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**“EFL Teachers’ Behavior and Attitudes Influencing
University Students’ Motivation to Participate.”**

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Chapter I: Introduction

English language has become one of the most fundamental tools in the current globalized world. It is not only the preferred language for most published articles, specialized journals, or forums on the internet, but also the one commonly used for businesses, conferences and any matter as for opinions and points of view all around congresses or the internet. That is one of the reasons for becoming the Lingua Franca, meaning a language that is spoken by people whose native language is different.

In Mexico, a common saying goes “learning English is not a privilege, but a necessity”. That is probably the strongest image that most Mexicans have regarding learning and speaking English. However, even if many Mexicans think that English is required to ensure a successful career, the picture of English teaching in Mexico is generally considered poor, or sub-standard. The perception around it is that education is deficient due to reasons such as the public model system used in Mexico. However, teachers’ initial preparation, methodology and performance during class are not pointed out as a reason for students’ low performance and grades, or lack of motivation within the classroom.

Students in Mexico have few accessible options when it comes to opportunities for learning English. There are schools that teach only English. However, these institutions are not an affordable option for most students. In terms of public education, it was not until 2009 that English as a foreign language became mandatory at an elementary school level in Mexico, and in middle school at the end of the 1930s (Ramírez et al., 2017). The PNIEB (Programa Nacional de Inglés en Educación Básica), implemented in all public elementary and middle schools, seeks to make students achieve a B1 level when finishing the last

course (3rd year of middle school). Nevertheless, there is no existence of an official, reliable tool, test or instrument that can objectively evaluate students' final level in high school, except for the exams that teachers themselves make.

The reality is that the role of the teacher, depending on each English teaching methodology, is one of the most important roles in English teaching. However, it is no surprise to know that the teachers' attitude and their way of teaching a class can be a great motivator or demotivator in students, causing either willing, attentive students who actively participate and take part in class and homework, or distractive, talkative students who focus on everything else except the class and its content.

Students are not really involved or even aware of how lessons are planned or carried out. They usually only process what they are seeing as learning to define how they will behave during the class, and how the teachers' behavior has an impact on the perception they have of the teacher. The general picture of some classrooms in Mexico is an unprepared and careless teacher, with teacher-centered lessons and lectures with no actual practice in a real context, using only the book provided by the school, causing students' motivation, attention, and engagement to disappear. Therefore, this research intends to find to what extent the attitudes and behavior of the teacher during the class have an impact on students' motivation and willingness to participate considering teachers' behavior, initial teacher preparation and class environment, among other aspects.

1. Purpose of the study

The purpose of this study is to point out aspects of teachers' attitude and behavior that affect students' motivation when giving an EFL class in higher education, explaining in what way these practices directly influence motivation, commitment, and performance in

class. This research also seeks to explore what type of attitude from the teacher makes students feel either more or less confident and open to participate, so rapport starts to be constructed within the classroom.

2. Research questions

This study seeks to answer the following questions:

1. What attitudes and behavior of the teacher affect students' motivation or engagement negatively?
2. What aspect of teachers' attitude makes students more confident to either participate, or be engaged in class?
3. Are teachers in college aware of their own attitude within the classroom?
4. To what extent do teachers influence students' motivation and participation?

2. Significance of the study

The result this study provides can be a very significant way for teachers to identify, change and correct any attitude or behavior that influence students' general performance inside of the classroom. Frequently, the attitude teachers have regarding their own classes is indifference and automation. Thus, students would not develop any interest in class and even less interest to work and hand in homework, making them hardly engaged with the class. Usually, students just do the bare minimum in order to obtain a passing grade, instead of enjoying learning or at least paying attention during class.

Through the research conducted by Pettit (2011), it is stated that mainstream teachers (teachers who are not speakers of English as a First Language) have a lack of the English language itself, caused by reasons such as initial preparation to become an English instructor, years of teaching experience or culture exposure. Missing some of these pieces

will cause a great change in each teacher's beliefs. This information implies that most English teachers may have replicated certain patterns, taught implicitly by their own previous English instructors.

This research may also be an important means to review and analyze retrospectively the attitude and mental disposition that each teacher has in each class. This dissertation retrieves data from three college freshmen groups at the Faculty of Languages, part of the Benemérita Universidad Autónoma de Puebla (BUAP), as one of the purposes being to determine what the students' perceptions regarding the teacher are and what leads students to have either a high or low motivation in the classroom. This study also intends to make teachers more aware of their personal behavior within the classroom and point out that being not only professional but also humane is important to build a confident, reliable environment. Activities, practices, and methodology in general are also very important aspects in order to make students more motivated. However, this study has as main focus teachers' attitudes and behavior and their impact on students' motivation.

Chapter II: Literature Review

2.1.1 English for non-native speakers

In the globalized, greatly communicated world in which we live nowadays, it has become almost a vital necessity to be able to learn English (Ramírez et al., 2017). It is widely known that it is the most popular language used around the internet, international associations with representatives from different countries usually speak it, and conferences of vary topics are held in English. In general, it gives the opportunity to express points of view, opinions, knowledge from different perspectives and cultures (Ryan & Sercu, 2003), Therefore, speaking this language as a non-native speaker, even at an intermediate level, gives anyone the opportunity to have better professional options, a different perspective of cultures or even personal self-improvement, with the possibility of travelling and get to know people from all around the world.

At least, that is the image that non-native speakers have of the language. Despaigne (2010, 2019) along with other authors (Llurda, 2004, Borjian, 2015) have described the so called “dominance” or “imperialism” of English upon other languages in the whole world, transforming the intrinsic desire of learning English, to a mandatory aspect to fulfill, in order to have principally a better economic or social position, that even if it provides a technological or ideological advantage, it sometimes overshadows other languages, and increases the social gap between people who speaks English and who does not (regardless if they are native or not native speaker).

However, usually it is taken for granted that any person in any country has the chance to be able to access language studies, without realizing that sometimes, if people do

not have enough resources to access elementary school, they would have even less chances to learn any kind of language besides the native one (Johnson, 2000). Besides, if people could receive such education, the level of the classes may be poor or it may not be able to attain a satisfactory, solid basis of knowledge, being demonstrated in schools that all the way from kindergarten to high school, teach basically the same topics every two or three years, leading to repetitive, boring classes through all elementary and middle education (Despaigne 2010, Borjian, 2015).

In Mexico, there is no exception of this. Through this chapter, many aspects of EFL in Mexico will be discussed and explained, like the teaching model public schools use, motivation and participation of students, the role of the teacher and student during classes and to what extent the attitudes and behavior of the teacher influence students' motivation, which is the main objective of this study.

2.1.2 English language perception in Mexico

Through many decades, Mexicans, probably due to the fact that they are located very close to the United States, have paid special attention to the idea of learning English and most of them are vaguely aware of the advantages of learning it. However, most people who wants to learn only focuses on the *idea* of learning, since actually getting an effective and satisfactory language improvement, at least at a functional level (Ramirez et al., 2017). It is challenging depending on each person's context.

Education in Mexico has not always been effective regarding English language. Factors that either promote or demote language proficiency may vary from isolated, rural areas with not even access to decent school facilities, to teachers in public schools giving

English class with no care for students effectively learning, even though it is taught for at least 9 years of mandatory education (Reilly, 2020). As a matter of fact, even if students are not able to decide by themselves what kind of education they will get, teachers do have the option of preparing a satisfying, fitting class for students.

There are also people who do not agree with the way English seems to be desperately needed to succeed in life. Such as Despaigne (2010) firstly described, perception of languages is influenced by parents, teachers and friends, which at the same time are influenced by the social context. Furthermore, the contextual imposition (lack of opportunities, poorly prepared teachers and inadequate facilities) of the way English should be taught, has an impact on the perceptions Mexicans have towards the language itself, which may create some barriers that prevent substantial development on the whole learning process.

2.1.3 English as a Foreign Language in Mexico

As mentioned above, people's opinion regarding the English language may vary depending on each person's context, education, and background. Nonetheless, it is a fact that English Language Teaching has changed significantly over the years in Mexico. Only some decades ago, it was not a mandatory subject for public schools. It was more common to know about private institutions giving English classes, being greatly unbalanced for people who did not earn enough money to afford such schools (Borjian, 2015, Reilly, 2020).

The year in which elementary school became mandatory was until 2009, with the implementation of the PNIEB program (Programa Nacional de Inglés en Educación Básica). Taking until the beginning of the 21st century to apply this program to elementary school,

when it became obligatory in middle school a century before (by the 1930's), clearly shows the lack of resources, planning and consciousness for Mexican education. The supposed objective of this program is to help 3rd grade middle school students attain a B1 level according to the Common European Framework of Reference for Languages (CEFR). This goal seems to be reachable, but the truth is that there is not yet a reliable instrument able to assess students' improvement objectively.

It has been widely spread that learning such an influential language as English in a public school in Mexico is considered as something that will greatly help with success in a professional career. Despite of the lack of quality in public schools (which are most common for Mexicans to attend), there has been for the last decades a particular search for driving English Teaching (Lemus-Hidalgo, 2017).

The most recent and maybe the most important program was the aforementioned PNIEB, a program created with the main objective of promoting better teaching and learning practices for students and teachers at a decent, reasonable level, trying to improve previous standardized models within EFL in Mexico, changing the materials, textbooks, and approach that teachers should apply during classes.

English teachers serve a vital part during the construction of a confident and reliable environment. Related to what will be addressed later in this chapter, teachers' attitude and behavior greatly fluctuate and there is an enormous line that divides "good" and "bad" teachers, along with good practices and behaviors during the class. For example, there are instructors in either private or public schools that have no theoretical nor academic preparation (Lei, 2017, Mora et al., 2010, Alshenqeti, 2018).

2.1.4 Current EFL teaching model in Mexico

In 2012, the government looked for a change in education, causing the revision of the educational model, finding that not only in EFL, but in general, most teachers in Mexican schools are accustomed to the traditional, grammar-based approach that has been the only way students, teachers, and teacher trainers have known education (Ryan & Sercu, 2003). It recently changed into a Communicative Approach, using different textbooks and basis of topics in order to look for the real use of English and a significant change of the old-style methods. This new schooling was implemented, but even if it was trying in some way to improve English Teaching in basic education (elementary and middle school) in Mexico, the truth is that when students reach high school, they are barely able to communicate in English (Mendoza, 2015).

Each state in the country manages the program as they can through their own English Department¹, and succeeds in applying the subject into the curriculum, but it has no supervision on the results (Mexicanos Primero, 2015), so it will never be a real improvement in any aspect of English education in Mexico unless (mainly) teachers and students create a better atmosphere that promotes learning.

On the other hand, taking into account that government has the access to modify public basic and middle education EFL programs, the situation is different in universities. In Mexico, most universities have their own committee and people in charge of the curriculum, topics, textbooks, textbooks methodologies and materials that are used for English classes (Alshenqeeti, 2018, Johnson, 2000). Usually, these programs differ from

¹ Coordinación de Inglés

college to college and in which way EFL is addressed, but more importantly, in this university programs teachers that actually care for learners sometimes have the opportunity to intervene and design an effective, satisfactory study plan for the students.

2.2 The role of the teacher in the classroom

The activities a teacher develops inside of the classroom vary from instructor to instructor and from class to class. Influencing the initial preparation as well, teachers' own beliefs, curriculum's objective, students' needs, among many other factors that change in which way a teacher should or have to behave inside of the classroom. (Despagne, 2019, Ryan & Sercu, 2003, Monshi et al., 2011).

Starting with the idea that most of times, pre-service and in-service teachers define their own role inside of the classroom taking as a basis what they were told from their own language teacher preparation from other teacher instructors (Lemus-Hidalgo, 2017) or what is most common to happen, from their own experiences once they start to teach and realize the methods, approaches, activities and materials that work best for their students also fit with their own beliefs (Lemus-Hidalgo, 2017, McPherron, 2005).

However, the role that each teacher shows in their classrooms over the years, sometimes seems to be not adequate for the appropriate development of their students' skills. As found by the study made by Monshi et al. (2011), a sample of 76 teachers showed that, a teacher who has what he calls "self-regulatory" skills, is likeable to attain a successful, professional class development, aiming to make students learn significant knowledge.

This “self-regulatory” skills are defined as the ability of the teacher to attain “teaching effectiveness”, which means that the instructor is able to use the time of the class efficiently, promote a likeable surrounding in the class, let learners participate constantly, master language knowledge to a certain degree, give precise directions, deal successfully with the atmosphere of the classroom, and create meaningful materials (Kyriakides et al., 2022).

Arguing that a teacher who does not meet this requirement (be self-regulatory) may not be able to set a solid basis of knowledge for their students that will consolidate their own learning methods, strategies and even motivation and willingness, since being able to achieve such effective teaching, a teacher should develop certain level of emotional intelligence and being capable of manage any kind of adverse situation or intricate student.

Taking a look at a closer study, Ryan & Sercu (2003) conducted a study with a sample of 47 Mexican teachers (only one was American). Through this research, he pointed out that most of the teachers try to give students knowledge that is mainly based on pure language, instead of focusing on subjective, cultural aspects that are also part of learning. Obtaining answers related to passing an exam, or meeting deadlines in the study curriculum, without taking into account aspects of culture or external factors that may affect students’ learning.

Defending the idea that almost all instructors tend to focus on teaching language-related items, such as grammar, vocabulary or reading comprehension, setting aside subjective concepts that involves learning a language, that in general terms leads to

developing empathy towards other cultures, ways of thinking and acting, plus, students are able to become open-minded and unprejudiced when talking about other countries.

2.2.1 Image (perception) of English teachers in Mexico

It would be virtually impossible to define what is the perception of English teacher in Mexico, even if there are studies that employ different research materials and techniques, such as interviews or class observations (authentic in-class research tools), it is very difficult to determine in which way students actually perceive and conceive the image of an English teacher (Gao, 2021).

Results tend to be different depending on the country, background or teachers and students' perception of language itself. For example, Huu (2015) in Vietnam, using a mixed method research interviewed 27 students and applied a survey to other 339 English students (specified as commercial English language centers), with the purpose of obtaining what the characteristics of an English instructor are that ease learning from the perspective of students. Huu found that students consider the skill and level of the language itself as the most valuable quality of an English teacher, even though they admitted they judge teachers solely by their oral communication proficiency.

Another research conducted by Park and Lee (2006) in South Korea, employed a questionnaire to 169 teachers and 339 high school students to determine the qualities of effective teachers, including teachers' perception themselves, obtaining two unexpected outcomes. The result of the students was that they ponder pedagogical knowledge above any other aspect. On the other hand, teachers expressed that the most important characteristic of an effective teacher is English language knowledge. Interestingly, high

achieving students have different socio-affective and pedagogical needs than low achieving students.

In a local context. Despaigne (2019) piloted a study in two private universities in Mexico. After some investigation interviewing the head of international department of one university, this person explains that it is not possible to give a complete course in English, since some teachers directly are not capable of doing so. With this background, Despaigne interviewed teachers and administrators of such universities, concluding that teachers in higher education who might be able to give a class completely in English, may not have enough pedagogical preparation, causing students missing tools to create a solid knowledge basis of the language. In her own words *“It is insufficient to teach students to use “appropriate” language, in this case English, without considering why that language is preferred and who defines this decision”* (pp. 54).

2.3 Students in the classroom of EFL in Mexico

As it was mentioned before, even though English has become a mandatory subject all the way from kindergarten to high school in both public and private institutions, this does not mean that students are able to develop a satisfactory proficiency of the language when graduating from high school. In fact, education in Mexico seems to be far from acceptable. As an example, it is remarkable the result from the English First English Proficiency Index (EF EPI, 2022), which is an online standardized English test that mainly assesses reading and speaking skills.

Each year, EF creates an index of countries classifying them from the highest (Very High Proficiency) to the lowest score (Very Low Proficiency) based on the results of the

applicants that has taken this test, being over 2 million students. The latest Index published in 2022, classified Mexico in the number 88 out of 111 countries, being surprisingly the first country that belongs to the “very low” proficiency in the general Index, and being the second country with the worst score, just after Haiti, in all Latin America.

The reasons or explanation of why Mexico presents such a poor level of English teaching and learning, and why it seems so difficult to make any significant change on the field may change from each author point of view, and these, in turn, argue that it also differs for each student background context. For instance, Borjian (2015), mentions from the very beginning the fact that many students have the possibility to afford private education, where it is easier to find better prepared teachers with a high proficiency in English, rather than attending a traditional school where teachers have a lower language level. Bojian also pointed out that the instructors are frequently not able to communicate effectively in English due to the type of education they received from their universities.

On the other hand, Despaigne (2010) addresses the idea that students’ negative perceptions towards the country where second language (L2) is spoken, may be the reason why students feel less motivated or struggle more when learning English, arguing that English instructors are prepared for teaching language items, such as grammar, vocabulary or translation. However, they do not include neither cultural nor social aspects of such countries, entailing that students who do not know the background culture of the country, will have a negative influence on students’ perception and willingness to learning the language.

2.3.1 College students and teachers of ESL in Mexico

Even if English education in Mexico until high school is far from proficient, in some cases when a student tries to join a college or university, they require some previous knowledge of the language, depending on the major and the institution. That is the case of the Universidad Nacional Autónoma de México (UNAM), which requires undergraduate students to begin the major having a C1 level (according to the Framework of Reference for Languages) already for joining an English-teaching related BA.

On the other hand, the Universidad Autónoma del Estado de Hidalgo, requires crediting only an A2 level (Ramírez et al., 2017). It is also worth mentioning that the Benemérita Universidad Autónoma de Puebla, does not ask students of English Teaching major to credit any language level at the beginning, since the curriculum provides training from the very basic Target Language 1 level (aiming to A2), until Target Language 5 (C1).

Even if this fact does not seem appealing, the requirement of UNAM of crediting a C1 level, rather than the institution giving the image of looking for highly qualified students (which may be the main objective), it actually creates a gap between low and middle-high class students who can pay for private education, and giving even less opportunities to those who are not in an economical advantaged position, reinforcing what Borjian (2015) found through the interview of English teachers: the educational system in the country appears to be the one that most obstruct development in regard of English learning.

Specifically in college and universities, the objective of attaining a proficient English level is the internationalization of students, which basically indicates the way in

which institutions answer to a world becoming more and more multinational, looking for forming graduates that are able to fit and fulfill the needs of a global world, through the implementation of student exchange programs, language certifications, scholarships and joint programs (Despaigne 2010, 2019)

Nonetheless, Mexican teachers and education show a significant lack of internationalization abilities, skills, and preparation. As an example of this, Ryan & Sercu (2003) found that even if teachers are aware that internationalization is needed and demanded more and more by students in this competitive world, English instructors are surprisingly, not completely familiar with the culture of the countries that speak the language. Actually, almost half of the interviewed teachers (42%), consider they are not completely related to economic and political international aspects of other countries. Moreover, teachers generally do not pay special attention or give significant importance when classes have a learning objective related to culture.

2.4 Students' participation and willingness to communicate during classes

When talking about the topic of participation of students in EFL classrooms, a large amount of significant research has been done. Some authors focused their studies on the importance of the activities and approach of instructors during class (Morell, 2007, Nazari 2012, Mortensen, 2008), on the other hand, other researchers focused on group and pair work participation (Walsh, 2006, Foster, 1998). In the same vein, some authors innovated and intended to address topics related to motivation from other perspective, such as Warayet (2011) whose research encompasses the idea of participation not only as a verbal, direct action, but as a conjunction of students' body language, behavior and attitudes

towards activities, surroundings, and implications on the class that involve also teachers' activities, attitudes and behavior.

Participation yet it may be catalogued as a complex process to analyze and evaluate due to its subjective nature (Peterson, 2001), the vast majority of the aforementioned researchers, coincide that teachers, through attitudes, beliefs, selected topics, waiting time between teacher and student answers and selection of interactions among students can have both positive and negative impact on students' learning experience.

Occurring that in some cases, even if teachers are aware of the lack of participation among their students, they still tend to develop traditional, teacher-centered class (Morell, 2007). There is also the fact that in many contexts, probably to the rooted educational model of teacher monologuing students, the space for activities that promote participation is not as common as students need. Instead, teachers would focus on finishing lecture to fulfill the curriculum topics, leading to limited interaction between students during class.

Speaking of participation, Warayet (2011) reviews different authors' postures and himself, in the search of obtaining a clearer, more objective definition on how students play their role in participation, stating that an active and dedicated student during class interaction, promotes attainment of objectives, awareness of the goal of each activity, and real usage of cognitive, critical-thinking skills to solve any task.

This can be reachable through the observation of several factors, such as body posture, gaze, knowledge of students' background and effective strategies, peer-to-peer conversation, and hand-rising, amongst other in-class behavior. However, teachers should be sensible if learners want to participate, since there is the possibility that the teacher does

not create effective chances to develop spoken language freely, besides the fact that, generally, students have a different participation one of another because they understand the task differently (Green et al., 1988). This is why, for example, group or teamwork can be of great help for both students to have a better understanding of the activities and activities' goals, and for teachers to maintain a classroom environment. In general terms, it would be ideal to look for attaining an equilibrium between teachers' behavior (involving questions, individual or teamwork, actions and state of mind), and students' freedom to perform such required tasks, since a controlled environment would lead to minimum to low participation, and too much liberty will make students distract from the class.

Relatedly, for the purpose of simplifying and in order to enrich the main objectives of the current investigation, the definition and studies of Willingness to Communicate (WTC) will be mostly taken into consideration. Principally, starting from the idea of "Willingness to Communicate" as a similar expression of participation, being supported on the suggestion made by Warayet (2011, pp. 91) that is: "Oral engagement can be considered the main basic indicator of student participation".

Furthermore, WTC includes the role of how affective, personal and social factors influence on learners' interaction using Second Language (L2) and even points out the way in which teachers are advised to promote an environment where opportunities of participation are given, as the students' wish to participate is embraced (Nazari (2012), citing MacIntyre et al., (1998) and Lee & Ng, (2009)).

2.5 Motivation in classroom

Several studies and definitions have researched around the concept, what involves and implications of motivation. Starting from one of the initial research projects considered by now as a classic in terms of this topic, Gardner (1959, 1972, 1985) made substantial improvements in order to discover how language learning and motivation are related. Through numerous studies, he established that motivation is related to learners' attitudes which in turn are based on social context. As years passed, the theory of Gardner started to being questioned, since it did not take into consideration the cognitive areas that students and education started researching on.

It was until the theories proposed by Dörnyei (1994), Williams (1994), among other researchers, that the approach of motivation became pragmatic-centered. Put differently, it focused on the analysis of classroom environment and identifying the reasons why students are willing to participate in such classroom. He conducted some surveys in order to prove this theory, being some of the most relevant, the one applied in Hungary (Dörnyei & Csizér, 1998) to 200 teachers from elementary to university, whose findings emitted ten teacher's components (also called commandments) that are ideal to make students motivated in language learning, and a second one applied in Taiwan (Cheng & Dörnyei, 2007) to 387 teachers from also different educational levels, which concluded in results that greatly vary in regard of the aforementioned study done in Hungary, since aspects such as learners' culture, setting and identity change considerably depending on the place where this surveys take place, mentioning that some strategies to promote motivation can be "transferable" between different countries, but this can lead to different results depending on each country's culture.

Before moving on to the next topic, and with the purpose of looking for specific outcomes for the study, and narrowing the definition of motivation that will be taken into account for the rest of the study, some definitions of *motivation* from different authors are presented:

- Dörnyei (1994), clarifies that language learning is a multifaceted process, due to the factors that influence in the whole situation, such as communication between parts, identity of each of one and context of social culture. He also states that motivational psychologists look for “motors of human behavior in the individual (..), and cognitive appraisals of success and failure, ability, self-esteem, etc.” (pp. 247). From this perspective, motivation in English Language Learning (ELL) is an eclectic combination of complex cognitive, social, and personal components.
- Dörnyei & Ottó (1998), added to the previous definition that motivation is (pp. 64) “a dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out”. Meaning that the behavior that involves motivation, start with a yearning of a person of doings something, while mental and embodied behavior are categorized in terms of importance, and finally, either positively or negatively, that action is performed. This is a broader definition in terms of ELL but at the same time, more objective and specific, giving more features to the concept of motivation.
- For Bahous et al. (2011, pp. 33) motivation is referred as “the effective strategies that could help the learners develop their English language skills”. In

other words, it indicates all the components, characteristics, and implications of any type of action that facilitates students attain any higher level of English language. Bahous et al., conducted interviews to thirty university students and applied a questionnaire to approximately 6 teachers, looking to answer what are the most significant problems that students face in the English classroom regarding motivation. The findings showed that university students blame teachers for making classes not related to what students actually find interesting, besides classroom activities focus mainly in writing.

- Özütürk & Hürsen (2013), define a “motivated student” as someone who (pp. 8) “is willing and eager to learn something in order to progress”, and that “someone’s attitude towards a second language influences that person’s responses to the target language”. Through these statements, they add the significance of learners’ attitude (interaction with others according to the social context, Dörnyei 1994), and enthusiasm for learning a language, which they show it has a substantial implication with both intrinsic and extrinsic motivation, which will be addressed in the next section.
- Alshenqeeti (2018), describes that (pp.2), “motivation is also described as a significant constituent of classroom learning, which students are able to independently self-control”, adding that (pp. 1) “without the desire to learn, students are less likely to co-operate, take responsibility, or fully engage in the language learning process”. Proposing that even if students may seem their motivation affected by external and internal factors, they have the power to overcome such obstacles, since such concept gives more weight to learners’

behavior and decisions, taking as a reference the types of power on the classroom (Thanasoulas, 2002).

Each author presented here explained and defined motivation depending on their own teaching experience, research results and reviewed literature. However, considering the objective of this study, the elucidation given by Dörnyei (1994, 1998) and Bahous et al. (2011) will be principally taken as a how to think of motivation. The reason is that Dörnyei, in both definitions provided above, points out the importance of taking motivation as a whole, complex, compound process that involves from one to even four parties (students, teachers, peers and parents), and not isolated behavior or factors. The description of Bahous et al. (2011), is also remarkable since he also considers that motivation includes “strategies” that in one way or another, either extrinsically or intrinsically, help students to develop language learning.

2.5.1 Types of motivation

As briefly explained before, there are commonly two types of motivation used for research purposes: intrinsic and extrinsic. The former, in general terms, is explained by most authors as the desire, wish, interest or willingness to take active part in a task, activity without thinking of getting an immediate reward, but for the enjoyment of doing and finishing such activity. (Dörnyei, 1994, Alshenqeeti, 2018, Kimura et al., 2001, Ulfa & Syahputra, 2019).

The constant, challenging information and input that teachers can provide, along with authentic, functional materials and even autonomy of students, will produce an excellent environment and learners that are fully aware of their creativity and learning

process (Ryan & Deci, 2002). Some authors argue that the apparently lack of reward of intrinsic motivation, would be translated into lack of feelings of competence and satisfaction, as well as self-determination, and self-esteem in class. (Kimura et al., 2001)

In order to keep such surroundings within the classroom, and make students engage most of the in-class time, teachers should be aware of the greater role they have when fostering this. While it can be seen as contradictory, due to the fact that autonomy is necessary in order to make students self-determined and self-conscious of their own learning, all in all the teacher is the one who decides what, which and how activities and topics are presented during class. Using this logic, if a teacher tries and succeeds in developing an empathetic, encouraging environment, students will feel less pressured, and they will not feel anxious. Thus, they will learn, work, and participate joyfully (Lei, 2007).

On the other hand, extrinsic motivation is all referred to external factors that provide any kind of reward to the student, in other words, it is the performance of an action, in order to obtain an economic, social and political power, profit or academic advantage, even if the performer is not totally keen on doing it. (Harmer, 2001, Alsheenqueti, 2018, Kimura et al., 2001). The main actors and factors of extrinsic motivation in ELL, are the teachers, professors and to a lesser extent students, since learners are influenced by different incentives from the exterior (Alsheenqueti, 2018). For instance, a teacher or parent who punishes their students (or sons) would provoke a student to have the extrinsic motivation to perform a task. To a middle extent, the social context and environment also participates in extrinsic motivation. The current globalized world and the necessity and reality of getting a better job if a person speaks English, is one example of it.

Through the pass of years, research around extrinsic motivation has been arguable, since from the firsts research seemed to appeal to something negative. Brown (1990) shared that most traditional schools' contexts are based on competitiveness, teacher-centered lectures and activities and evaluation, besides such schools' environments tend to praise production over real learning, unreal over authentic content, and that type of approach will not make students able to construct a communicative, practical and confident basis of the language.

Several studies have not exactly defended but reinterpreted the approach of extrinsic motivation, as proposed by Deci & Ryan (2000) and their *self-determination theory*, which is defined as “self-determined and controlled forms of motivation” (Dörnyei, 1994), which in turn is divided into 4 areas: *external regulation*, *introjected regulation*, *identified regulation* and *grated regulation*. These regulations refer to learners' outsider influence for rewards and punishment, imposed rules that should be followed, the acknowledgement of this process functionality, and the relation of oneself moral and necessities and identity.

There has also been a significant innovation in areas related to extrinsic and intrinsic motivation, such as Hayamizu (1997) suggested, these two concepts are not opposite to each other, but they are part of a composed, rich and complex type of motivation. After the above studies were published and investigated, several types of other motives were proposed, as the previous classic of *integrative and instrumental motivation* proposed by Gardner & Lambert (1972) or the cognitive-approached theories of *Learner Level Component* proposed by Dörnyei (1994), which is composed of the *goal-setting theory*, *attribution theory* and *self-efficacy theory*, among many others related to course content, teachers, or group motivation. However, looking for simplicity and better understanding

and fulfilling of the present research, intrinsic and extrinsic motivation will solely be considered.

2.5.2 Main motivators and demotivators in Mexican EFL classroom

Now with a clearer picture of the definition and what types of motivation exist and the types of motivation that will be addressed in order to explain this research, a few examples of the common motivators and demotivators in a Mexican context are presented. Even though little research has been done in Mexico related to students' motivation, the contexts of the studies presented throughout this section are similar to the one this study has, being useful to have an idea of what type of result is likely to be obtained.

All the following studies, were conducted to college or university students in Mexico, looking for different aspects that involve motivation regarding ELL:

- Mora et al., (2010) sought to demonstrate the relationship between the school, teacher and social context, and how it has an impact on students' motivation. Such research was conducted to six adults that were taking classes in an intermediate English level course. It is remarkable to note that three participants were female and the other three males. Besides, all of them have had an experience of two years learning English. The findings showed that the two most common components that affected their motivation, were related, firstly to their teacher's attitude during class and proficiency in language, and secondly to the social context, referring to the classroom environment which in turn, students blame teachers to be the facilitators of a gratifying and peaceful environment.

- Reilly (2020) conducted a study where he looks to discover what the students' perception regarding 5 aspects of ELL motivation are, based on the MUSIC model of motivation (eMpowerment, Usefulness, Success, Interest and Caring, provided by Jones in 2009), which is based in abilities, perceptions, attitudes and beliefs of the teacher. This was possible applying a questionnaire to 240 university students, paying special attention to gender and low performers. The findings suggest that even though students present an elevated level of curiosity in learning English, they mostly seem affected by teachers' lack of empowerment and interest in their own activities, agreeing with the Mexican image of traditional teacher-centered classrooms. However, learners consider that their teachers' top attitude is caring, being demonstrated that in some activities, students can actually learn and enjoy the learning process. Concluding that teachers should focus on fostering different aspects and strategies of motivation in English learning, such as knowing what students consider interesting topics by applying surveys, explain clearly and concisely from the beginning how they will be assessed in order to avoid confusion or misunderstanding, and give students the chance to choose or at least suggest their own learning objectives, materials, approaches or the classmates they would like to work for pair, group or team work, so the areas of Interest, Success and empowerment are fulfilled. Thus, students become more motivated.
- Ryan et al., (2017) described how the application of an online exam (OEDT) before students getting into any English class level, had a positive impact on their motivation when class started. This could be conducted through firstly, make university students voluntarily answer to such online exam, and secondly,

they asked those students who took it to be part of an interview, which at the end consisted of five participants. The results indicated that most students mentioned the fact that they are taking English lessons in order to, eventually, apply for the international program of international exchange that that university offers, suggesting that they also seem affected by their environment, in which they search for the economic and social opportunities that speaking English provides.

Reflecting and comparing these three studies, it seems rather obvious that the most common influences in students' motivation in Mexico is extrinsic, either it comes from the idea of looking for better opportunities outside of the country, or it has to do directly with the behavior, attitudes and perceptions of English teachers, supporting the suggestions provided by Borjian (2015), that the approaches of teaching and learning in Mexico are traditionally focused in grammar teaching. In contemplation of these suggestions, the objective of this study is to determine to what extent students' motivation seem influenced by the teacher, and what type of behavior and attitudes condition learners' behavior inside of the class.

2.5.3 Motivation influenced by teachers

As presented on previous sections, the teachers play a significant role in students' motivation to either perform, be present or only answer to questions in class. Regardless of the fact that most students are influenced extrinsically by their teachers, the setting of the present study aspire to discover what attitudes and behavior of teachers have a positive influence (either extrinsic or intrinsic, positive, or negative) on students.

Through this literature review, it has been widely expressed the idea that language learning and motivation are linked, but what this study sought to answer is how the attitude, behavior, strategies, self and in general any movement from the teacher, either consciously or unconsciously, have influence in students' motivation. Teachers generally are concerned about looking, finding and applying different strategies, activities and reasons to promote motivation amongst their students, as presented by Özütürk & Hürsen (2013). They also defended the concept that (pp. 8) “language teachers should create *motivational environment* or *conditions* in EFL classroom”, showing confidence and esteem to students. They also found that students tend to believe that if they develop a good, pleasant relationship with their teachers, their motivation will improve even though the activities and subject of English itself are not very enjoyable for them.

Lei (2007), even though focuses on the definition and implications of “students' affection” as proposed by Krashen and his “affective filter hypothesis” (1982), he states that (pp. 61) “the classroom teacher can encourage the students through negotiations, which allow the students to be aware of the direction their learning is taking, and therefore take more interest and become more involved in what they are doing”. That is to say, Lei suggests that *negotiations* within the classroom play an important role to keep learners' engagement and motivation during class, besides supporting the idea of the teacher as a *facilitator*, instead of an instructor, promoting the sense of *autonomy*, *self-learning*, and *self-regulation*, because a student that takes more responsibility of their own learning, becomes more motivated (Alshenqeeti, 2018).

Furthermore, Morell (2004), explains and discovers through an investigation conducted in the University of Alicante, Spain, that students of EFL feel more or less

motivated to participate depending on the type of activities their professors let them take part of, the way in which each student perceives such activity and, in turn, the empathy of the teacher, giving a great weight to lecturers' awareness of their students' needs and interests (Warayet, 2011). Even with these ideas on the table, some instructors would still not care about fostering students' motivation, justifying that they would continue with teacher-centered class to meet the necessities of the curriculum, regardless of the observable lack of participation within their students.

Gao (2021) addresses the concepts of confirmation (the way the teacher recognizes student's value as an individual) and stroke (teacher feedback), and how these two relate to teachers cultivating an environment of effective learning inside a classroom. He justifies that such interpersonal attitude highly influences students' motivation and performance, supporting that if students feel comfortable and relaxed during the learning process, they will be likable to attend, pay attention and perform any task willingly. Finally, Gao suggests that teachers, in order to attain such environment, should be aware that they are not only teaching language aspects, but also interpersonal and valuable attitudes, and it is recommendable that professors introspect on themselves and reexamine their own way of interacting with students.

Overall, little has been researched about teachers' attitudes and behavior influencing specifically in motivation. However, the review of these studies provides the perception that teachers probably play the greatest role when it comes to keeping students engaged. Different authors shared the thought of teachers being aware of their own teaching "a motivated teacher provides more motivating learning experiences, and, thus, better prepared learners" (Johnson, 2000, pp. 2).

2.6 Teacher's behavior

In order to determine what attitudes and behavior of the teacher will be analyzed to answer to the research questions, it would be better to have a clearer definition of what teachers' attitudes and behavior are. Cambridge Dictionary (Behave, n.d.) defines *behave* as “to *act* in a particular way”. Meaning *behavior*, the way someone behaves, it is inferred that behaving, implies an *action*. In terms of ELL, the behavior (actions) of the teacher inside of a EFL classroom has been widely researched and it is commonly associated with students' motivation. For students to become successful, engaged learners, recognizing the behavior of the teacher is vital (Reilly, 2020). It relies on the teacher the task of promoting a pleasant environment through the *actions* they perform, either from an activity, a material or a simple question only to maintain or generate motivation in students, fostering participation and facilitating harmony (Mora et al., 2010, Özütürk & Hürsen, 2013).

McEown & Takeuchi (2014), sought to find in which way different techniques teachers use actually impact on students' motivation. The sample consisted of only one teacher and 222 university students in Japan. They focused on the use of motivational strategies to determine to what extent teachers' strategies work or do not work in students. Motivational strategies could be defined as teacher-centered or student-centered *actions* that aims to increment students' motivation, finding that there are strategies that both work and does not work to motivate in a 6-months term. The strategies that had a positive impact on students were related to classroom management, provide clearer instructions, use of interesting, authentic materials, speak and write clearly, and give students a review of taught topics. However, it is still in debate if these strategies worked because of the

intrinsic value of them, or only because the teacher has a good relationship with the students.

Teacher behavior inside of the classroom involves not only given tasks and speech during class, but also subtle, almost imperceptible actions that students tend to notice. Teachers' way of reacting to insubordination, facial expressions, body language, communication with students, and way of giving class, are only some aspects that are paid little attention, since they are inherent, attached to each teacher's personality (Lei, 2007). Again, the previous characteristics are influenced by teachers' attitude, but at the end they are *actions*.

Dörnyei and Csizér (1998), within their famous Ten Commandments for Motivating Learners, recommend that teachers should *be* a personal example with their own behavior, explaining; "student attitudes and orientations towards learning are, to a large extent, modelled after their teachers both in terms of effort expenditure and orientations of interest in the subject" (pp. 215). In other words, even if teachers are not aware of their own actions when giving class, learners tend to follow models and without realizing, they replicate actions and attitudes that they see in their professors. This is why teachers should be careful of their actions all the time when they are in front of the classroom, since showing a respectable and open-minded behavior, will lead to encouraged and engaged students (Alshenqeeti, 2018, Gao, 2021).

There are also factors that influence teachers' behavior but are not completely related to it. The most remarkable one is the creation of curriculum and selection of content taught in class. According to several studies, depending on the level and culture, most of

teachers do not have the option to intervene, change, or suggest in any way something to enrich the curriculum. Instead, they are at the expenses of what supervisors and superiors tell them to do; something considered simple as following step by step activities of a textbook, non-authentic materials, concentrated teacher-centered activities or teach irrelevant topics which, from the point of view of professors and students, detriment motivation and attitude towards learning (Alshenqeti, 2018, Johnson, 2000).

In general terms, *teachers' behavior* in the classroom, is defined as “the compound of observable or implicit actions that teachers are responsible for having an impact to any extent on students’ performance in any aspect of class”. Such actions, are sought as the objective of this paper, looking to answer specifically what the most common teachers’ behaviors that affect students’ motivation are.

2.6.1 Teacher’s attitude

As presented with *behavior*, according to the Cambridge Dictionary (Attitude, Cambridge Dictionary, n.d.), an *attitude* is “a way of behaving”. Furthermore, Oxford Learner’s Dictionary (Attitude, Oxford Learner's Dictionary, n.d.) wider describes attitude as “the way that you behave towards somebody/something that shows how you *think* and *feel*”. Summing up, *behavior* is the *act* itself and *attitude* is *how* to act, and they are intrinsically linked together, since *attitude*, one way or another, has an impact in behavior (Şahin-Kizil, 2011). Regarding ELL, teachers’ attitude has also been a hot topic of debate. Ulfa & Syahputra (2019), emphasize the fact that regardless of the age, adults tend to show attitudes towards learning a language that they acquire from the society or previous classes. However, these attitudes could be both positive and negative. Awareness and control of

such attitudes are a “prerequisite” in order to attain a good and enjoyable environment. Furthermore, as told by interviewed students, teachers’ attitude, teachers’ style, and materials have a deep influence on their performance as learners (Ulfa & Syahputra, 2019).

Students also present a great perception of teachers’ attitude. As told by a student interviewed by Mora et al. (2010 pp. 6), “From the moment the teacher shows up, her face has a lot to say. (...) you (can) say “Look! the teacher is really happy today”. The teacher herself makes you wake up or fall asleep”. This extract reinforces that professors’ attitudes are sometimes not aware of provoking students’ demotivation. Moreover, it shows that the attitude of the students may change from the very beginning of the class, prejudicing the entire class and making students far from attentive.

The importance of teachers’ proactivity is an important part in their attitude. If they are aware their students are not involved in the class, they should try to engage them. A proactive teacher is the person who most knows his/her students in terms of their learning, they know what approach, strategies and activities work best for learners, looking to get along outside of the classroom as well. However, they should also be careful to not pay too much attention to high performance students (who tend to participate more) and students with low level. Actually, it is recommendable to pay even more attention to low performance, since they are the ones who need more help. Attaining this level of awareness, even if it may seem difficult, is the result of an enlightened and vocational attitude.

It is also stated that feedback is an important part of teacher’s attitude. Either verbally, or non-verbally giving feedback conduct to developing an either advantageous or disadvantageous relationship with the students, which may also be felt in a tense

environment (Alshenqeeti, 2018), being supported by Lei (2007, pp. 65) stating: “instructors have an obligation not only to respond to learners’ linguistic needs, but also to their affective needs to produce more successful language learners. Teachers’ positive influence on students’ affects may enhance students’ language proficiency.”

Based on this section, *teachers’ attitude* may be defined as “the combination of teachers’ personal experiences, values and personality being reflected in-class time through the way they reply to any situation”. Such answers and values are emphasized on this research. In order to identify if a teacher has an influence in students’ motivation, it is vital to firstly know what the possible factors that may influence in teachers’ attitude itself are, such as teaching and personal experiences, context of the school and initial preparation.

2.7 What is “good teaching”?

Different authors, each with a different approach, suggest that teachers should meet a certain criterion to be considered “good”, which is a mixture of attitude, behavior and teaching style that looks not for “perfection”, but a coherent, honest, caring conjunction of values, as well as personal and interpersonal standard. There is also a slight difference between a “good” teacher and an “effective” teacher. In general terms, they both imply that, as explained previously, the teacher meets a specific conjunction of actions and values, which focus on improving efficiently several areas regarding language learning, such as students’ motivation, preparation and activities presented in class or way of giving feedback, considering students’ needs and interest (Lei, 2007, Monshi et al., 2011, Gao, 2021).

Considering this, a difference may be explained: a *good* teacher refers mainly to the *personality, attitude and personal values and reactions*, which considers at the same time, students' feelings, needs and interactions with others, whilst an *effective* teacher indicates a more *academic, professional* characteristics of the instructor, considering methodology, approaches, and strategies in order to make an improvement in students' language knowledge. Having both aspects of teaching may lead to an environment full of respect, engagement and success. These two concepts should not be taken separately, but as two parts of the same coin: achieving both will lead to not only better classes, but also a greater personal development in terms of being a teacher.

As for this project, teachers were asked for their definition of “good teaching”, in order to determine if they are familiar with the term and, giving their own opinion; it may be inferred that they look for such “good teaching” in their classes, having the possibility to compare it to the results obtained from the answers of students' surveys, questioning if they actually attain such good or effective teaching. The way in which these surveys and observation was conducted is explained in the following chapter.

Chapter III: Methodology

As mentioned above, this study aims to recognize to what extent the teachers' behavior and attitudes influence motivation in 3 groups of first semester students at a public university, regarding engagement to class, performance within the classroom and perception of the teacher. A questionnaire based on the 5-Point Liker-Scale and the format of FLCAS (Foreign Language Classroom Anxiety Scale) were adapted to suit specific answers for this research, focusing on motivation and perception of the teacher.

This chapter is to explain the way, and by which means, it was possible to conduct this research; first, describing the background, including the school facilities, and a general idea of the subjects' context. Second, a general description of students and teachers as the participants of this study is presented, describing their age, level, and context, among other aspects. After that, the instruments used and how they will fulfill the requirements to accurately answer the research questions are explained. Finally, there is a description of how the instruments were applied and how data was gathered and analyzed at the end of the chapter.

3.1 Background

This research takes place in a school that belongs to a public university. The Benemérita Universidad Autónoma de Puebla, or BUAP, is one of the oldest universities still existing in Mexico today, founded originally in 1578 as a Jesuit college by the name of Colegio del Espíritu Santo, but it was not until 1937 that the BUAP was officially created. The school is composed of several campuses located all over the state of Puebla, offering more than 80 different majors, having even 20 different high schools. Most of these schools

and campuses of both college and high school are located in the municipality of Puebla, Puebla. However, this study is conducted in only one of these campuses, in the neighborhood called Humboldt. The School of Languages, where the study is carried out, has an incredibly large population of students, divided into two majors, which are the LEI (Bachelor's program in English Teaching) and LEF (Bachelor's program in French Teaching). The facilities are considerably bigger than other schools, with approximately seven buildings with more than 2 floors each, having around 4 classrooms per floor. Even though these classrooms are not holding classes all the time, most of them are used simultaneously.

3.1.2 Subjects

The study has two types of participants, teachers, and students at first semester in the School of Languages. The main goal is to answer the research questions by the use of two questionnaires and a rubric for classroom observation.

3.1.2 Students

The students taken as a sample for this research are three out of seven groups of freshmen, first semester students at the School of Language, being part of the major of English Teaching. The characteristics of the students greatly vary, since the BUAP is a very well-known university, people from different parts of the country come to enroll in this school. Most of the students are aged from 18 to 27 years old and most of them come from the state of Puebla.

The instruments will be answered in Target Language 1 class, which is an English class where topics such as grammar, vocabulary and items of the language itself and culture are taught. All students that join English Teaching take 2 hours of target language, from Monday to Thursday, having 5 levels split into 5 semesters, being clearly the most important subject throughout all the major.

Most of students considered for this study are not significantly involved in the knowledge of the language, making them struggle with the learning of all the basis of the major, which is normally taught in English. Besides, as usually happens with freshman in college, some of them are not completely sure about the decision if this major is the right one for their future.

Per Target Language intervened groups, there are a minimum of 25 students. For the purposes of this study, the instrument for students was applied in three groups of freshmen Target Language 1 class, all of them started college in August 2023. In total, approximately 75 questionnaires will be taken into consideration for this investigation. Besides, considering the answers for the students' instrument, a second instrument related to class observation was created.

3.1.3 Teachers

The teachers that are answering the questionnaire are three and are those who give Target Language 1 and other classes in the School of Languages. They have different age ranges, initial preparation, and time teaching at different educational levels. Two of the teachers majored in English Teaching, while one is a Secondary Education major with

specialization in Teaching Spanish as a Foreign Language, and all three have more than 8 years of teaching experience.

It is greatly important to take into consideration these aspects since such are some of the reasons teachers present certain behavior and act in that way, based on what has been most effective for their students. Their own behavior and attitude within the class are also, a reflection of some of their values as humans.

3.2 Instruments

The instruments used for this study are two questionnaires and one observation rubric. Both questionnaires use a combination of qualitative and quantitative research. For students, a questionnaire of five-point Likert scale was applied, focusing on questions related to feelings and perceptions regarding teachers' attitude, development of such feelings during the class, and in what way such behavior influence in their motivation and willingness to participate. The instruments for the teachers are as well as students, a five-point Likert scale focusing on attitudes inside of the classroom and awareness of their own behavior during class. The class observation rubric was created once the first questionnaire for students was applied.

3.2.1 Questionnaire 1: Students

The first questionnaire is centered on students. It is adapted from two different instruments, the Foreign Language Classroom Anxiety Scale (FLCAS), designed originally in 1986 (Horwitz, et al.), and the Strategies Inventory of Language Learning (SILL),

designed by Oxford in 1989. The former has been extensively used all over the world, adapting it to different needs so it fits the researcher's purpose.

Due to its reliability and validity in diverse research contexts, the SILL is the ideal instrument to start working on noticing how Japanese and Mexican students find their English classes. It is worth pointing out that among all the features the SILL has, besides students self-analyzing their own learning process, the questions or items are divided into six categories (memory, cognitive, compensation, metacognitive, affective and social strategies), which is a great help for teachers and researchers as well.

3.2.2 Questionnaire 2: Teachers

The questionnaire for teachers is a mixed, qualitative, and quantitative questionnaire and survey. It is divided into two parts, the first part is composed of brief and general questions addressing personal information for the teacher, such as time teaching and experience living abroad. After that, 9 open questions related to their awareness about their own attitudes within the class, considering if they personally believe that their behavior can influence students' motivation and if they think their students may seem affected by such aspects. Finally, a 5-point Likert-Scale (as well as students) consisting of 18 items involving their general performance in class and how they perceive their own attitude in the classroom.

3.2.3 Class observation rubric

To fully cover the necessities of the current study, a rubric for class observation was made. Taking as basis the result of the surveys answered by the students, a rubric that

addresses aspects such as teacher's attitude, their behavior inside the classroom, time letting students speak and giving and receiving feedback was created.

The format of it was based on the rubric *Observation Categories for Motivational Support Rubric*, provided by Bacon Academy (2022) for class observation, and it was adapted to fulfill the needs of this study. By the observation of the class, the student's actual attitude and perception may be registered, and a more objective and clearer result may be provided. The classes observed were Target Language 1 as well, some days after students and teachers answered each questionnaire.

3.3 Method of data collection

In order to apply the instruments, some steps had to be followed. First, the original idea was to conduct this study at a high school level. However, since it was somehow difficult and time-consuming to get all the permissions from the institution, it was decided to continue the study in college. Once the study had the green-light to apply the instruments within the school, the first step was to contact the teachers who have groups suitable for the purposes of this research.

It was fundamental to keep in touch and have a great deal of communication with the head teachers of such groups, since this study had to be carried out in different steps. Firstly, the instrument for the students was given to the professors so they can hand it to students whenever they had free time during their classes. At the same time, the survey for the teacher was given. Some days after that, once all of them have answered their corresponding questionnaire, all of samples were collected for their analysis. After

collecting the data, the rubric was made so the week after that, all class observations were done.

3.4 Data analysis procedures

Through this research, two main subjects were analyzed: students and professors, by the use of three different instruments, which were two questionnaires and one rubric for class observation. Within the following subtopics, the way each instrument was analyzed and how data was captured and gathered in order to finally answer to the research questions is presented. For the results obtained in each section, graphs and charts were made, and all the items that presented a number 5 (Strongly Agree) below a frequency of 50%, will be considered “areas for development”, as for possible aspects of teacher attitudes and behavior that must be modified.

3.4.1 Questionnaire for students

This survey was adapted from two different instruments, the FLCAS (1986), which uses a five-point Likert Scale that goes from 1 (strongly disagree) to 5 (strongly agree) and directly tries to cover anxiety and feelings that students may have when dealing with learning a second language. The second instrument used as basis for the creation of the survey for this study was the SILL (1989), that asks students for strategies that they use for they own learning, as some type of self-evaluation.

Both of these instruments were adapted to fit the requirements of this research, that tries to look for feelings and perceptions during the class. The final questionnaire consisted of one section with the format of five-point Likert Scale, and one section of open questions.

The first section is divided into three parts; part A is made of 12 items that are related to the perception and image of the teacher. Part B has 15 items and addresses motivation and feelings that students may have during the class. Part C consists of only 8 items and deals with class-related questions. In total for the first section 35 items were considered for answering the research questions. The second section has only 3 questions that directly asks for opinions of the teacher and how they think their attitude may affect their performance.

3.4.2 Questionnaire for teachers

The questionnaire for the teachers was created taking into account a way to answer to the research questions. It is composed of two parts; the former consists of 9 open questions related to concepts such as good teaching, behavior and performance of teachers themselves, and a brief questionnaire asking for some of the teacher personal information, in order to obtain a general idea of the values and way of thinking of each teacher. The latter is, such as the questionnaire created for students, a five-point Likert Scale survey. Consisting of 28 items, it was created to get data from teachers that deal with their behavior and perspective of students and themselves during class.

3.4.3 Class observation rubric

With the purpose of truly answer the research questions and produce a reliable study, a class observation rubric was created. The main objective of it is to determine if the actual answers from teachers and students are real, and in which way the attitudes and behavior of the teacher has an impact on day-to-day classes.

The format of the instrument was based on the one provided by the Bacon Academy (2022), which focuses on Motivational Support. The original material consists of two parts, the first one is the rubric itself composed of six areas of observation: *belonginess, collaboration, competence, challenging work and student effort, autonomy and meaningfulness*. Each of these aspects evaluates from 0 (lowest) to 3 (highest) six of the attitudes and behavior the teacher could present during the class, giving specific attention to the areas of respectfulness from the professor towards the students, whether students are put into groups to either work or discuss, the difficulty of the content itself, if the teacher gives students the opportunity to self-learn and self-evaluate themselves, among others.

The second part of the instrument is also a rubric, but it is given directly to the students, and they are asked to answer in a scale from 1 (lowest) to 5 (highest) their own opinion and view of the classes, which is also divided into only 4 sections: *Participation level, behavioral, emotional, and cognitive*.

However, for the purposes of this study, the first part was adapted and changed to evaluate both (students and teacher) perspectives from the class observation rubric. It is divided into 6 different areas, which are *Respectfulness, teacher's class development, teacher's behavior, student participation, feedback, and lesson level*. Each aspect evaluates specifically an area related to the answers given by the students themselves. Using a scale from 0 to 3, the observant evaluated how the interaction between students and the teachers was.

Chapter IV: Findings

This research has as main goal to identify the most common behavior and attitudes of the teacher that may influence students' attitude, in this specific case having as main subject, students from three groups of Target Language 1 at the School of Languages in BUAP, and secondly the head teachers for each group.

The recollection of the information is divided and explained in order, starting from the results of the students' questionnaires (divided into four sections, each one corresponding to each part in the instrument), moving on to the teachers' and ending with a comparison of both results with the actual observations of the classes.

4.1 General results from Questionnaire 1 (Students)

Within the following subtopics, each part of the first questionnaire, which is composed of 4 parts, is fully described. However, in order to have a general idea of students' perception regarding the teacher, different graphs are created; first, to better understand the following data, the instrument was implemented in such a way that students may answer to something similar as this:

	1	2	3	4	5
The way in which my professor explains each topic, is interesting to me.					

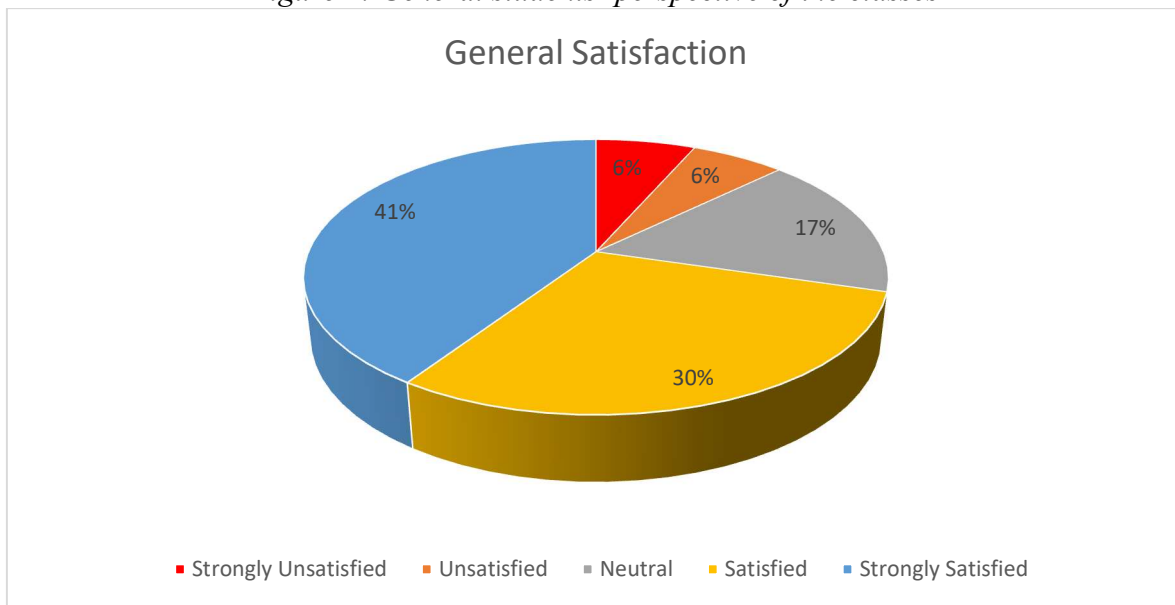
For each item presented in the instrument, the number corresponding to each answer means the following:

-
-
1. Strongly disagree
 2. Disagree
 3. Neutral
 4. Agree
 5. Strongly agree

It is also important to point out that the sample estimated for this study was originally a population of approximately 75 students and three teachers. However, due to different factors, such as the students who actually filled in the survey completely at the moment of its application and the number of students in each group, the total amount of answered questionnaires changed. The total of students taken as sample was of 74 (very closed to the expected ones). Nevertheless, five students received the questionnaire and returned it, but did not answer any part of the instrument. Another six students as well, answered the front page, but not the back.

Most of the items represent motivation, class-related and teachers' attitudes and behavior from both students and teacher (See Appendix A). To represent the general perception of each group regarding their classroom, the following graph (Figure 1) was created, showing the general satisfaction level of the students, based on the positive and most common answers given by them.

Figure 1: General students' perspective of the classes



This graph shows that approximately 41% of the students feel Strongly Satisfied with the items presented on the questionnaire, which deal with motivation during class, teachers' perception and willingness to participate. The second highest result shows that students are only Satisfied with such aspects of the classroom, which considering that most learners feel at least 'satisfied' with their learning, the teacher's attitude, thus, promoting motivation.

The least common results are Strongly Unsatisfied and Unsatisfied, with a total of 12% summing both answers. This means that this percentage of students are convinced, based on their answers, that the teacher's attitude and actions during the class have a negative impact in their motivation, by analyzing the items that specifically indicated a negative perception of the teacher were related to confidence and the lack of a pleasant atmosphere. Items such as "My professor is someone I can trust", "My professor has made comments which I consider inappropriate" and "I participate only when my teacher asks me to do so" (See Appendix A), had some debatable answers, which will be analyzed more deeply later in this chapter, which will provide a new perspective of how students see their own classes and professors.

4.1.1 Questionnaire 1 Part A

As previously stated, each part of the questionnaire is described in order to have a clearer sense of its purpose. The first part (A) of the applied instrument to students, is related to their perception and students' personal point of view regarding the teacher' behavior and attitude. Each question is presented below, and they were based on the previous definition of what it is called "good teaching". It is composed of 12 items and its

content relates to respect, feedback and attitude and behavior of the teacher, the level of confidence and “good relationship” students have towards the teacher and if they think their classmates could feel the same way.

Something to be considered for all the following charts, is that the value that appears as “Total” in the right part of the chart may change, since some students skipped or did not answer that item. In the following chart (chart 1) each item, along with its frequency (F) and the percentage (%) it represents for each answer regarding the total of questionnaires applied. It is presented from the most to least common opinion considering number five (Strongly agree) as the highest number a student can choose to express their satisfaction in class, in order to have a clearer and more concise way to compare each item.

Chart 1 – Teacher-related motivation

	F	1	F	2	F	3	F	4	F	5	Total
My professor has a professional attitude inside and outside of the class.	0	0	0	0	6	9	15	23	45	68	66
My professor is respectful towards me and my classmates.	0	0	0	0	6	9	18	26	45	65	69
My professor keeps a positive attitude in class.	0	0	0	0	9	14	15	23	42	64	66
My professor keeps a supportive attitude in class.	0	0	0	0	12	18	18	27	36	55	66
My professor gives informative and respectful feedback.	0	0	3	4	12	17	18	26	36	52	69
My professor promotes a confident environment between my classmates and me.	0	0	0	0	15	23	18	27	33	50	66
My professor’s attitude motivates me to participate.	0	0	3	4	12	17	24	35	30	43	69
My professor’s teaching style is interesting for me.	0	0	3	4	6	9	33	48	27	39	69
My professor is someone I can trust.	3	4	0	0	12	17	33	48	21	30	69
I am confident enough to ask anything to my professor.	3	4	3	4	39	57	12	17	12	17	69
My professor's classes seem improvised	42	61	12	17	9	13	3	4	3	4	69
My professor has made comments which I consider inappropriate.	54	78	12	17	3	4	0	0	0	0	69

The most common answer for this part, is the item “My professor has a professional attitude inside and outside of the class”, showing a percentage of 68% of “Strongly Agree” satisfaction. Even though it does not specifically refer to motivation, the fact that students can see an upright, coherent version of their teacher inside and outside of the classroom, as

Dörnyei and Csizér (1998), explain through one of their Ten Commandments for Motivating Learners, makes them reproduce the image of the teacher in their own interest for the language, leading to fostering motivation. The following three items are related to teacher's attitude inside of the class and students show a rather acceptable level of satisfaction. At the bottom of the chart, the last two items have as most repetitive number "Strongly disagree", but in these cases it refers to the teacher actually being prepared for their class, and that they do not give inappropriate comments.

Before moving on to the lowest levels of satisfaction, it is worth pointing out that the 5th item "My professor gives informative and respectful feedback" obtained a 52% of satisfaction. Interestingly enough, it is only 2% above to be considered an 'area of development' for teachers, meaning that the groups that were taken as sample, consider that the way in which the teacher gives feedback is not considered respectful.

The four items that may be considered aspects that teachers should restructure (below 50% of acceptance) have to do with classroom environment and some attitudes of the teacher, being the least common one "I am confident enough to ask my professor anything", and "My professor is someone I can trust". As provided by Gao (2021), it is key for a teacher to promote a pleasant, comfortable environment in order to make their students feel confident enough to promote motivation, since lacking these aspects may lead to apathy and teacher-centered classes (Lei, 2017). Finally, from the most remarkable obtained results in part A, item number 7 directly states "my professor's attitude motivates me to participate", having a percentage of 43%. In other words, almost half of students perceive that their instructor has a direct impact on their motivation, and they are totally aware of it. However, due to the fact that this item got fewer common answers, we can say

that learners are, either not aware or do not think of the attitude of the teacher inside of the classroom as a factor that influence their motivation.

4.1.2 Questionnaire 1 Part B

The second part of the questionnaire deals with motivation of students within the class. It is composed of 15 items (the longest part of the instrument) and intends to collect opinions of students as for their feelings and sensations within the classroom and in which way certain stimuli (either negative or positive from teacher behavior and attitudes) affect their motivation and willingness to work and participate.

Each question seeks to answer different aspects of the class related to teacher's way of teaching and how it impacts on students, using questions such as topics seen in class, feelings when participating, general opinion of the class, trust in the teacher, among others.

Just as in the previous questionnaire, each item was counted and captured into a chart (chart 2) to calculate the percentage (%) and frequency (F) for all the items, ordered from the most to least common answer, taking into account the number 5 as the highest and most positive answer, since most of the items in this part have a positive connotation of teacher behavior and student motivation.

Chart 2 – Motivation-related answers

	F	%	F	%	F	%	F	%	F	%	Total
Personally, I like this English class.	0	0	0	0	6	9	6	9	57	83	69
The way in which my professor gives the class motivates me to pay attention.	0	0	0	0	3	5	15	24	45	71	63
Generally, I am willing to attend the English class	0	0	3	4	3	4	18	26	45	65	69
I think I am learning useful things in this class.	0	0	3	4	15	22	9	13	42	61	69
I study English because I think it will be useful in the future	0	0	0	0	6	9	24	35	39	57	69
When I make a mistake, the teachers' feedback is positive.	0	0	0	0	9	14	21	33	33	52	63

Generally, I feel free to make any question to my teacher regarding the class.	0	0	3	4	18	26	18	26	30	44	69
I feel nervous when I must speak in English.	3	4	6	9	6	9	30	43	24	35	69
I think my classmates are willing to attend this class.	0	0	9	13	9	13	27	39	24	35	69
I participate during class for my own sake.	3	4	6	9	15	22	24	35	21	30	69
I do not get distracted neither do I distract others.	12	17	9	13	6	9	24	35	18	26	69
I do the English homework happily.	3	4	3	4	18	26	27	39	18	26	69
I am confident enough as to talk in English in class, or it the professor ask me to do so.	6	10	9	14	6	10	30	48	12	19	63
I study English only to pass an exam.	15	22	21	30	18	26	9	13	6	9	69
I participate only when the professor asks me to do so.	9	13	18	26	15	22	24	35	3	4	69

For part B, the most common answer was “Personally, I like this English class” with a surprising 83% of acceptance from students, meaning that one way or another, they have an interest in attending classes, regardless of their motivation to participate. However, this interest may be derived from the way the teacher gives the class, which is related to the second most common answer, which is “the way in which my professor gives the class motivates me to pay attention”. Contrarily to the item number 8 (My professor’s teaching style is interesting for me) in the previous section that is related to the way a teacher gives the class. An important fact can be withdrawn, which is paying attention or attending a class, is different from being an active, participative student, and that may cause students to only pay attention and even take notes, rather than sharing their opinions and thoughts. Nevertheless, it should be noted that taking into account the research of different authors, teachers should be the most important *vehicle* for strategies, materials and activities the *fuel* in order to attain the *goal* of motivation. Once the teacher has got the attention, they should know how to convert it to willingness to engage.

Once again, a feedback-related question was on a 52% of acceptance, meaning that probably, feedback is an aspect that teachers are not really aware of how they give it

according to students' answers, but it is equally important when promoting participation. However, that part will be discussed when the class rubric is analyzed, since it shows some examples and actions that occur during class.

On the other hand, the items that did get less than 50% of "Strongly Agree", were more than half of the total for this section (9/15), and such questions are related to classroom environment and anxiety, self-confidence, and willingness to attend class. For example, items number 7 and 13 show that students do not feel either confidence or motivation enough for asking and answering questions. This fact may mean that either they have a lack of knowledge, or, taking item number 8 as contribution, they feel anxious when participating in class. Another important result, is that items number 9 and 11 show that some students are aware that they distract their classmates, inferring that is the reason such classmates are not willing to take English classes, translating it into not being motivated to be attentive and participative during class time.

The items 14 and 15 presented a meaningful variation in the answers, leading to think that students mainly participate, interact and study English due to extrinsic factors. For instance, based on the results of the latter, "I participate only when the professor asks me to do so", it can be theorized that learners do not participate due to, either lack of motivation, or because they do not feel confident enough regarding their own English ability or on their daily mood, since answers vary significantly from "Strongly Disagree" to "Strongly Agree".

4.1.3 Questionnaire 1 Part C

The third section is the shortest and straight-forward part of the 5-point Likert Scale instrument. It is composed of only 8 items and aims to collect data related to the perception of the students regarding the class itself, with questions related to teacher talking time, topics and their interest on them, activities, and their own effort during the class. This part also was converted into a chart (chart 3) and divided into the most common and highest percentage and frequency of number 5 answers, since most of these items are positive.

Chart 3 – Class related answers.

	% 1		% 2		% 3		% 4		% 5		Total
	F	1	F	2	F	3	F	4	F	5	Total
Topics seen in class will be useful for my future.	0	0	0	0	3	5	12	19	48	76	63
I could make a little more effort in the English class.	0	0	0	0	0	0	21	33	42	67	63
Topics seen in class are interesting for me.	0	0	0	0	9	14	12	19	42	67	63
I learn through the activities my professor does.	0	0	0	0	9	13	18	26	36	52	69
In the English class, the professor talks most of the time.	0	0	6	10	21	33	24	38	12	19	63
My performance in the English class is good.	0	0	3	5	21	33	30	48	9	14	63
I think my English level is good.	0	0	3	5	24	40	30	50	3	5	60
I would like to practice more English during class.	0	0	0	0	9	14	30	48	24	0	63

This is the section with the highest satisfactory perception, regarding that students' answers did not vary that much as in previous sections, and it answers and links to other part of the questionnaire as well. The most common answer is "Topics seen in the class are useful for my future", being the right move from teacher's part and the curriculum that the university lets them use. Interestingly enough, item 2 "I could make a little more effort in the English class, suggests that students are also aware that they are not doing their best in each class, which could also mean that they do not participate when they would wish to. It is also linked with item number 6, which unexpectedly most students consider that their performance in class is, at least, "good". A second remarkable finding is that item number 6,

“In the English class, the professor talks all of the time”, answers varied again. This could mean that it really depends on each student’s perception on how the teacher develops the class, or what type of topic is being reviewed, so the teacher decides to talk in a major or minor extension.

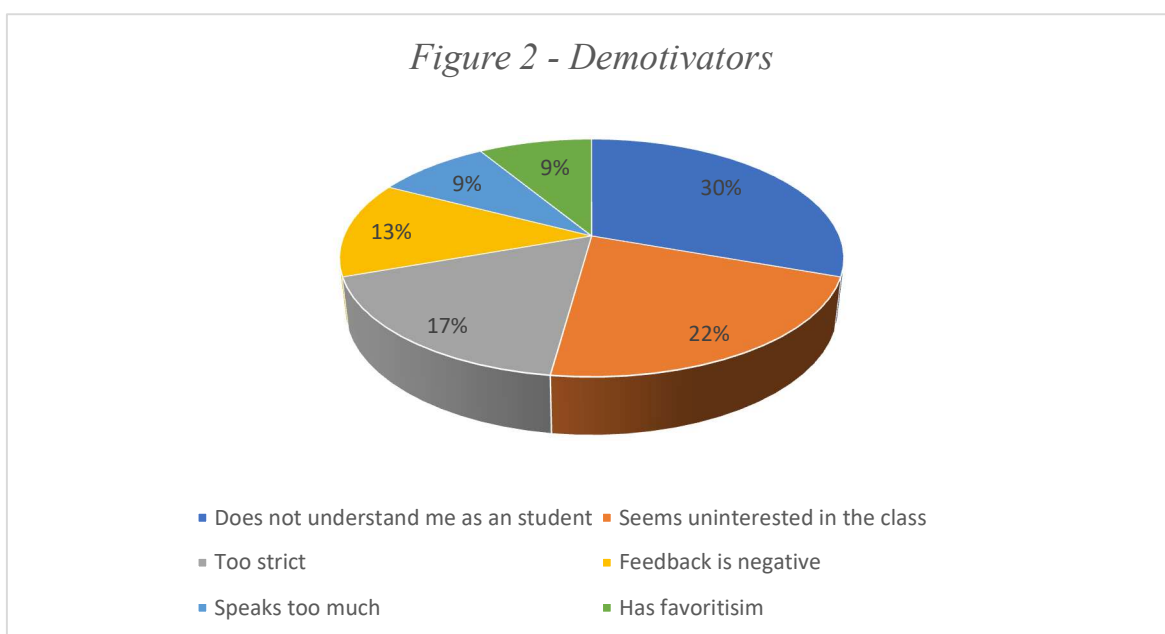
Finally, at the bottom part of the chart, the last two items confirm that students would like to practice more English in class, and that they consider their English level good. However, this is greatly contradictory to the findings in previous sections, since outcomes show that students, even if willing to, they do not participate for lack of knowledge or confidence, but they would wish to. This means that there is an external factor influencing in such impulse of participation, which can probably be teacher’s way of reaction to students’ answer, or the environment that is not completely pleasant so that students can participate. Another contradictory fact is that most students consider their English level as “good”, which makes omit the theory that they would not participate due to lack of knowledge.

4.1.4 Questionnaire 1 Part D

For part D, a set of two semi-closed questions and one open question was asked. The first question asked for actions from the teacher that could demotivate students, giving 6 possible actions to select, and an empty space to let students write in their own demotivating factor. The second question looks, instead, for actions from the teacher that can actually motivate them. As well as in the previous question, a set of 6 options and an empty space for a write-in answer was given. The very last question of this questionnaire is

an open question, asking directly if teachers' attitude has an impact on students' motivation, and to explain why.

Graphs corresponding to the first two questions (Figure 2 and Figure 3) were created, showing the frequency of answers by percentages. Starting with the first questions that deal with the teachers' demotivators:



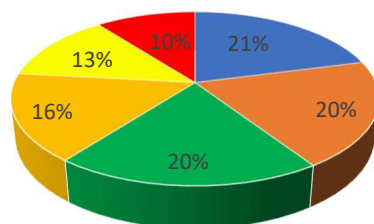
The most common answer is surprisingly that teachers do not understand their students (30%). This answer may be object of debate since what students consider to be “understood by teachers” is too vague. However, this means that the teachers still do not know how to approach their students in a way to make them feel completely comfortable either in a personal or educational environment. After that, the 2nd most popular answer was “Seems uninterested in the class”. Even though this answer may also be too broad in order to determine what type of “uninterest” teachers have, it may also lead one to think that it is a great demotivational factor that does not allow students feel free to participate because, if their teacher is not interested in the class, they will not be either.

The 3rd most common answer is the teacher being “too strict”. Considering the English language in Mexico is rather poor, and that all of these students just entered university, it may significate a great change of educational work. However, a good amount of challenging input will be beneficial for students. For the 4th option “Feedback is negative” has a meaningful 12% of the answers. Even though it is not considered as a main focus of investigation for this research, it has been proved that it highly influences motivation, since having a disrespectful, rude way of giving feedback will cause students to not participate anymore, hence, promoting demotivation. For the 5th and 6th most common answers, with 9% each, “Speaks too much” and “Has favoritism”.

Despite the fact that the study was conducted in a major which instructs future English teachers, there is still the perception that the teacher talks most of the time. This means that there has been not a great improvement in the areas of student-centered education, even though the intervened teachers have more than 8 years teaching English. Also important to remark is the fact that students feel teachers have ‘favorite’ students, giving the perception that teachers may be inclined to help or look over certain students (for unknown reasons) instead of treating everyone in the classroom equally.

For the second question, dealing with motivators of teachers:

Figure 3 - Motivators



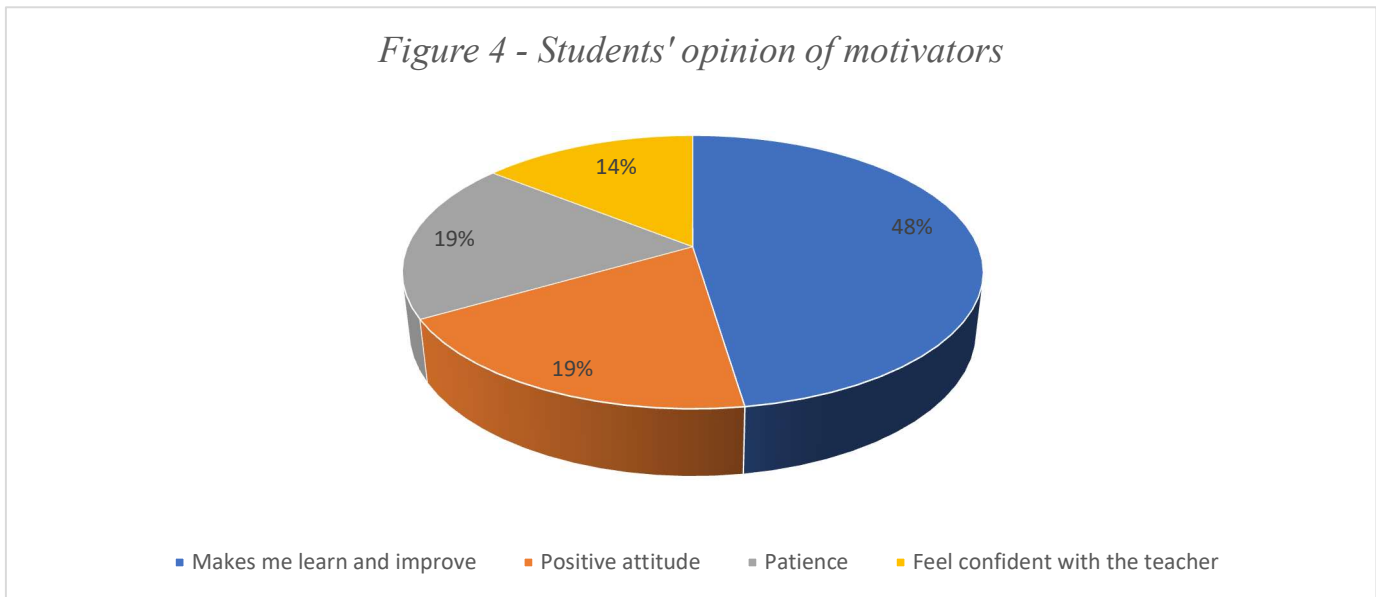
- Respectfully answer to my comments
- Keeps a positive attitude
- Looks passionate during class
- Knows topics profoundly
- Listens to me as a student
- Impartially evaluates

The most common answer, which are the main motivators promoted by the teacher, is that the professor respectfully answers students' comments. Somehow contradictory as well, since previously it was stated that probably, some students do not participate due to a lack of a pleasant environment in class, which is usually created by the teacher. However, the second and third most popular answer, with same number of responses are "Looks passionate during class" and "Keeps a positive attitude", showing that in these cases, the students have a good image of the teacher and the way they behave when giving class, which in theory would lead to more participation, but it seems that even though students participate, there is still some kind of *obstacle* that does not let them participate.

Then, the 4th and 5th answers deal with proficiency of language and as previously stated as "confirmation", the recognition of the student. Once again, according to the authors presented in Chapter II, this kind of teacher's attitude should enhance motivation, but in this case coincides with the previous section, which shows that students consider that they are neither listened to nor understood by the professor. Finally, the least common answer is "Impartially evaluates", which actually leads us to the previous section, in which

the most voted option was “Has favoritism”. This means that there is an observable attitude or behavior of the teacher that tends to have a preference over some students, presumably the high performers.

For the very last part of students’ questionnaire, it is worth pointing out that there was great response in the free space for this section, enriching the possible teacher’s factors that students consider have an influence on their motivation or demotivation. The results will be also put into a graph (Figure 4) that shows the percentage of the most popular answers. For these questions, only the 4 most repeated answers will be taken into account since the others were not motivation-related and some answers are very similar to each other.



The most common answer with a 48% is “Makes me learn and improve”. Some students specified that teachers’ activities, personal values and passion when teaching encourages them to continue working, participating and being present in class. Actually,

most of them mentioned that even though they do not participate, they like to be in that class. For the second and third answer, “positive attitude” and “patience” got 19%. For this part, students widely specified what aspects of teacher’s attitude makes them more motivated, which are: gives opportunities to participate, way of teaching, error correction, look to make students understand topics, openness to make mistakes and improve, good teaching environment, being proactive and being respectful, showing that their head teachers are actually professionals that may not be completely aware of their actions, but they show an outstanding human value

Many students suggested that “my teacher is very patient”, mentioning they are aware of their own attitude during class, and even if they make mistakes or take too long to answer to something, the teacher waits respectfully and gives feedback if needed. For the least popular answer with 14%, students feel confident, either inside of outside of the classroom, with the teacher, commenting that even if they do not like the type of feedback they get from the teacher, they still want to continue participating, pointing out one of the answers from the students: “He tolerates us a lot even if we get wrong, sometimes I feel nervous when participating. I feel insecure, but I do want to do it.”)

4.2 Questionnaire 2 Part A: Teacher thoughts

The first part in the instrument used to study the teachers, is a series of 10 open questions that aims to answer how each teacher conceive their idea of “good teaching”, their perception of students’ motivation and participation, the insight of their own attitudes and behavior inside of the classroom, and how they consider these aspects may influence students’ motivation and engagement to class.

Since the questions were open, a qualitative analysis of the data was carried out. All nine questions were analyzed one by one and for each of them a conclusion summarizing shared thoughts between teachers was drawn and if some opinions were intriguing, it is also pointed out.

Clearly, each teacher has their own set of values and background that has led them to think, behave and act differently. Most answers vary from one another, but they all have some aspects in common since, at the end of the day, all of them are enrolled in English teaching areas and have several years of experience giving class in similar environments, so they probably have developed similar strategies to keep students' engagement and motivation, despite their background.

1. What is your understanding of "good teaching"?

For this question, all teachers agreed on the idea that good teaching is related to preparing engaging classes that allow students to participate and be actively involved during class. However, they also remark that regardless of the idea of "good teaching", in every course there is always both attentive and indifferent students that pay greater or lesser attention during each class, depending on the daily mood, the topic seen, and the type of activity scheduled for the session.

One comment that was particularly intriguing, is that one teacher suggested that part of good teaching is being a role model for students. Being a role model for students connotes the thought that teachers should be professional and fully responsible of their behavior not only inside of the classroom, but also outside, promoting their motivation. In

general, be aware all the time that there are people that somehow look up to the way each teacher behaves and acts.

2. What do you think is required for English teachers to be good teachers?

Teachers think that the most important part of being a good English teacher is a having a solid base of knowledge of the language. They suggest different aspects of it, though. While one teacher only mentioned “good grounding” of the subject (meaning grammar, vocabulary, expressions, and items related to language itself), the other two proposed specialized aspects of teaching, such as teaching methodology and strategies, acquisition theories, classroom management and even linguistics. All the above areas of knowledge are vital when giving a successful language class.

On the other hand, one teacher commented that it is important also to consider or at least to have a general idea of what students find difficult to learn or what type of activity is complicated for them. This way, during each session, the teacher is able to address such areas in a different approach and try to make learning easier for students and identify what type of activities work better for them.

3. Are you aware of the way you speak and act in front of your students?

All teachers agree that they are normally aware of the way they act and talk during their classes. One of them writes that he feels like a ‘puppet’ being controlled by a ventriloquist, meaning that he is very careful when talking and acting around his students, thinking before doing so. The other teacher agrees that he is always aware of that, and the impact it has in students’ learning process.

4. What is the best way to keep students participating in class?

As expected, teachers suggested different ways of keeping students' attention during class. One teacher recommendation focused on dynamic activities, making students feel valuable and successful through feedback every time they want or must participate, confirming that for some teachers the confirmation and stroke (Gao, 2021) is effective. Another teacher suggested to vary continuously the subject matter to keep the interest, and the strategy he recommends is to make precise questions in order to check their attention. The other teacher shares that the use of common, daily life examples makes students more interested in learning English and complement explanation of the topic with a dynamic activity.

6. Do you think your students are motivated in class? Why?

The answers of two teachers in these questions are similar, pointing out they consider students are motivated when they clearly understand the topic and how it relates to their learning. The other teacher states that whenever he explains topics and vocabulary that students have a clear interest, they tend to react better and perform activities willingly. However, they also indicate that in the classroom, students usually get to work and get the job done, but outside of the classroom they do not, possibly meaning that students do not usually handle homework or be motivated to participate in events related to English.

7. What can you do to promote students' motivation?

All teachers agree that it is very difficult in general terms to get to know specifically how to promote their students' motivation, even if they try different strategies such as

positive and energetic attitude when explaining a topic or give positive feedback on what students need to work to achieve a certain goal. They also report that older students from previous generations who had less or not access to internet were more motivated than younger ones.

8. *Are you aware that your attitude has an impact on your students' motivation?*

Once again, the three teachers agree that, as any human being, there are days when they are feeling a little bit down and their class seem affected. For example, one teacher suggests that when he is not in the mood, his students immediately notice and they are not paying attention to the topic. The other two say that they just teach 'instinctively', without any particular interest. On the other hand, when they think of a good idea or topic to teach, students are inspired and attentive.

9. *What aspect of your attitude can influence your students' motivation? Either positively or negatively?*

Teachers agree on the aspect of teacher-motivation itself, and how, when they are demotivated to be in class, it seems reflected on their students. Meanwhile, if they are not excited about being there in front of the class, it makes students pay less attention, be less participative and then, teacher stance changes as well, making them more prone to scolding, reacting negatively to students' actions and in general, changing the environment into a tense, distrustful one. Meaning that teacher and students' motivation are always related. They also reported that energetic attitude can lead to energetic reactions from students as well.

10. What type of your actions can influence your students' motivation? Either positively or negatively?

For teachers' negative actions, they referred to minimal, maybe unconscious subtle actions, such as tone of voice, rolling eyes, talking too much, and scolding them would lead students to generate a rejection of anything the teacher is explaining. While positive actions, they consider even something as unperceptive as a smile or flattering their participation may make students engage more.

4.2.1 Questionnaire 2 Part B: Class-related answers

For Part B, another five-point Likert scale was created, taking into account questions that deals with the development of the curriculum for the alumni and the role of the teacher on it, to what extent students are participating and motivated from the perspective of the teacher, concernment about students' attitude during class, self-evaluation of their own attitudes and behavior, among others. The final scale consisted of 19 items, most of them with positive results (see appendix B).

For this reason, the analysis of the data was thought also to be done through a chart. However, since only three teachers were taken as sample, it will be better to analyze it individually and point out the most significant aspects of the findings, in order to show a clearer result of teachers' perspective of their own class and to make comparison of results between this, the previous and the next instrument easier.

Teachers showed not to be not really involved in the design of the curriculum, being this of great impact for the way each of them, individually, wants to make their own class.

They also answered that they are concerned when students are not engaged or they do not pay attention, even though they are usually aware of how they are conducting the class, their actions, their speech and the impact it would have to obtain a negative or apathic attitude. However, they also said that usually their students answer positively to the activities and materials they use in class, and the environment they create. Interestingly enough, two teachers answered that they behave differently inside and outside of the class, being the one that does not change his attitude, the one who reported less motivation from students, even though all of them aim to build a confident relationship with each one of their students.

4.3 Rubric for class observations: Comparisons between answers from teachers, students, and result of class observation rubric

Once instruments for teachers and students were applied, a rubric for class observation was created (see Appendix C). Based on the students' answers, the most common factors of motivation and demotivation were extracted and put into the rubric divided into 6 categories: *Respectfulness, teachers' class development, teacher behavior, students' participation, feedback and lesson level*. These categories were assessed from number 0 (lowest) to 3 (highest), explaining specifically in each level which characteristic the class, students or teacher should have in order to attain such number.

The purpose of this, is to have an actual, real analysis of the answers provided by teachers and students. Since the teachers claimed from the very beginning that the questionnaires would be used for research, it may have had an impact on students' and teachers' answers without noticing. That is why the supposed motivational and demotivational factors were considered when creating the rubric, considering that their answers may vary from the real and authentic observation of the class. For specific inquiries about the instrument, see appendix C.

To start comprehending the data, after all classes were observed, the three rubrics were compared and analyzed with each other. In this subtopic, all the six categories are addressed and the most common motivational and demotivational behavior and attitudes from teachers are described and compared with the answers given by teachers and students in their own questionnaires, in order to authentically conclude what are the real and most important behaviors are occurring during class, and to extract the best information to fulfill the research questions. Besides that, some interesting, isolated cases that happen during each class are pointed out, since they may also contribute to either motivate or demotivate students.

Respectfulness

This category refers to the general atmosphere the observer could perceive in the classroom regarding the relationship between students and teacher. This area aims to answer if the teacher promotes and develops a bond of respect and professionalism between them and their students. The degree of respect that is observable along the class was analyzed from 0 (lowest) to 3 (highest). It goes from the teacher being completely

disrespectful towards their students (careless, offensive comments), to the teacher promoting being respectful and kind all the time.

Through the observations, two classrooms received the highest number (3). In both classes, the teachers all the time maintained a respectful and professional attitude regarding their students. Their comments and in general all instructions and every word spoken by these teachers seemed planned and cared to make students feel comfortable and confident to continue participating. Even the intonation and voice changed when the teacher noticed that students were not really paying attention.

However, in the third classroom, when giving feedback, describing something or trying to answer to a question, the teacher repeatedly made some comments that are not precisely nice, and then when seeing the students' reaction, he would say "*It's just a joke!*". Even if a teacher tries to be "funny" or constantly attempt to make students engaged to class, those type of comments are not always accepted by all students, making them change their opinion about the teacher and the class in general.

Teacher's class development

This section aims to evaluate to what extent teachers create situations so students can talk and participate actively. In two classrooms, it was seen that the teachers speak most of the time and when asking students to do so, it was only through "yes" or "no" questions or when asking specifically for an answer in the textbook, generating an observable environment of boredom and uninterest. On the other hand, one classroom was

surprisingly highly participative, with the teacher finding a balance on how much time to speak, only doing it when giving feedback or giving structures. Moreover, when the teacher was explaining a topic, the students kept making questions and participating.

Teacher's actions

This part of the rubric looks for actions that make students participate and engage during class. In two groups, actual activities that engaged or kept them listening were not observed. These teachers only focused on the book activities which involved listening and writing but did not actually get students to participate actively. While the other teacher did several different activities to keep students' motivation, such as group and teamwork, even answering exercises in the book was done through the participation of everyone. Something remarkable is that students would answer even if they did not really know the answer.

Student participation

This section has as a goal to find if students are motivated to participate by themselves, something internal and not external, such as the teacher asking them to do so. For this part, as mentioned above, since two teachers did not really promote any significant environment of confidence and participation, students seemed rather demotivated, making them participate only when asked, and sometimes they would even reply with an "I don't know", being a clear sign that they did not care about what they were doing. The most initiative-taking class got students participating most of the time. Even though at the beginning of the class the students in the first row did not participate, as time passed, they started being increasingly engaged due to the teachers' energy and their peers' participation.

Feedback

This section tries to discover if the teacher gives efficient and informative feedback. For this part, even though the two classes had low rate of participation, the teachers corrected efficiently students, trying to make students aware of their mistakes and improve. It seems that learners did not care about what the teacher was saying. The other class effectively gives feedback and, due to the positive environment, students keep trying and trying until they get the right answer.

Lesson level

This part looks for a good level of challenging input from the class preparation, and students that can accomplish such difficulties. In this section, only one group seem to be low-achievers, due to the fact that even though the teacher considered some exercises “simple”, students seemed to really be struggling to answer correctly, taking too long to answer and teacher had to explain some topics twice or even three times. The other two groups showed a sufficiently hard input to consider it a challenge, since students took some time (not too much) to answer and did every assigned task. Only a few students took notes of what the teacher was explaining, but the rest appeared to be really engaged in the conversation.

4.4 Question 1: Negative attitudes and behavior from the teacher inside the classroom

To satisfactorily answer the 1st question “What attitude and behavior the teachers do in class without noticing, that affects students’ motivation or engagement negatively?” a list of such attitude and behavior is provided (Chart 4), taking into account the questionnaire applied to teachers, students and the class observation rubric, which was the instrument that

actually showed how teachers behaved in their class. It includes the frequency of times it was mentioned in students' questionnaires (SQ), teachers' surveys (TQ) and the times it was performed during the observed class (CQ).

Chart 4 – Teachers' attitude and behavior main demotivators

	SQ	TQ	CQ	Total
Indifference to students.	21	1	6	28
Uninterest in their own class.	15	3	1	19
Way of giving feedback is negative.	12	1	1	14
Teacher is too inflexible.	9	2	5	16
Teacher-centered class.	6	2	2	10
Teacher has preferred students.	6	0	1	7
Daily mood.	0	3	0	3
Disrespect comments.	3	0	5	8

The most common and repeated answer was, as presented above, indifference to students (does not understand me as a student). The most common answer for students was “does not understand me as a student”, which is somewhat vague for its meaning, but it may be inferred that students do not feel completely comfortable with the teacher. It was mentioned one in the teacher's questionnaire that they would change their attitude depending on students, explaining how this indifference might happen. It was also observed six times during classes that the professor would either reply to students without considering how respectful or disrespectful their feedback is, counting as indifference and negative feedback from the professor. Another important fact is that on their questionnaires teachers mentioned that their mood affects their classes and somehow, they try to manage it; however, it was not feasible to observe such behavior in the class, since it was only once and there were no other class to compare teachers' behavior.

The next aspect is strictness of the teacher. It is considered that students have different perspectives of “strictness”, since some students are low-performers or simply others just like to work and study more. However, it was observed a number of times that the teachers are too rigorous when for example, a student does not do homework. In one class, two students did not bring their homework and the teacher opted for scolding them in front of everyone, excluding them from the rest of the class until they tried to answer at the moment helped by their classmates.

A significant point to be aware of is that it is still common the perception of teacher-centered classes, meaning that most activities and time talking are solely done by the teacher. Even though this research was conducted in groups where students study to become English instructors, it seems that some things never change. Sometimes, it is inevitable for teachers to speak for a long time; however, it should be the least time possible, prioritizing quality, over quantity, because students are highly affected by this and may be distracted and change their whole attitude towards that class, or even their image of that teacher.

After that, teachers’ daily mood was described by teachers on their questionnaire, but since there was only one observation for each class, there is no way to compare professors’ typical behavior inside of the class. Finally, the last part included “others” as for separated attitudes and behavior that were observed and mentioned by a minority of students, such as language deficiency, personal background context, disrespected conception of the teacher, disrespectful comments done by both teachers and students. These aspects were not included in another category since it happened just once or twice during the application of the instruments.

Something to consider, is that teachers themselves are humans and there is not a possible way in which they are completely in control of the situation of the class and within their own mind. If a teacher comes in a class with a positive and energetic attitude, but students are not paying attention nor participating, teacher's motivation and class development will be affected as well. As an example, we have the following extract from one of the teachers, "The affective component of my attitude is how I feel about being there, if I am excited or not to be there. This affects them directly, making them feel de-motivated or not thrilled to be there. This then changes my behavior, maybe makes me scold them more or take an indifferent stance towards them."

Monshi et al. (2011), explain that emotional intelligence is fundamental to attain an effective teaching, arguing that a self-regulated teacher is able to be proficient in all aspects of teaching (pedagogical features), language and interpersonal features. However, is it responsibility of the teacher to always promote a good environment through techniques, strategies, attitude, or behavior, ignoring his/her own feelings? It is certainly a topic that needs further research.

4.5 Question 2: Teacher's attitudes and behavior that promote students' motivation.

Just as the previous question, but on the contrary, what the most common and effective attitudes and behavior that teachers can practice in order to make students feel in a reliable environment can be found. Thus, students participate and feel more engaged to class. For this section, a list was also created (chart 5), divided into three: the most successful strategies provided by the teacher, the ones suggested by students and the ones

seen in the observed classes. Both lists present the frequency of these attitudes and behavior, based as well in the instruments that were applied.

Chart 5 – Teachers’ attitude and behavior main motivators

	SQ	TQ	CQ	Total
Motivates students to participate.	30	3	5	38
Positive attitude.	29	2	6	37
Passion.	17	2	1	20
Language knowledge.	14	3	3	20
Listens to students.	11	3	3	17
Evaluates impartially.	9	3	0	12

The answer that was mostly seen in general was “motivates me to participate”. In this item, it was included the students’ and teacher’s direct and written answer in their respective questionnaires. In the observed class, however, it was perceived that, in each personal way, teachers promoted participation in their classrooms. It is difficult to determine exactly what type of actions the teacher has that students consider have a positive impact on their motivation. However, through the observation of the class we can withdraw some actions that each professor makes, such as talking energetically, modulating tone of voice, getting up from their desks or walk around the classroom. It is also related to the next most common answer “Positive attitude”. As presented through this study, “attitude” refers to *how* people *do* things. In this case, it was considered students’ answers that explicitly wrote “positive attitude”, and it was also mentioned by two teachers. For the class observation, attitudes such as way of explaining the topic, giving different, interesting examples and applying different strategies to try to make students participate. In other words, teachers’ *proactivity*.

The next most valuable fact refers to *passion*. It is true that a person who loves doing something, it is reflected on how they do it. In this case, there was a teacher whose

passion was even observable during class, trying to make students engage to each topic, asking different questions and changing approaches and exercises in order to discover what works better for their students, and this is an attitude that students are able to perceive in many extents. Language knowledge was also mentioned and observed during the application of the instruments. It may be considered rather obvious that an instructor must be a professional in their degree and be prepared to any kind of question and situation. For instance, in all the observed classes, students asked questions about topics and aspects of the language that they do not know, and teachers were able to answer rapidly and efficiently, causing students to keep on asking and fostering participation.

“Listens to students” was highly observed during classes, since all the time when a student participated, teachers were trying to make everyone listen to him/her, and also a different instructors’ body language was observed. Anytime a student participated, the professor would leave everything and pay attention to it. For example, a teacher was writing in the board and a student asked a question. The teacher, instead of keep writing, he turned towards the student and solved students’ doubt, making them feel listened.

The last part, “impartially evaluates”, was reported by students and provides a general idea of what could occur during classes. The teacher subjectively works and evaluates students. However, as can be seen in the previous chart, students mention that teachers have favoritism amongst their students. This aspect was not observable during class, being necessary to elaborate and have greater research in the future.

4.6 Question 3: Actual perception of teachers' attitude in class

When asking professors directly if they are aware of their own attitude in class, they answered that they are usually aware of their behavior and attitude. However, through the observation and the students' answers, it is concluded that there are some aspects that affect student motivation and teachers are not aware of it. Once again, a list is provided, showing the real attitudes that effect on students, this time with no particular order of frequency.

1. *Way of replying*
2. *Body language*
3. *Voice*
4. *Workload*
5. *Difficulty of work*

Based on all the previous considerations, observations, and conclusions, it is determined that these are that aspects that have a greater impact on students' motivation. The way of replying refers to both, feedback, and the unconscious and conscious reaction to students' behavior and responses. For example, if a student makes a mistake and the teacher gives positive feedback, that student is likely to participate again. As it happened in one observed class, if a student does not do homework and the teacher calls him/her out on it in front of the class, that student would probably feel down and their attitude towards being at that class would change, attending fewer classes, completely dropping it or just doing the bare minimum in order to pass the subject. It is of great importance to consider how teachers react and answer to all situations and students' behavior.

Body language is especially important, alongside students, and result of class observation rubric one of voice, including not only what they do with their hands, but with their whole body. A professor that shows different emotions, is expressive with their hands,

walks around the classroom or shows practical example, is likely to at least, catch students' attention. A secure professor that speaks clearly and is confident about his/her class and way of teaching, will make students more attentive and thus, motivated to participate. On the contrary, if a teacher seems insecure and not able to control a situation, their students may become disruptive, or not care about the class itself. Besides that, body language may also help to make students understand better the topic.

The final two aspects are workload and the difficulty of it. Even though teachers need to meet a certain amount of work in order to fulfill all the curriculum, teachers decide the quantity of work students have during the course. Some students may feel too pressured due to the work they must do to pass the subject, leading them to anxiety and low motivation to perform in class. It is also up to the teacher the difficulty of such materials since they know the level of the students. The "Input hypothesis" ($i+1$) proposed by Krashen, tries to solve this problem, looking for students to keep improving without making a big jump between the difficulty of topics. The theory proposes that students can learn easier by adding only one "step" of difficulty to their current level. Ideally, this can work for any type of students and teachers should consider it if students are having difficulties performing tasks and doing exercises.

4.7 Question 4: Actual impact of teachers' attitude and behavior on students

An analysis and comparison of the observed class and retrieved questionnaires regarding behavior and attitude from the teachers is done, in order to determine concisely to what extent teachers, have a positive or negative influence on students' motivation and

willingness to participate, and propose, based on teachers' answers, a way to improve, or be more aware or promote more positive behavior and attitude.

In general terms, teachers **highly** influence students' motivation. Starting from the fact that teachers are the main contact with the target language, students can feel the passion and willingness they have towards English. Learners may replicate the actions and attitudes seen of their teacher, taking them as a model and reproducing their behavior as a learner, or as a future instructor. From the very subtle open or closed attitude a teacher has when entering the classroom (arriving early, smiling, frowning, body posture, energy when speaking), to more evident, direct actions such as laughing at students' comments, scolding several times or giving negative feedback. All aspects and factors of teachers' behavior is received, internalized, processed and returned back from students. As told by interviewed professors, learners are sensitive to teachers' actions, comments and gazes. This fact should be considered for constructing a better, more advantageous environment where both learners and professors learn and take from each other the best to attain good language proficiency and personal development.

Teachers should always consider that even if they are sometimes not feeling completely willing to give a class, it could affect future classes. Students may feel the same way, and if they see their professor is not motivated or excited to explain a topic or do any activity in class, the student will not make any effort to participate and work efficiently.

Chapter V: Conclusions

Within the following chapter, a recapitulation of the outcomes and the high points as for motivational and demotivational attitudes and behavior from teachers and actual amount of participation of students during class of Target Language 1 at the School of

Languages, BUAP are presented, in order to point out some attitudes that teachers may be able to avoid, so students feel more comfortable and could start feeling completely confident inside the classroom, making them participate and being more engaged in class.

Some proposals are also suggested to improve the environment in the classroom, based on the findings that have worked best for teachers. This chapter is composed of the conclusion of the topic, the discussion of the research questions providing an answer, the implications of the study, the limitations of it, and some suggestions or advise for further related research.

5.1 Conclusions

As previously explained, this research aims to discover what attitudes and behavior of the teacher influence students' motivation, taking into account the answers from two questionnaires applied to both subjects of study, and class observation to compare such results, with the objective of having a solid answer on what type of attitudes and behavior are recommendable for teachers to avoid doing, and vice versa, what type of behaviors are suggested to keep students engaged to class.

The levels of students' motivation and teachers' attitude were analyzed through two questionnaires and classes observation assessed with a rubric. Such questionnaires have a mixed approach, qualitative and quantitative, being composed of two formats: open questions and 5-point Likert Scale. The open questions were created by the author looking for specifically answering the research questions, which have to do with teachers' level of awareness of their own attitude and students' perceptions regarding strategies that work better to improve their motivation. The questionnaires that were created using the Likert

Scale were based on two other tools, the FLCAS, which deals with anxiety inside the classroom and the SILL, an instrument used as self-evaluation of learning strategies for students, and the way of analysis was comparing the answers from all the instruments and resuming it in the following sections.

5.1.1 Summary and Discussions

The research questions presented at the beginning of Chapter 1 will be addressed in this part of the project, to conclude and give a final opinion about the results. Such research questions are explained and described in detail on the next paragraphs, reporting the outcomes of Chapter 4.

The first research question of the study establishes the idea that teachers show negative attitudes and behavior without noticing, that have an impact on students' attitude. Taking into consideration the ideas provided by Lei (2007), there is an inherent set of attitudes, either positive or negative, that each teacher has based on their values and personal points of view, which they may or may not be conscious about. This question generally looks for common behavior teachers do constantly when giving class. Considering the answers given by the students and the class observation, they feel that teachers are usually not aware of the type of comments they make, or the way they behave in class, being reflected in the lack of confidence students have when asking and answering teachers' questions, and feeling like they are not being understood or valued as students since teachers could answer in a way students do not consider "polite". Dörnyei and Csizér (1998), explain through their ten commandments theory that teachers should act as a model for their students, since learners create and mold their own attitude towards the language

through the way the teacher behaves during the class. However, the answers given by teachers seem to justify negative acts saying that they are not always feeling good to pay their complete attention in the class, thus, their teaching cannot always promote students' motivation, since they are not feeling motivated.

The second research question sought to discover the most successful attitudes and actions that promote students' motivation. All of interviewed teachers agreed with the fact that each student for each group in each year, even though they could share some similarities, acts and reflects their interest in the language in a different manner, as well as their learning process. Thus, only one strategy or approach to promote motivation cannot universally work for every student in all situations. However, Cheng & Dörnyei, (2007) argue that some strategies are actually interchangeable and effective for students regardless of the context, being reflected in the way some teachers tend to repeat strategies for any group. Nevertheless, teachers must be fully aware of their students' needs and interests in order to create an environment where learning, confidence and participation occur. Besides that, some attitudes that actually work for students are being energetic, reacting with a positive attitude to any kind of situation or student's comment, letting students know that their participations and personal characteristics are valuable and, last but not least, working with activities which let students participate in any other way and not only using the textbook.

Discussing the result for the third question, thanks to the surveys applied to teachers, it may be concluded that they are actually aware of their feelings all the time, and how having an aura of apathy greatly influences students' motivation and attitude towards the class. On the other hand, teachers are also conscious that sometimes they decide to continue

going through the motions to get the job done, and do not care about the development or engagement of their students. Ulfa & Syahputra (2019), explain that if teachers have control of negative emotions during class, it will lead to a more confident, enjoyable environment. This is completely understandable since teachers are also human beings that cannot always have a big smile or reply kindly. They, however, look to always put on a smile on their own face and act positively when they are near a student.

For the last question, considering all the information collected, it can be concluded that the teacher is one of the most influential factors, positive or negative, in students' motivation. Either for professors' attitude or behavior, students are always looking at how each teacher behaves and students tends to respond to it similarly and they can create a strong and valuable bond of confidence (Özütürk & Hürsen, 2013): if a teacher comes in vigorous and motivated, the students will be like that as well, while if an instructor starts the class yawning, sitting at the desk and talking most of the time, the student will then be easily distracted by anything that catches their attention. The teacher should avoid such behavior and try to make the student feel at home.

Teachers are obliged to promote a good environment, bring the most appropriate materials to class, explain clearly, talk respectfully, evaluate impartially, among many other attitudes and behaviors that seem mandatory for anyone who wants to become an instructor. Even if this could be partially true, many things should be taken into account before considering teachers to be the main demotivator in the classroom. Students' own motivation and desire to be there should be one, and the fact that sometimes the school or college itself imposes what topics, materials and resources may be used in class, making teachers have limited resources to maintain a good environment through the whole course.

5.2 Implications

Considering all the outcomes implicated, it is clear that all students cannot feel always confident and accepted in the class. It involves many other factors besides teacher's attitudes and behavior, such as their own background or their interest on the language itself. Nevertheless, since the teacher is the means through which students spend most of their time learning, it is vital that the first impression they have with the language is one of comfort and confidence. Due to the fact that Target Language 1 is a class given 2 hours from Monday to Thursday for at least four months, the first impressions that students have can define their attitudes towards learning English throughout the major. Something to be considered is that this research was conducted only three months after the first semester of the major started, meaning that students only had three months of experience dealing with a formal and new experience of learning English.

Even if most of students on this research considered that their teachers and English classes are "good", there are other 4 groups of Target Language 1 only at the School of Languages, meaning that there is the possibility that not all teachers in this institution are as good or worthy of confidence. Having the possibility of teachers being open-minded and listening to objective, critical observations from students would be a simple but effective way to start comprehending more about the perspective of students, and it may be applicable to any other group, not only these 3 Target Language 1 groups.

5.3 Limitations of the study

The most difficult part to carry out this research was mainly to apply and be in touch with the teachers to define the day of the classroom observation. Some teachers may

not answer for some days, and even when looking for them in the school, they were not present at their classes. Also, when making the observations, some students were constantly looking back, staring at the observant. This means that some of them were fully aware that there was an outsider, which may change their behavior and participation during class. Another great limitation was the small amount of students used as subjects. Since it was a small sample, it cannot be considered to generalize general attitudes in the School of Languages, but should be seen as a case study, which needs to be researched even more profoundly. When analyzing the instruments, some ideas and thoughts may be seen as incomplete, since the way the items were written were too vague to determine an exact answer.

Another significant limitation was that each class was observed just once. This was made in order to make the research simpler and retrieve general information from each class, since the idea of observing a class was complementary to the first main instruments, which were the questionnaires for teachers and students. However, it is worth considering that having a larger number of observations of class will result in obtaining probably a more authentic outcome in regard of the actual attitudes and behavior that the teacher has on students, and how it impacts throughout an specific period of time.

5.4 Directions for further research

This research was only applied to three groups of Target Language 1. It may be a good number of students, but truly it is poor regarding the number of teachers. The questionnaires and class observation rubric may be applied to a greater number of teachers in order to have more varied and richer results from teachers and have more points of view

regarding the attitudes they have during class, besides improving and specifying more some items in the search for exact motivation factors. By doing this, the results may provide an even clearer answer as to what type of teachers' attitudes demotivate and motivate students to work and participate actively. Besides that, a similar study looking for teachers' motivation may explain what makes teachers behave and act in a way that either promotes or obstructs student motivation.

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Appendix A: Questionnaire for students, used to find evidence of students' perceptions regarding their class and teacher and how it affects motivation, adapted from the FLCAS (1986) and the SILL (1989)

Edad:

Sexo:

Cuestionario sobre motivación y perspectiva sobre el profesor

1. Nunca o casi nunca es verdadero para mi
2. Generalmente no es verdadero para mi
3. En cierto modo es verdadero para mi
4. Generalmente es verdadero para mi
5. Siempre o casi siempre es verdadero para mi

Parte A

	1	2	3	4	5
La manera en que mi profesor explica me parece interesante.					
Mi profesor promueve un ambiente de confianza entre mis compañerxs y yo.					
Mi profesor da una retroalimentación informativa y respetuosa.					
Mi profesor tiene una actitud positiva durante la clase.					
Mi profesor tiene una actitud de apoyo durante la clase.					
Mi profesor tiene una actitud profesional dentro y fuera del salón.					
Mi profesor mantiene el respeto entre mis compañerxs y yo.					
Mi profesor es alguien en quien puedo confiar.					
Las clases de mi profesor parecen improvisadas					
Mi profesor ha hecho comentarios que considero impropios.					
La actitud de mi profesor me motiva a participar.					
Tengo la confianza de realizar cualquier pregunta a mi profesor.					

Parte B

	1	2	3	4	5
Participo durante la clase por convicción propia.					
Participo solo cuando el profesor me lo indica.					
Personalmente, me gusta esta clase de inglés.					
Me siento nervioso cuando debo hablar en inglés.					
Estudio solo para aprobar un examen o pasar la materia.					
Estudio inglés porque creo que será útil para mi futuro.					
Creo que mis compañerxs están dispuestxs a tomar esta clase de inglés.					
Siento que estoy aprendiendo cosas útiles en la clase inglés.					
Generalmente, estoy dispuestx a tomar la clase de inglés.					
Generalmente, me siento libre de hacerle cualquier pregunta a mi profesor respecto a la clase.					
No me distraigo ni distraigo demasiado a otros durante la clase de inglés (platicar, interrumpir).					
Hago la tarea de inglés felizmente.					
La forma en la que mi profesor da las clases me motiva a escuchar atentamente.					
Cuando cometo un error, la retroalimentación de mi profesor es positiva.					

Tengo la suficiente confianza como para hablar en inglés durante la clase, o si el profesor me lo pide.					
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Parte C

	1	2	3	4	5
En la clase de inglés el profesor habla la mayor parte del tiempo.					
Me gustaría practicar más inglés durante la clase.					
Mi desempeño en la clase de inglés es bueno.					
Creo que mi nivel de inglés es bueno.					
Podría esforzarme un poco más durante las clases de inglés.					
Los temas vistos en clase son útiles para mi futuro.					
Los temas vistos en clase son interesantes para mí.					
Aprendo a través de las actividades que realiza mi profesor.					

Parte D

Responde a las preguntas marcándolas con un ✓ (puedes marcar varias opciones).

1. ¿Qué actitudes de mi profesor me desmotivan a trabajar en clase?

Habla demasiado

Su retroalimentación es negativa

Tiene favoritismo con ciertos compañeros

Muestra desinterés en su propia clase

Es demasiado exigente

No me entiende como alumno

Otro(s): _____

2. ¿Qué actitudes de mi profesor me motivan a trabajar en clase?

Mantiene una actitud positiva

Conoce a profundidad los temas

Se nota apasionado durante la clase

Evalúa de forma parcial

Responde de manera respetuosa

Me escucha como alumno

Otro(s): _____

3. ¿Creo que la actitud de mi profesor durante la clase influencia en mi motivación para participar? ¿Por qué?

Appendix B: Open questionnaire for teachers, regarding their perceptions and perspectives of their own behavior within the class, along with a 5-point Likert Scale

Questionnaire

Sex:

Age:

Present teaching position: Elementary High School Middle High School University
Type of school: Private Public
Years teaching English:
Time living/traveling abroad:

1. What is your understanding of “good teaching”?

2. What do you think is required for English teachers to be good teachers?

3. Are you aware on the way you speak and act in front of your students?

4. What is the best way to keep students participating in class?

5. Do you think your students are motivated in your class? Why?

6. What can you do to promote students’ motivation?

7. Are you aware that your attitude has an impact on students’ motivation? How so?

8. What aspect of your **attitude** can influence on your students’ motivation? Either positively or negatively

9. What type of your **actions** can influence on your students’ motivation? Either positively or negatively

Questionnaire

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me

5. Always or almost always true of me

	1	2	3	4	5
I am involved in the design of the curriculum for the alumni.					
I am concerned if students get distracted or distract others.					
I am concerned if students are not engaged during class.					

Category	0	1	2	3
I choose the words I use carefully so students don't get offended				
I have received negative feedback from students.				
I am fully aware of my behavior inside the classroom.				
I am professional and respectful towards the students.				
My students usually answer positively to the activities I do.				
I behave differently inside the classroom than outside with students.				
My students are generally interested in the class.				
I am genuinely interested in students' motivation.				
I try to create a bond of confidence with the students.				
I promote an environment of confidence in my classes.				
When I am not in the mood, my class seems affected.				
If so, I think my students can notice it.				
I am aware that the actions I do in the class impact on my students' motivation.				
I am aware that my attitude in class impact on my students' motivation.				
I am affected by students' comments.				
I think my students have a good image of me.				

Appendix C: Rubric for class observation, adapted from the format provided by Bacon Academy (2022), which looks for a more detailed description of attitudes and behavior of the teacher and students in the classroom

Observation Categories for Motivation and Participation Rubric

Respectfulness: <i>Teacher creates an environment where the feeling of mutual respect (teacher-student) exists in classroom</i>	Teacher is disrespectful to students	Teacher says to mutually respect each other, but his/her behavior and speech does not reflect it	Teacher is respectful, but tell comments that may offend students	Teacher is always kind and respectful to everyone
Teacher's class development: <i>The teacher develops the class in order to let students talk and be more involved during class</i>	The teacher speaks all the time	The teacher speaks most of time and barely lets students participate	The teacher speaks not all the time and lets students participate but not so often	The teacher finds a balance between the time he/she is speaking and how much time he/she gives to students to participate
Teacher actions: <i>The actions of the teacher promotes an environment of engagement and reliability</i>	The actions of the teacher do not promote any interaction between students	The actions of the teacher barely promotes interaction and motivation between students	Some of the actions of the teacher makes student engaged to class and promotes willing to participate	The actions of the teacher truly makes students engaged to class and makes them participate
Student participation: <i>The students participate actively, willingly, and not only when the teacher asks to do so</i>	Even if they are given the opportunity, students do not participate	Students participate only when the teacher asks them to do so	Some students participate but do not seem too engaged to the class	Students seems motivated through the class, and they participate actively
Feedback: <i>Teacher gives the opportunity to let them know their mistakes and correct them respectfully</i>	Teacher does not give feedback at all, or it is negative.	The teacher gives feedback, but it is negative or not useful for students	Teacher gives positive feedback, but it is not useful for students	Teacher gives positive feedback, and it is useful and understandable for students
Lesson level: <i>Teacher creates lessons that are appropriate for students' level, and requires them to be paying attention</i>	Work is not challenging; no real effort is done. Students do not pay attention.	Work provides very little challenge; students seem to understand everything with no real effort. Students barely pay any attention.	Work is somewhat challenging with an appropriate level of difficulty. Some students pay attention.	Work is challenging and correspondent with students' level, they make an effort to understand the topic and pay attention.

Extra comments/observations: