, Hoepfl (1997) mentions that qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings (cited in Andrade, 2014). Furthermore, Denzin and Lincoln (2006) commented that “qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (p. 3). Finally, Vashishtha (2019) said that qualitative research is “the process of acquiring data by studying subjects in their natural habitat. The focus is on understanding the why and how of human behavior in situations and is defined as a scientific research method to obtain non-numerical data” (para.1).

This investigation is considered qualitative because it is related to behaviors, experiences, opinions, and motivation in English learners from Bachillerato Digital 121 San Jose Maria Morelos Puebla. In addition, this study will use phenomenological research since the main objective is to define the degree of motivation students from Bachillerato Digital 121 have.

According to Creswell (2007, cited in Shi, 2011) mentioned that a phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon. Furthermore, Dowling (2007, cited in Shi, 2011) mentions that phenomenology provides aspects of how to conduct qualitative research. In addition, Vashishtha (2019) claims that “the phenomenology qualitative research method is used to study an event or activity as it happens, from various angles using interviews, videos, on-site visits” (para. 7).

3.2 Location of research

San Jose Maria Morelos is a small town located next to one of the biggest volcanoes in Mexico: ‘Citlaltepetl’. This community is part of Puebla. The town does not count with some high schools there. A small high school named Bachillerato Digital 121 is constituted, where there are only three classrooms, and three teachers work in this institution. This public school was founded in 2011. Furthermore, the school has an educational model called Direccion de Bachilleratos Generales Estatales. This Bachillerato accounts for 71 students who are looking for better opportunities to continue studying. Besides, it is important to mention that they have neither an English language teacher nor an English language laboratory.

3.3 Convenience sampling

Simkus (2023) mentioned that “convenience sampling could include recruiting friends to participate in your study, collecting data from nearby locations, sending a survey in the mail, or sharing a link on social media” (para. 4). On the other hand, in this method, the researcher has the possibility to choose candidates whose availability and time are appropriate for carrying out the study. Simkus (2023) illustrates this with a simple example in which “a researcher might

survey individuals in a local shopping mall, or students in a university lecture, or individuals on a busy city street” (para. 6).

3.4 Participants

Bachillerato Digital 121 accounts for 71 students divided into three classrooms. Especially for this study, 10 students of the sixth semester from Bachillerato Digital 121 were selected. In particular, all the participants developed an A1 level corresponding to the Common European Framework of Reference (CEFR). Furthermore, the participants were between 17 to 19 years old and, they were Generation 2020-2022 at the time of the study.

3.5 Data collection techniques and instruments

3.5.1 Interview

Interviews have been taking big importance into different fields of society. According to Rubin and Rubin (2012) “interviews provide researchers with rich and detailed qualitative data for understanding participants’ experiences, how they describe those experiences and the meaning they make of those experiences” (cited in Castillo, 2016, p. 811).

Many times the experts have seen the research interviews as an instrument where they could take advantage to achieve data collection. Additionally, in qualitative interviews, the data information presents in narrative forms where the objective is to convey the opinions and experiences of participants of the study.

3.5.2 Ensuring interview questions align with research questions

According to Castillo (2016), “the first phase focuses on the alignment between interview questions and research questions. This alignment can increase the utility of interview questions in the research process (confirming their purpose)” (p. 812). Additionally, Seidman (2013, cited in Castillo, 2016) commented that:

The purpose of in-depth interviewing is not to get answers to questions... At the root of in-depth interviewing is an interest in understanding the lived experiences of other people and the meaning they make of that experience.... At the heart of interviewing research is an interest in other individuals’ stories because they are of worth (p. 812).

3.5.3 Phase 2: Constructing an inquiry-based conversation

To start with Patton (2015, cited in Castillo, 2016) “a researcher’s interview protocol is an instrument of inquiry—asking questions for specific information related to the aims of a study as well as an instrument for a conversation about a particular topic” (p. 813). Furthermore, Brinkmann and Kvale (2015) stated “the research questions are usually formulated in a theoretical language, whereas the interview questions should be expressed in the everyday language of the interviewees” (cited in Castillo, 2016, p. 813).

3.5.4 Phase 3: Receiving feedback on the interview protocol

Activities may provide feedback on interview protocols, two helpful activities include close reading of the interview protocol and vetting the protocol through a think-aloud activity. Patton (2015) mentioned that “feedback can provide the researcher with information about how well participants understand the interview questions and whether their understanding is close to what the researcher intends or expects” (cited in Castillo, 2016, p. 824).

3.5.5 Phase 4: Piloting the interview protocol

In the last section, piloting, the interview protocols have an objective to help the qualitative research become familiar with the person who begins to collect the data. To start with, Baker (1994, cited in Castillo, 2016) mentions that in this step, “the interviewer conducts interviews simulating rapport, process, consent, space, recording, and timing in order to try out the research instrument” (p. 827). In addition, Merriam (2009) pointed out that the “best way to tell whether the order of your questions works or not is to try it out in a pilot interview (cited in Castillo, 2016, p. 827).

3.6 Ethical considerations

Nowadays, carrying out research is important to consider the value of the answers of participants in an investigation considering it is morally and legally right in research. Bickman and Rog (2009, cited in Showkat & Parveen 2017) commented that ethics is central to the research process. Researchers need to take care of various ethical issues at different levels of this process. The reality is there can be ethical concerns at every step of the research process. Additionally, Showkat and Parveen (2017) mentioned “even though few aspects of research ethics have been set out in legislation, moral values mostly govern the conduct of research. Ethical considerations have been gaining paramount importance across the research community” (p. 1). Finally:

Ethics are the moral principles that govern a person’s behavior. Research ethics may be referred to as doing what is morally and legally right in research. They are actually norms for conduct that distinguish between right and wrong and acceptable and unacceptable behavior (Showkat & Parveen 2017, p. 1).

Ethical considerations have independence and they are considered as one of the principal parts of the research. In addition, ethical considerations have norms in moral and legal form. Furthermore, all of them are acceptable to society according to them. (See appendix A).

3.6.1 Process to obtain the permission letter

During the process of developing the data collection and applying the instrument in Bachillerato Digital 121, it was necessary to write a letter of permission (see Appendix A) which was sent to Ivan Serrano Loeza who is the maximum representative and director`s school. The letter was developed in the official paper and three days later it was handed out to the director of the school. The document was directed to all the parents and professors with the condition of asking permission to interview students from the sixth semester. The letter contained questions and requests towards students and parents, for example: Do you have any problem if I record your son`s or daughter`s voice? Do you have any problem with the questions?

3.6.2 The consent letter

Hello how are you, I would like to thank you once again for your participation in the interview of my study. As I mentioned before, my study intends to analyze the degree of motivation that the students from Bachillerato Digital 121 have to learn English. At the same time, to know the factors and problems that the student of the sixth semester from Bachillerato Digital121 faces towards learning the English language.

On the other hand, I would like to know if I have the proper permission to start recording your voice that will be necessary to retain all the information given by the participants. In case

you agree, just tell me YES. If your answer were to be NO, there would be no problem and the interview would take place without recording. On the other hand, when you finish listening to a question, if you have doubts, you can repeat it to me or if you want to avoid answering a question, do not hesitate to tell me. Thank you.

3.7 Instrument

Nowadays applying an instrument for research where researchers obtain the data has big importance in an investigation. The instrument of this investigation was made up of an interview protocol applied to ten participants from Bachillerato Digital 121. The interview contains introductory, transition, and closing questions. The considerations that were followed to elaborate the interview were based on the technique of interview guide, the semi-structured kind.

To start with, the instrument helped us to analyze the degree of motivation in English students from Bachillerato Digital 121. In particular, in this investigation, the instrument contains an average of sixteen questions related to motivations, problems, and difficulties that English learners from Bachillerato Digital 121 have in their learning process, whereas in the same case students have an A1 level according to the Common European Framework of Reference for Languages. For example, Questions 1 to 4 are introductory questions. Those consist of the factors behind the learning of English, questions 5 to 11 are transition questions, those questions have the purpose to identify the difficulties and problems that English learners have in the language learning process. Finally, closing questions 12 to 16 questions (see Table 1). Those questions have the objective to know the degree of motivation in English students from Bachillerato Digital 121 (See appendix B).

Table 1.*Types of interview questions.*

The factors behind the learning of English students from Bachillerato Digital 121,	The difficulties and problems that English learners have in the language learning process	The degree of motivation of English students from Bachillerato Digital 121
1.- How many English classes do you take in a week?	5. - Have you had problems or difficulties in your English learning process?	12.- Are you motivated to continue learning the English language?
2.- Do you like your English classes?	6. - What problems have you had?	13.- How much do you consider your motivation to learn the English language?
3.- How do you consider your English classes?	7.-Have you received the help of someone to figure out those problems?	14.- Why do you consider that you are into that classification?
4.- How do you consider yourself in your English classes?	8. - Do you consider that those difficulties have been affecting your learning process?	15. - Have you received the motivation of someone to learn the English language?
	9. - What have you been doing to solve those difficulties that affect your learning process?	16. - Would you like to add something else?
	10.-Do you consider having your progress in the English language?	

	11.-What progress have you made in your learning process?	
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Source: own elaboration (2022).

According to the research, the instrument was applied as an interview with the objective to capture all the information of students' answers. The interview consists of sixteen questions. The first part are initiate questions, second are intermedium questions and third one are degree`s motivation. Questions 1 to 4 are filler questions where those questions have the purpose to initiate good communication with participants. Secondly, the introductory questions have initiated to start with the questions related to the main purpose of the research questions, question 5 to 11. Finally, questions 12 to 16 are the key questions to obtain the degree motivation from students in Bachillerato digital 121. (See appendix B).

3.8 Procedure

The degree of motivation in English students from Bachillerato Digital 121 was the name of the instrument applied in the investigation. The interview was conducted with the objective to retrieve all data from participants. On February 22nd, 2022, voluntary sampling was made with the first participant. Consequently, the Zoom app was the direct connection between the participants to the interviewer. Subsequently, the interview was applied for the second time on March 7th, 2022. The location was on Bachillerato Digital 121 San Jose Maria Morelos Puebla.

On March 7th, 2022, the interview was carried out with 4 students between 12:12 to 12:59 PM. The first day was everything fine. On March 8th, 2022, the interview was conducted with

6 more students. The interviews were applied between 10:00 to 11:00 AM. All in all, ten interviews were conducted.

3.9 Data analysis technique

According to the data analysis technique, Connor & Gibson (2003) commented that:

“collecting information, which researchers call data, is only the beginning of the research process. Once collected, the information has to be organized and thought about. Quantitative analysis uses data to provide answers which can be expressed numerically. Qualitative analysis, which this paper discusses, is more concerned with meaning. Data is a word that describes valid information that can help a researcher answer his/her question(s). It can come from many different sources” (p. 64).

Data analysis is a process where it is necessary to inspect, cleanse, transform, and model all the data with the goal of obtaining useful information according to the participants. In other words, data should be organized in a way that is easy to look at.

The first step is the organization of the data. Connor & Gibson’s (2003) study suggests going back to the information recollected to have clearly the questions and the topics that are going to be answered. It also suggests manners to prioritize, reduce and organize the data. The first is calling thinking inside the box. It talks about firstly the reason why we want to do the interviews, then the importance to look back to the main questions that we intend to answer and finally the analysis of the data that we are trying to discover.

Step 1: Organizing the data

Connor & Gibson (2003) commented that four possible processes to analyze the data of the qualitative interview exist. Notably, Connor and Gibson (2003) suggest that,

“The best way to organize your data is to go back to your interview guide. Identify and differentiate between the questions/topics you are trying to answer, and those that were simply included in the interview guide as important, but for the moment, not essential” (p. 65).

Meanwhile, the authors added more into organizing data. Connor & Gibson (2003) said that you have to “analyze your data always keeping in mind what you are trying to find out and why you wanted to do the interviews in the first place” (p. 66). Finally, the authors mentioned that “once you have answered your original questions, look at other ideas and themes that have emerged from your data” (p. 66).

Step 2: Finding and organizing ideas and concepts

Connor and Gibson (2003) describe this as the step where the researcher may find specific words or ideas that keep coming up. In addition, they said that:

Sometimes we can learn about a person’s perceptions, attitudes, and feelings about something simply by noticing the words they use to express themselves. The people who you are interviewing probably have their own way of expressing themselves. The way in which they refer to specific things or events can reflect attitudes or behaviors (p. 27).

Finding, organizing ideas and concepts suggests that one of the best forms to get and organize concepts, opinions could be in categories. Specific words and ideas are the keys for researchers in the interest of the participants’ answers.

Step 3: Building over-arching themes in the data

At the heart of qualitative data analysis is the task of discovering themes. Following the criterion of Connor and Gibson (2003), they commented that “Each of the response categories has one or more associated themes that give a deeper meaning to the data. Different categories can be collapsed under one main over-arching theme” (p. 30). Above all, this step highlights that the association should have the answers of participants of the research with the data or new theme.

Step 4: Ensuring reliability and validity in the data analysis and in the findings

Validity and reliability are the four step which represent the key aspects of the quality of research. Schopper et al. (1993, cited in Connor & Gibson, 2003) described that validity is the accuracy with which a method measures what it is intended to measure, and yields data that really represents reality (Goodwin et al., 1987, cited in Connor & Gibson, 2003). Validation does not belong in some separate stage of the investigation. Kvale (1996) said that reliability requires diligent efforts and commitment to consistency throughout interviewing, transcribing, and analyzing the findings (cited in Connor & Gibson, 2003).

3.10 Chapter conclusion

This chapter discussed the methodology that was followed in this research. In the next chapter, the results of the study will be presented.

CHAPTER IV: RESULTS

4.0 Introduction

The results are presented in two sections. In the first section, the difficulties that English learners from Bachillerato Digital 121 have in the language learning process. In the second section, the degree of motivation of English students from Bachillerato digital 121 will be described.

4.1 Research questions

This study was guided by the following research questions:

- RQ1: What are the difficulties and problems that English learners have in the language learning process?
- RQ2: What is the degree of motivation of English students from Bachillerato 121?

4.2 Answers to research questions

According to the research questions, the results of this study will be presented with several extracts taken from the participants' interviews. Additionally, a diagram will be displayed in which the readers will have the opportunity to identify the main difficulties and problems that English learners have in the language learning process. In the same way, extracts taken from the interviews and a diagram will be presented in order to analyze the degree of motivation from the participants of the study.

4.3 The difficulties and problems that English learners have in the language learning process.

The difficulties and problems that were experienced by the participants of this study will be explained in the following sections.

4.3.1 Understanding

Some participants commented that the main problem they have in their language learning process was the difficulty to understand the foreign language. This result suggests that participants are having problems in the mental process to comprehend. Participants said:

“Yes, because sometimes I despair because, well, it is another language and, well, it is hard to understand” (P2).

“The problem I have had is that sometimes I do not understand it and I get nervous and the truth is that it is complicated for me” (P9).

According to the comments analyzed before, participants 2 and 9 do not understand the foreign language. Furthermore, despair, and getting nervous are the consequences of not understanding the foreign language. For this reason, participants consider that English language is complicated for them.

4.3.2 Pronunciation problems

Nowadays, pronunciation problems are the most common problems among students. In this case, some participants mentioned that the main problem they had in their language learning process was pronunciation problems. Participants 4 and 10 mentioned the following:

“When I pronounce the words, learning the words, in other words, the writing and pronunciation” (P4).

“Firstly, the teacher teaches us some things, and then she teaches us other things but the pronunciation is also very different” (P10).

Participants 4 and 10 mentioned that pronunciation problems appeared in the classroom because they had problems learning vocabulary; as a consequence, they did not know the correct pronunciation of the words in the English language, and students thought it was difficult for them because the words did not have the same sound as the way they write the words.

4.3.3 Grammar

Some participants said that the main problem they had in their language learning process was the relation of grammar with the foreign language. Participants 3 and 5 mentioned the following:

“In the expressions how the sentences are formed in the verb, for example: in the present progressive” (P3).

“Understanding what some English words or some structures mean” (P5).

As mentioned in the previous answers from participants 3 and 5, they said that structures could be difficult for students as they had to learn structures and words. Furthermore, the conjugation of the verbs in the tenses is presented in the English grammar.

4.3.4 Unknown way of learning

One participant said that the main problem they had in their language learning process was that the language is unknown to student and sometimes it is complicated. Participant 1 commented the following:

“There are many problems. Of course, it's another language, but that's the main reason, well, it's a bit unknown to us too, because it's a bit complicated. In the last classes, he taught us the phrases verbs and this became a fairly complicated subject for me, difference of each of them and then

because he gave us an exam the next day. I mean, one day he gave us the class and the other the exam, so I have had enough difficulties in this aspect” (P1).

According to the results, Participant 1 presented problems with unknown ways of learning; the student mentioned that the language could be difficult as it was a bit unknown for the student. Furthermore, the participant mentioned that sometimes he presented exams with the topics he could not understand very well and it was difficult for the participant.

The following figure illustrates the difficulties that the learners have in their language learning process.

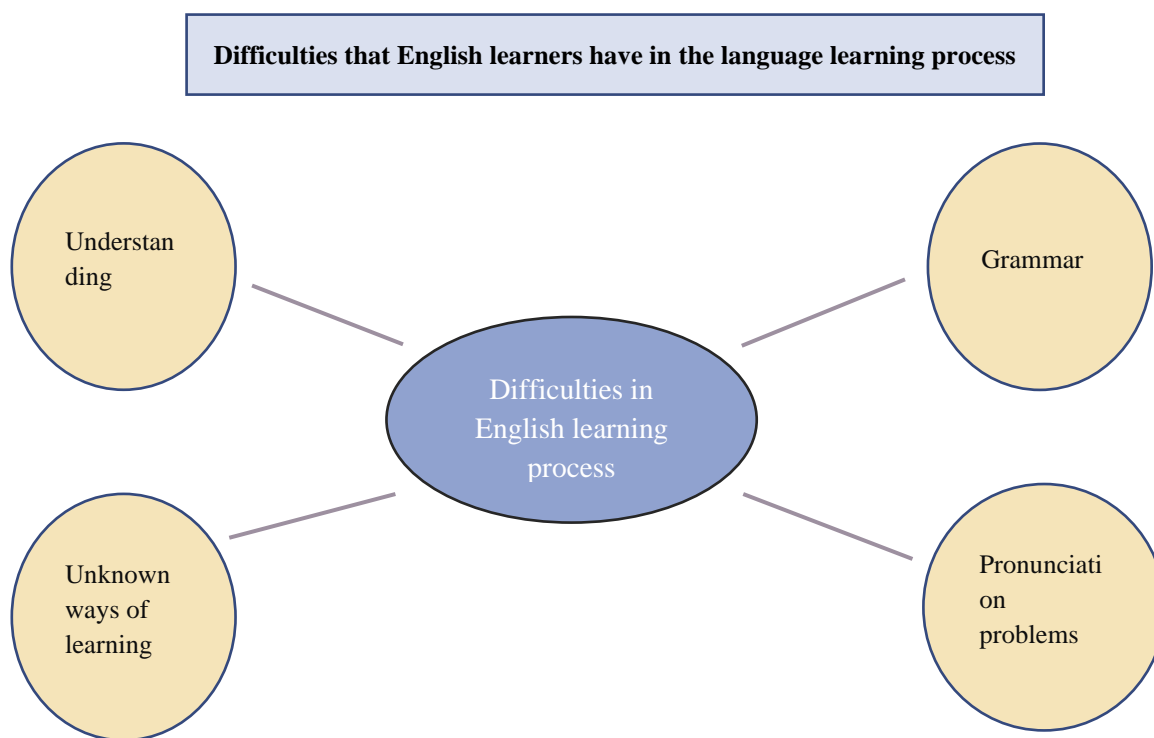


Figure 1. The difficulties that English learners have in the language learning process

4.4 Motivation

In accordance with the research conducted at Bachillerato Digital 121, most of participants were considered to have a level of motivation to continue learning the English language. The resulting categories of this section can be classified as follows: high motivation, good motivation, moderate motivation and low motivation. The results are presented in the following way.

4.4.1 High motivation

One participants commented that he is highly motivated to continue learning the English language. Student said the following:

“High because I like it and I am interested in learning more” (P8).

To start with, the comments of participant 8 indicates that the student is motivated to continue learning the English language; as a consequence, the participant mentioned that he has a high motivation because he likes the language and he is interested in learning more.

4.4.2 Good motivation

Most of participants commented that they are motivated to continue learning the English language. Furthermore, they consider to have a good level of motivation. Participants said the following:

“I consider it very good, as I told you, I want to study a degree and for the degree, I require to speak at least 60% of the English language” (P3).

“I considered my motivation good because I practiced it and I wanted to know more about the subject but I would have liked to know more about it” (P4).

“I consider my motivation good; as a result, English is an obviously necessary tool for life” (P5).

“Well, my motivation is good because it is something that interests me to continue learning more to the point of talking much better” (P7).

To start with, the comments of participants 3, 4, 5, and 7 showed that they are motivated to continue learning English. In addition, participants said that the language causes interest in students, adding that the English language is obviously necessary to continue studying and it is a tool of life.

4.4.3 Moderate motivation

Some participants commented that they are not very motivated to continue learning English. For this reason, participants do not consider having a high level of motivation. Participants commented the following:

“Well, I consider that my motivation is moderate right now because I have other priorities than English. I already think that it would be more at the time because I don't know if I would need to take courses to continue learning, for that reason I consider that my level of motivation right now is medium” (P1).

“Sometimes my motivation is good and sometimes it is bad because sometimes I don't understand things and I start to think in my head but there are some things I can't understand and I don't care anymore so I consider my motivation average” (P9).

“Well, sometimes I learn but sometimes I don't learn very well. I consider my motivation to be moderate” (P10).

According to the results of the instrument, participants have a moderate level of motivation to continue learning the English language. As a result, sometimes students understand the topic and sometimes they do not understand it very well. They also mentioned that there are other priorities before than the English language now. This can be observed in the extracts taken from the interviews.

4.4.4 Low motivation

Only one participant commented that she is not interested to continue learning English. As a consequence, the participant considered having not good motivation. The participant said.

“Well, I consider my motivation is not good because I do not know if it is for the same reason that I cannot understand the English language” (P2).

According to the result, the participant cannot understand the language sometimes and it makes the participant feel unmotivated to continue learning the foreign language.

The following figure illustrates the degree of motivation that the participants have with regards to the learning of English.

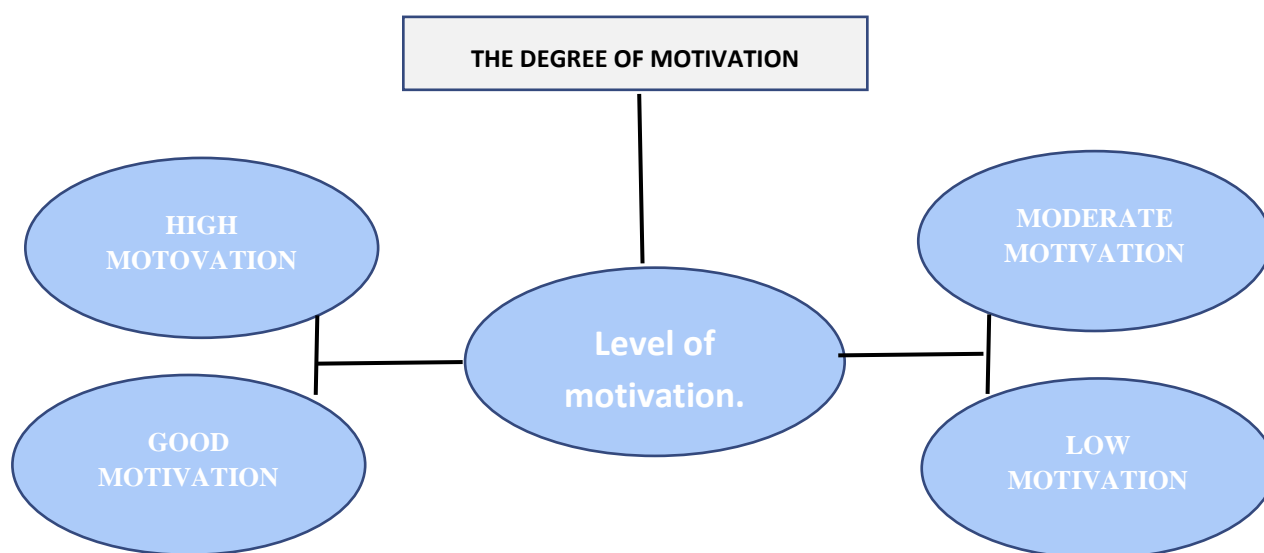


Figure 1. The degree of motivation of English students from Bachillerato Digital 121.

With this information, the research questions of this study have been successfully answered. The following chapter will present the conclusions of the study.

CHAPTER V: CONCLUSIONS

5.0 Introduction

This chapter is divided into different sections: conclusion, implications, limitations, and suggestions for further research. The analysis of these data contributes to teachers and students interested in the research topic with the objective to analyze the difficulties and motivations problems that learners of the foreign language presented.

5.1 Conclusions

According to the results of the investigation, the conclusions are the following: Students from the sixth semester of Bachillerato Digital 121 experienced several difficulties that affected their language learning process of the foreign language. Secondly, they have experienced learning situations that have affected their level of motivation. These outcomes will be briefly discussed in the following sections so that reader can understand how the results of this study are connected to previous research conducted in the same area.

5.1.1 Difficulties in the language learning process of the foreign language

Illustrated by data analysis of the investigation, the difficulties that the participants experienced represented the main problems in their learning of a foreign language. The resulting categories from the analysis were the following: understanding, grammar, pronunciation problems, and unknown ways of learning, In other words, students face these difficulties internal and external to the development of their learning English process.

Participants mentioned having problems understanding the language because they could not get the English language, sometimes they got despair and nervous because it was difficult

for them and their English learning process. In this regard, Ruíz and Buitrago-Bello's (2018) research demonstrated some difficulties similar to this study when the authors mentioned some difficulties that affect the learning process of students where the strategies from teachers appeared to be such a problem for the learner's process. Ruiz & Buitrago-Bello (2018) said that teachers should develop different strategies where they facilitate the learning process for students; teachers were encouraged to use different dynamics such as board games and different materials. Finally, the teacher should be an intellectual and moral subject. The application of these strategies may ease the English learning process for students in Bachillerato Digital 121.

Secondly, one of the most common problems with English learners in the process of learning a foreign language is English grammar. The results of this study showed that grammar is difficult for participants because they cannot understand it in a correct form. They mentioned that they have problems with the structures of the language, for example, the present continuous. Sungkar (2013) mentioned in her research that internal and external factors appear in the English learning process. External problems showed that skills in English make it more difficult for the learners to process because not all students learn in the same way and some students have problems with grammar or speaking skills, according to the previous results. Sungkar (2013) suggested that learners should study and practice hard in the English language, practice with friends, do exercises, and try to ask their English teacher could be the best for the learners; students have to get over their difficulties in their learning process.

Pronunciation problem was another difficulty that English learners from Bachillerato Digital 121 presented in this study. According to the results of this investigation, participants commented that pronunciation is another problem they faced in their foreign language process; as a consequence, it is difficult for them because they had problems to pronounce some words.

In this regard, Sungkar (2013) also found similar difficulties as speaking problems for English learners in their acquisition of the foreign language. The problem with writing and reading and pronouncing the words is difficult for students if they do not make an effort to improve it, according to the author's result. For that reason, Sungkar (2013) suggested that parents and learners have to practice more at school, and at home, to be motivated, and to study hard as the learners should have English courses where they can take advantage in the communication and their learning process.

Finally, this study showed that one participant has problems with the unknown way of learning. The student mentioned that the English language is difficult for her. Furthermore, the participant noted that she and her classmates were confused with the topics because in every class, they were changed and she could not understand them very well. In relation with this, Ruiz & Buitrago-Bello (2018) mentioned in their study that there are problems that students face up in their learning process. Besides, the authors noted that sometimes the professors have issues with the development of their classes; consequently, they need motivation to do their work. Secondly, teachers do not know the way in which their students learn a foreign language; consequently, learners cannot learn the English language well. The authors suggested that professors must have an upstanding knowledge of reading, writing speaking, and listening with the intention that professors teach, resolve, help, and facilitate their learners the way to learning a new language.

5.1.2 The degree of motivation

A second significant conclusion may be drawn regarding the degree of motivation in students from Bachillerato Digital 121. The data analysis suggests that motivation has a big

impact on the learning process of a foreign language; as a consequence, it makes internal and external motivation to impel actions (Locke and Latham 2004). The degree of motivation is divided into high, good, moderate, and low motivation.

According to the results of this investigation, one participant commented on having a high degree of motivation because he was very interested in the English language. This study relates to the results from Ortega-Auquilla et al. (2019). They mentioned that learners are motivated by extrinsic motivation in their lives, such as better job opportunities, travel, or graduate degrees. In addition, they mentioned that a highlighted orientation may have a good impact on English students because they are motivated for different purposes, for example, university careers and future life.

A big part of the results of this study showed that students have good motivation to continue learning a foreign language because they see it as a tool for the future. The study by Aguilar & Vazquez (2021) had similar results because learners are interested to continue learning the English language for their careers and jobs in the near future. The authors suggested that teachers should know the different theories and types of motivation and identify the characteristics of their students. As a result, it helps to learn and create a safe environment in the classroom.

Moderate motivation was another category in these results from this study. Participants said that they considered having moderate motivation because they were not completely motivated since they could not understand well the English language. According with Boboy's (2014) study, students have problems with motivation because learners do not understand the language in an adequate form and teachers are not motivated to do a good job in the learning

language process. Boboy (2014) mentioned that teachers might improve their knowledge of motivation because it affects students' learning process.

Finally, this research showed that one participant had a low degree of motivation to learn a foreign language; as a consequence, the student could not understand anything from the language. According to Boboy`s (2014) results, students do not have any interest in learning a foreign language due to a low motivation degree. Boboy (2014) suggested that teachers and students should improve their English learning and their style of teaching EFL. Besides, the author proposed that students need to set their goals and show interest in the English learning process.

5.2 Implications

Nowadays, motivation has become an important factor to develop activities. The learning process of students has involved motivation with the purpose to achieve educational goals. Implication for the teachers involved in the teaching process of a foreign language are the following: teachers have to know the way to make feel right learners with the purpose of students being motivated to continue learning the foreign language. Vallerand et al., (1997, cited in Reeve et al., 1999) mentioned that teachers should support students' autonomy, then students' perceptions of competence and self-determination may increase.

The previous implication is connected to another one that relates to the design of activities that support the students' learning process. The development of group activities where students work together with other classmates could translate the learning performance between learners. Hmelo and Cindy (2004) mention that students have to work in collaborative groups to identify

what they need to learn to solve a problem, in this way “the teacher acts to facilitate the learning process rather than to provide knowledge” (p. 235).

5.3 Limitations

The degree of motivation in students from Bachillerato Digital 121 San Jose Maria Morelos Puebla was going to be obtained from a small group of students in the sixth semester. The first limitation of this study is the number of participants because only ten students were interviewed with the purpose to collect their difficulties in learning English and their degree of motivation.

Another limitation is related to the context where the study was conducted. For this reason, the results can only apply to this particular context and therefore cannot be applied to other students from other different contexts. As Ochieng (2009) puts it:

“The main disadvantage of qualitative approaches to corpus analysis is that their findings cannot be extended to wider populations with the same degree of certainty that quantitative analyses can. This is because the findings of the research are not tested to discover whether they are statistically significant or due to chance” (p.17).

The level of participants in the research was carried out in students in sixth semester. As consequence, the results of the study were considered in only one group of all Bachillerato Digital 121. For this reason, these results only apply to these students, not even to the rest of the student population in Bachillerato Digital 121.

5.4 Suggestions for further research

According to the degree of motivation in students from Bachillerato Digital 121, the possibility to start new investigations to related studies based on data collection on the topic for further research is shown below.

On the one hand, it is suggested for future research to include more participants to explore the area of motivation associated with the process of a foreign language. In this way, a wider panorama of students' motivation could emerge in Bachillerato Digital 121. Secondly, developing research in the process of the foreign language could create a quantitative study as a result that the previous study was developed with the minimum number of students. For that reason, a big number of participates can share different concepts and comments from the purpose of the student with other quantitative instruments.

On the other hand, one extra suggestion for the next research is to analyze the possibility of applying the study to different levels of students. Students from other semesters and from different ages could be included in further research.

5.5 Chapter conclusion

This thesis project focused on investigating the difficulties that students from Bachillerato Digital 121 have faced in their English learning process. In the same way, the study investigated the degree of motivation that these students have in learning English. It is expected that this study can be the beginning of a series of research studies that can involve different research areas that will help to understand better the context of Bachillerato Digital 121.

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APPENDIX A

Durante el proceso de recolección y desarrollo de la recolección de datos y aplicación del instrumento en Bachillerato Digital 121 fue necesario redactar una carta de permiso, la cual fue enviada a Iván Serrano Loeza quien es el máximo representante y director del colegio. La carta fue desarrollada en el papel oficial y 3 días después de ser entregada al director del colegio. El documento fue dirigido a todos los padres de familia y profesores con la condición de pedir permiso para entrevistar a los estudiantes del sexto semestre. La carta contenía preguntas y peticiones dirigidas, por ejemplo, a estudiantes y padres. ¿Tienes algún problema si grabo tu voz de su hijo o hija? ¿Tienes algún problema con las preguntas?

Hola qué tal, me gustaría agradecerte una vez más por tu participación en la entrevista de mi estudio. Como te mencioné antes mi estudio pretende analizar el grado de motivación que tienen los estudiantes del bachillerato digital 121 para aprender inglés. Al mismo tiempo conocer los factores y problemáticas que enfrenta el alumno de sexto semestre del bachiller digital 121 hacia el aprendizaje del idioma inglés.

Por otra parte, quisiera tener el conocimiento si tengo el permiso adecuado para empezar a grabar tu voz que será necesario para retener toda la información otorgada por los participantes. En caso de que estés de acuerdo solamente dime SI. Si tu respuesta llegara a ser NO, no habría ningún problema y la entrevista se llevaría a cabo sin grabación. Por otra parte, al terminar de escuchar una pregunta si tienes dudas me la puedes repetir o si quieres evitar contestar una pregunta no dudes en decírmelo. Gracias.

APPENDIX B

- 1.- How many English classes do you take in a week?
- 2.- Do you like your English classes?
- 3.- How do you consider your English classes?
- 4.- How do you consider yourself in your English classes?
- 5.- Have you had problems or difficulties in your English learning process?
- 6.- What problems have you had?
- 7.- Have you received the help of someone to figure out those problems?
- 8.- Do you consider that those difficulties have been affecting your learning process?
- 9.- What have you been doing to solve those difficulties that affect your learning process?
- 10.- Do you consider having your progress in the English language?
- 11.-What progress have you made in your learning process?
- 12.- Are you motivated to continue learning the English language?
- 13.- How much do you consider your motivation to learn the English language?
- 14.- Why do you consider that you are into that classification?
- 15.- Have you received the motivation of someone to learn the English language?
- 16.- Would you like to add something else?

Spanish

- 1.- ¿Cuántas clases de inglés tomas a la semana?
- 2.- ¿Te gustan tus clases de inglés?
- 3.- ¿Cómo consideras tus clases de inglés?
- 4.- ¿Cómo te consideras en tus clases de inglés?
- 5.- ¿Ha tenido problemas o dificultades en su proceso de aprendizaje del inglés?
- 6.- ¿Qué problemas o dificultades has tenido?

- 7.- ¿Ha recibido ayuda de alguien para solucionar esos problemas o dificultades?
- 8.- ¿Consideras que esas dificultades han estado afectando tu proceso de aprendizaje?
- 9.- ¿Qué ha estado haciendo para solucionar aquellas dificultades que afectan su proceso de aprendizaje?
- 10.- ¿Consideras tener progreso en el idioma inglés?
- 11.- ¿Qué avances has tenido en tu proceso de aprendizaje?
- 12.- ¿Estás motivado para seguir aprendiendo el idioma inglés?
- 13.- ¿Cómo consideras tu motivación para aprender el idioma inglés?
- 14.- ¿Por qué consideras que estás dentro de esa clasificación?
- 15.- ¿Has recibido la motivación de alguien para aprender el idioma inglés?
- 16.- ¿Te gustaría agregar un comentario más?

APPENDIX C

- 1.- ¿Cuál es tu nombre?
- 2.- ¿Cómo te encuentras el día de hoy?
- 3.- ¿Cuál es el nombre de tu escuela?
- 4.- ¿La escuela es un bonito lugar para ti? ¿Por qué?
- 5.- ¿Cuántas clases de inglés tomas a la semana?
- 6.- ¿Te gustan tus clases de inglés?
- 7.- ¿Cómo consideras tus clases de inglés?
- 8.- ¿Cómo te consideras en tus clases de inglés?
- 9.- ¿Qué problemas o dificultades has tenido?
- 10.- ¿Ha recibido ayuda de alguien para solucionar esos problemas o dificultades?
- 11.- ¿Consideras que esas dificultades han estado afectando tu proceso de aprendizaje?
- 12.- ¿Estás motivado para seguir aprendiendo el idioma inglés?
- 13.- ¿Cómo consideras tu motivación para aprender el idioma inglés?
- 14.- ¿Por qué consideras que estás dentro de esa clasificación?
- 15.- ¿Has recibido la motivación de alguien para aprender el idioma inglés?
- 16.- ¿Te gustaría agregar algo más que hayas omitido sobre tus problemas o dificultades para aprender inglés?
- 17.- ¿Te gustaría agregar otro comentario más relacionado a lo anterior?