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Pedagogía de los Idiomas Nacionales y Extranjeros

**Factors that Motivate Students to Learn English: A Comparison between
Private and Public School Settings**

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Resumen

Esta investigación descriptiva examina los factores motivacionales que influyen en el aprendizaje del inglés en escuelas secundarias públicas y privadas en Cuenca, Ecuador. Basándose en el marco de Dörnyei (2001), que describe cuatro dimensiones principales de las prácticas de enseñanza motivacional, este estudio compara las estrategias empleadas por los profesores de inglés en estos dos contextos educativos. Utilizando un enfoque de métodos mixtos, se recopilaron y analizaron datos cualitativos y cuantitativos para obtener información sobre las percepciones de los estudiantes con respecto a la motivación. El estudio incluyó a participantes de dos escuelas privadas y una escuela pública, con un total de 61 estudiantes de último año de secundaria. Los resultados revelaron diferencias en confianza, ambiente de aprendizaje, reconocimiento y reflexión sobre la importancia del aprendizaje del inglés, utilización de materiales didácticos, apoyo de los profesores hacia la autonomía del estudiante y orientación para el aprendizaje independiente fuera del aula. Los hallazgos subrayan la importancia de fomentar la motivación de los estudiantes en el proceso de aprendizaje del inglés y destacan la importancia del dominio del inglés en contextos de la vida real. Las recomendaciones incluyen fomentar la participación de los estudiantes, enfatizar la importancia práctica del inglés, incorporar materiales visuales y didácticos, promover el aprendizaje autónomo y proporcionar apoyo a los profesores en entornos escolares públicos.

Palabras clave del autor: apoyo, elementos, centros escolares



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Abstract

This descriptive research investigates motivational factors influencing English language learning in public and private high schools in Cuenca, Ecuador. Drawing on Dörnyei's (2001) framework, which outlines four main dimensions of motivational teaching practices, this study compares the strategies employed by English teachers in these two educational contexts. Employing a mixed-methods approach, qualitative and quantitative data were collected and analyzed to gain insights into students' perceptions regarding motivation. The study included participants from two private schools and one public school, comprising 61 senior high school students. Results revealed differences in confidence, learning environment, recognition and reflection on the importance of English learning, utilization of didactic materials, teachers' support toward student autonomy, and guidance for independent learning outside the classroom. The findings underscore the importance of fostering student motivation in the English learning process and highlight the significance of English proficiency in real-life contexts. Recommendations include encouraging students' engagement, emphasizing the practical importance of English, incorporating visual and didactic materials, promoting autonomous learning, and providing support for teachers in public school settings.

Author Keywords: encouragement, elements, schools



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Dedication

I dedicate this graduation work to my beloved family, whose unfailing support and encouragement have been the foundation of my academic journey. Their faith in me has been a constant source of strength, and I am deeply grateful for the sacrifices they have made to see me succeed.

I also dedicate this work to my graduation work partner, whose collaboration, expertise, and dedication have enriched this research effort. His insights and commitment have been invaluable and it has been a privilege for me to work alongside him.

Gaby

I would like to dedicate this work to my mother, who is always supporting me; to my father, who is the key of my achievements; to my three brothers Fabian, Franklin and Andres who have shaped me into the person I am; to my beloved girlfriend who has given me the strength I needed; and to my work partner, whose knowledge has been crucial in achieving this.

I am writing this next to you, but the only thing I want is that you will still be here to see me becoming what I promised you. This is for you grandma, I love you.

Richard

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Richard and Gabriela

Introduction

Kornieieva et al. (2023) established that “English is the most widely spoken language in the world. One in five people can speak or at least understand English. Understanding the English language is an excellent way for young people to gain access to study around the world” (p. 3588). For this reason, English proficiency is increasingly crucial in today's globalized world, extending beyond academic realms to professional and social spheres. For instance, comprehending the English language serves as a valuable means for young individuals to access educational opportunities worldwide (Luís et al., 2023). In this context, this descriptive research examines and compares the motivational influences driving English language acquisition among students in private and public-school settings. By exploring the distinctions in motivational dynamics between these contexts, this research aims to inform strategies enhancing student engagement and proficiency in English language learning.

This study focuses on secondary education students in both private and public high schools, examining a range of motivational factors such as intrinsic and extrinsic motivation, teacher support and Riyanti's (2019) four main dimensions of strategies to motivate students in the EFL classroom. Through mixed-methods research, including surveys and observations, this study aims to provide a comprehensive understanding of the motivational landscape in English language learning in Cuenca, Ecuador.

This descriptive research is organized into several chapters. Chapter 1 provides an overview of the research. Chapter 2 presents the literature review and theoretical framework. Chapter 3 details the methodology, while Chapter 4 discusses the results. Chapter 5 includes the results and discussion, and Chapter 6 offers conclusions and recommendations. Through an exploration of the motivating factors driving English language learning among students in private and public-school settings, this research analyzes the different factors that motivate students in EFL classrooms in public and private schools.

CHAPTER 1: DESCRIPTION OF THE RESEARCH

1.1 Background

Language learning motivation, according to Gardner (1985), refers "to the extent to which the individual works or strives to learn the language because of the desire to do so and the satisfaction experienced in this activity" (p.10). Similarly, Dörnyei (1998) defined motivation as an essential factor that influences learning a foreign language, and which can therefore be regarded as "the key element influencing a learning activity" (Purnama et al., 2019, p. 4). Cankaya (2018) also stated that "motivation provides learners with the primary trigger to start learning the L2 and later the driving force to enhance the learning process in the long term" (p. 2). In other words, students who are motivated will be more engaged in their learning, which will push them to understand English properly. Therefore, motivation is an important factor in learning a new language, because it provides the learner with a sustainable effort to dominate the language (Cankaya, 2018).

Motivation involves a constellation of closely related beliefs, perceptions, values, interests and actions. By getting motivated, students will be spirited in learning, which will make them motivated to study English well (Purnama et al., 2019, p. 539). Teachers should be aware of the significance of motivation in students' language learning, so that they can help learners increase their levels of motivation in the classroom (Alizadeh, 2016). Consequently, "A more motivated learner is highly aware of his or her learning, has greater autonomy, and thus can become proficient in the language". (Alshenqeeti, 2018, p. 5).

Motivation may occur in an intrinsic and extrinsic way. Intrinsic motivation, as Ryan and Deci (2017) stated, may involve doing something for the mere pleasure of learning or constructing new knowledge. For example, traveling to several countries, making many foreign friends, living abroad, or succeeding in learning a target language (e.g., English) and using it communicatively. On the other hand, Ryan and Deci (2000) underscored that "extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome" (p. 60). Besides, Inngam and Eamoraphan (2013) pointed out that learners are influenced by people around them or by external factors, such as rewards.

Regarding intrinsic motivation, Lumsden (1994) mentioned that students' level of interest and desire to participate in their own learning is influenced by teachers and the school environment where the learning process takes place. Similarly, Davies and Pearse (2000) emphasized that

extrinsic motivation comes from external factors; for example, physical conditions of the classroom have a great impact on learning, such as lighting, temperature, acoustics, sight lines, desks, facilities for displaying images or graphics, among others.

Bernardo et al. (2014) mentioned that motivation could vary depending on the context and background of the students, namely referring to public and private schools. In their study, the researchers specified that “public school students had less adaptive motivational profiles compared to private school students” (p. 8). On the same line, regarding conditions that facilitate and enhance learning, public school students showed a lower average on parent support, teacher support, peer cooperation, and peer feedback, as well as a higher negative peer and parental influence. Alizadeh (2016) also mentioned that students’ lack of motivation may cause lower interest in language learning, as learners’ lack of engagement and commitment leads to challenging situations that deprive them from developing adequate learning. Similarly, Ingham and Eamoraphan’s study (2014) showed that levels of intrinsic and extrinsic motivation differ from setting to setting, pointing out that there is a difference in public and private schools. Students’ intrinsic motivation in public schools tends to be lower as compared to the intrinsic motivation of students in private schools. In addition, students’ extrinsic motivation in public schools shows a lower mean score when compared to students’ extrinsic motivation in private schools.

1.2 Statement of the Problem

According to Ryan and Deci (2017), human motivation and the development of personality are important factors to consider in the learning process. For example, students who choose to learn a language simply for the enjoyment and interest of learning that language will draw out their motivation to learn (Lucas et al., 2010). Besides, when there is a shortage or lack of motivation in the learning process, it is difficult to achieve the main objectives of language learning, whereas if students are motivated, they will be pushed to reach their learning goals (Purnama, et al., 2019).

The studies described above pointed out that motivation is the key to learning English, thus lack of motivation appears as a problem. Bearing in mind Ingham and Eamoraphan’s study (2014), it becomes pivotal to regard students’ intrinsic and extrinsic motivation toward language learning as a determinant of their success or failure in the development of their communicative competence.

Regarding our context, Ecuador obtained 46.57 points out of 100 in the last English Proficiency Index exam (2022), revealing the critical and poor level that EFL students possess. Additionally, there are not enough comparative studies on the factors that motivate students to learn English in private and public institutions in Ecuador. For this reason, descriptive research was carried out to identify the motivational strategies used by teachers in public and private selected institutions in Cuenca, Ecuador. By conducting this study, we aimed to contribute to the literature regarding the analysis and discussion of motivational strategies that emerged from public and private settings, as the literature is scarce in this sense.

1.3 Justification

The importance of our descriptive analysis focuses on the fact that, in recent years in Ecuador, students' English level has decreased, being these negative results coherent with the English Proficiency Index Exam (2022). A plausible factor that aligns with these results is motivation. Lia and Pan (2009), for example, suggested that "students with higher motivation always achieve greater success in their language learning, while those lacking in motivation make no attempts in the process of language learning and often fail the exam" (p.128). Likewise, Getie (2020) pointed out that "if a student does not believe in the importance of mastering a second or foreign language and acts accordingly, then it shows that she/he does not value the learning of the language and so has a negative attitude towards it" (p. 3). Therefore, the lack of motivation must be considered in EFL classrooms in both public and private schools in Ecuador. There are some studies that focus on the factors that motivate students in public and private schools. Still, in our context, there are insufficient studies about the factors that motivate students in public and private schools in Cuenca, Ecuador. For this reason, this analysis is essential to delve into the motivational factors for learning English as a foreign language in these two different contexts in Cuenca, Ecuador.

1.4 Research Questions

- What strategies do teachers and students report as motivational?
- What are the students' perceptions regarding motivational factors in the EFL classroom?
- What are the differences between the motivational strategies reported in private and public schools in Cuenca, Ecuador?

1.5 Objectives

1.5.1 General Objective:

To analyze the different factors that motivate students in EFL classrooms in public and private schools.

1.5.2 Specific objectives:

- To identify the strategies that teachers use to motivate their students.
- To compare the motivational strategies used by English teachers in public and private institutions.
- To analyze students' perceptions about the factors that motivate them to learn English as a Foreign Language in public and private high schools.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. The Role of Motivation in Learning a Language

Social Cognitive Theory (SCT) foregrounds that human motivation and behavior are significantly governed by premeditation which implies deliberating and planning. (Luszczynska & Schwarzer, 2015). Similarly, Anjomshoa and Sadighi (2015) have pointed out that “SCT emphasizes social origins of behavior, and proposes that cognitive factors play a central role” (p.129). This proactive control mechanism involves expectations that could pertain to the results of engaging in a particular action. Bandura (1986) stated that cognitive-social theory is focused on understanding the environment and creating and regulating environmental conditions that affect almost every element of human life. One distinctive quality is the advanced capacity for observational learning, which enables people to expand their knowledge and skills thanks to the information provided by modeling influences. The other is the capacity for self-regulation, which is based on internal norms and self-reactive influence and offers an additional characteristic that sets autonomy apart. Social cognitive theory reflects the power of thinking about our actions and thoughts while evaluating whether they are appropriate or not. It is also important to consider that our actions can have an impact and influence our learning outcomes. As a result, human attributes aid in the learning process, such that some things are easier to learn because of qualities that arise in events that can facilitate or delay acquisition processes through attentional, representational, productive and motivational means.

Social Cognitive Theory delineates several essential elements that impact behavior. The initial factor revolves around self-efficacy, which has the power to shape the decisions individuals make and the paths they take. People typically opt for tasks and endeavors where they feel skilled and self-assured while steering clear of those where they lack confidence or competence (Schunk & Pajares 2009, p. 37). This affects individuals' confidence in their ability to execute a particular action necessary to achieve a desired result. When individuals embrace a preferred behavior, they initially set a goal and then strive to carry out the corresponding action. Objectives act as self-motivators and provide direction for health-related behaviors (Luszczynska & Schwarzer, 2015). Self-efficacy plays a role in determining the challenges individuals choose to undertake and the level at which they set their goals. Students build strong self-efficacy for a particular task when they receive encouragement from mentors, advisors, or superiors recognized for their expertise in the specific field being evaluated. This holds significant relevance for educators because students with elevated self-efficacy actively

participate in task completion, leading to higher scores compared to learners with low self-efficacy, despite potential differences in ability. (Luszczynska & Schwarzer, 2015).

2.2. Intrinsic and Extrinsic Motivation

Motivation plays a crucial role in second language acquisition (SLA): It serves as the initial impetus to begin learning a second language and subsequently acts as the driving force to maintain the learning journey; For instance, motivation is a prerequisite for all other factors involved in SLA to some extent (Dörnyei, 2005). Motivation can be classified as integrative and instrumental, intrinsic and extrinsic, global and situational. However, the most common distinction regarding motivation is between intrinsic and extrinsic factors. Intrinsic motivation is considered to be more powerful than extrinsic motivation to succeed when learning a language. Intrinsic motivation refers to the learner's encouragement to do a task or engage in a classroom activity purely due to enjoyment or fun, whereas with extrinsic motivation a language learner is encouraged to do a task or engage in a classroom activity mainly because doing so will yield some kind of reward or benefit upon completion.

In relation to the points discussed in the previous paragraph, self-efficacy is described as the confidence in one's ability to successfully execute, organize, and perform a task. Therefore, motivation encompasses the internal and external factors that ignite the intention to achieve a goal, either intrinsically or extrinsically. Both serve as motivational factors that drive individuals to pursue a goal and overcome obstacles, as those with elevated self-efficacy and motivation tend to exert their best efforts and are less tended to give up when faced with challenges. This positive outlook may enhance their motivation to learn the target language, encourage them to tackle difficulties with greater enthusiasm, take on challenging tasks, and foster a genuine interest in the subject (Demirezen, 2015)

As self-efficacy aims to carry out learners' goals, Bandura (1991) has explained that self-regulation is intrinsically associated with it, as it refers to the ability of individuals to monitor, control, and adjust their thoughts, emotions, and behaviors to achieve desired goals and outcomes. Individuals make assumptions about their capabilities, project possible outcomes of future actions, set personal goals, and devise alternative plans of action that are likely to produce desired outcomes. Individuals can encourage themselves and direct their activities in a proactive and anticipatory manner by engaging in deliberate thinking exercises. They choose a practical learning objective and seek challenges that allow them to increase their skill set and knowledge base. They view mistakes as a normal component of learning

because mistakes are opportunities to learn. In addition, they evaluate their capabilities more in terms of their own growth than in relation to the achievements of others. People who view ability as an innate trait consider the level of performance to be a diagnostic indicator of underlying aptitude. Errors and underachievement pose a serious threat to assessment. As a result, individuals favor assignments that reduce mistakes and allow for the quick demonstration of intellectual competency at the price of increasing their knowledge and skill set. A high effort is dangerous as well, as it suggests a lack of skill. The accomplishments of others diminish their own sense of competence.

It is important to note that self-efficacy and self-regulation are interconnected and can influence each other. Self-efficacy focuses on an individual's belief in his or her capabilities, while self-regulation focuses on the processes and strategies that individuals use to manage their behavior and achieve their goals. Self-efficacy beliefs can influence self-regulatory processes by determining motivation, goal setting, and persistence in the face of challenges. In other words, self-efficacy can influence how people regulate their thoughts, emotions, and actions to achieve desired outcomes. Social Cognitive Theory, self-regulation and self-efficacy are consequently important in the process of learning a foreign language as they contribute to raising and maintaining students' motivation.

2.4 Motivation in Private and Public EFL Classrooms: A Previous Analysis

Sucuoglu's (2017) study investigated the application of motivational strategies in secondary schools in Northern Cyprus, focusing on both government and private schools. This research study that involved 96 English language teachers from private and public schools suggested that motivating students for language learning can be diverse and impactful. It can create a positive experience, educate students about language learning and the factors influencing it while helping them accept errors as part of learning. Fostering motivation is also important, as Sucuoglu has mentioned, the creation of assessments that center on students' abilities can be a high-pointed strategy. Teachers can also adopt a positive self-evaluation dimension, ensuring that grades reflect effort and improvement, not just achievement levels. Similarly, teachers can promote motivation by designing tests that focus on what students can best do, thus promoting a positive perception of assessment. In-service training programs and teachers with a long teaching trajectory can improve their teaching performance to better motivate their students toward the learning of the target language.

As evidence of this, appropriate teacher behaviors were seen as the most important motivational macro strategy in Taiwan, which coincides with the outcome of a Hungarian survey (Cheng & Dörnyei, 2007). The fact that the same findings emerged from two very different contexts points to the conclusion that, from teachers' viewpoints, presenting a personal role model is a tool for motivating their students. In addition, the results showed that Taiwanese English teachers were aware of their roles as leaders in the learner groups and that perhaps the most powerful and influential findings also confirm the importance of the teachers' projection of enthusiasm: demonstrating a significant passion for the subject and the level of dedication teachers invest in their teaching are expected to deeply influence students' motivational attitudes (Stipek, 1998).

The second position of this macro strategy is certainly a dramatic contrast to the results of Dörnyei and Csizér's (1998) survey, where strategies concerning how to respond to or reward students' efforts failed to make a list of motivational strategies. It was somewhat unexpected to discover that the teachers involved in the study emphasized the promotion of attributing success to effort in Taiwan, given the prevailing tradition of emphasizing ability and achievement in the country's educational system. The findings then suggested that the majority of English teachers acknowledged the significance of students' active involvement in the learning process as a key component for maintaining students' motivation.

The importance of motivation in the English as a Foreign Language (EFL) classrooms is further underscored by parallel findings from Taiwan and Hungary (Cheng & Dörnyei, 2007). Appropriate teacher behaviors, particularly the projection of enthusiasm and dedication, are pivotal in motivating students. Taiwanese teachers' self-perception as role models aligns with the significant impact of teacher enthusiasm noted in these studies. This contrasts with Dörnyei and Csizér's findings, which did not prioritize rewarding student efforts as a motivational strategy. The unexpected emphasis on attributing success to effort in Taiwan highlights a shift from traditional emphasis on ability and achievement, underlining the evolving understanding of effective motivational practices in both public and private EFL settings. Overall, the research indicates that effective motivational strategies, supportive management, and enthusiastic teaching are crucial for fostering motivation in EFL classrooms, irrespective of the educational setting.

2.5 Importance of Motivation in EFL Classrooms

Motivation is one of the most important factors in the learning process, because without it, it is difficult to fulfill the teaching-learning objectives (Purnama et.al 2019). There are many various ways to motivate someone to do something, from explicitly trying to convince them to or influencing them by setting up situations or settings, so they are more likely to select the desired course of action. Motivational strategies are tactics that elevate the individual. Since human behavior is quite complex, there are many strategies to promote motivation (Dörnyei, 2001). The term motivational strategies refer to the conscious use of motivational influences to achieve a lasting systemic positive effect. Likewise, Guilloteaux and Dörnyei (2008) describe motivational strategies as instructional interventions used by the teacher to elicit and stimulate learner motivation and self-regulatory strategies intentionally used by each learner to manage his or her level of motivation.

2.5 The importance of motivation

The conception that motivation plays an important role in second or foreign language learning is irrevocable (Riyanti, 2019 p.29). Rehman et. al (2014) stated that “motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning a second language” (p. 254). The authors also mentioned that there are two different types of motivation to better understand its importance in classrooms. Learners with an instrumental motivation want to learn a language for constructive reasons such as getting an income or entering college. Engin (2009) concluded, based on a research study on the types of motivation necessary to learn a foreign language, that instrumental motivation is based on a pragmatic approach whereas integrative motivation depends on personal willingness and desire to achieve something. Some researchers have realized that integrative and instrumental motivation resembles intrinsic and extrinsic motivation. Hence, if students possess both integrative and instrumental motivation, teachers' jobs are more manageable since these students recognize the significance of learning a foreign language.

The importance of highlighting motivation in EFL classrooms is directly related to the success of students' performance. Engin (2009) also mentioned that “if students are aware of the expectations of learning the second language and if they have adequate information about the importance of understanding, speaking, writing, and reading the chosen international foreign language, it will facilitate their achieving of success” (p. 1039). For instance, teachers can use learning tools drawing on positive motivation types and not focusing on avoiding such tools. Therefore, the different types of motivation and habits that students have acquired while

studying are important in their ability to succeed. Furthermore, teachers need to help students formulate their goals in learning English since not all students understand the reasons why they learn English.

The need for effective teaching strategies, including strategies designed to motivate students, has become a part of ELT educational models (Sucuoglu 2017, p. 120). As Thohir (2019) mentioned “without such motivation, we will almost certainly not engage in some activities or do not make the necessary effort to complete an action to achieve a specific goal” (p. 20). In a foreign language teaching and learning context, problems of low motivation are commonly found (Riyanti, 2019 p. 30). The causes of low motivation can be very complex depending on the context of English language teaching.

2.6 The Influence of Using Strategies to Motivate Students in EFL Classrooms

The use of motivational strategies arouses students' interest in learning with the use of different visual aids or different resources that help to capture the attention or interest of the students and make the learning more attractive and meaningful (Stipek et. al., 1998). In addition, teachers provide the opportunity for students to engage in conversations and give them substantive and formative feedback rather than scores on assignments. Following the same line, there are indications that teachers' influence, such as their enthusiasm for learning and their sensitivity to the treatment of students, may affect students' goal-related emotions (Stipek et. al., 1998).

Conversely, there are some common characteristics regarding demotivated or noncompliant students in foreign language settings. Chambers (2000), for example, defined them in relation to the following points: non-completion of assignments; lack of persistence and expectation of failure when attempting new tasks; high levels of dependency on sympathetic teachers (needing constant attention, direction, supervision, and reassurance); non- or poor attendance; frequent expressions emphasizing school as boring or irrelevant; and apathetic non-participation in the classroom.

Through the recognition of these negative features, teachers can encourage intrinsic motivation, match suitable challenges with ability levels, and encourage student participation in learning (Mojavezi, 2012). Besides, group-specific motivational elements include goal-orientedness, the norm and reward system, group cohesion, and classroom goal structure (competitive, cooperative, or individualistic), elements that are related to the learner group dynamics (Dörnyei and Malderez, 1997).

Motivation helps learners in autonomy-supportive statements. Hornstra. et al (2015) showed that students take more ownership of their education when giving them choices, connecting with their interests, explaining things to them and creating engagement and pertinent learning experiences. Instructors can improve their students' motivation and engagement by giving them the chance to make decisions and feel in charge of their education. Furthermore, Johnston et al. (2018) have pointed out that when students get used to utilizing English in their content lessons, find coping mechanisms to deal with difficulties, and begin to intervene more, participants' initial lack of confidence decreases and their language proficiency increases.

According to McEown and Takeuchi (2012), the effectiveness of motivational strategies is based on students' English proficiency and motivational intensity levels. Two clusters were identified: those with higher proficiency and higher motivational intensity, and those with lower proficiency and lower motivational intensity. Results showed no significant relationship between the frequency of motivational strategy use and students' motivation, except for two strategies. These two strategies were making the learning personally relevant to the students and minimizing criticism. McEown and Takeuchi (2012) also examined the effects of motivational strategies on students' English proficiency and motivation intensity levels using cluster analysis. Two distinct clusters were identified: students with higher English proficiency and higher motivational intensity and students with lower English proficiency and lower motivational intensity. Similarly, Dörnyei (2001) observed that not all strategies are useful in all situations and that factors such as age, culture, degree of skill, or relationship to the target language may influence a strategy's efficacy.

2.7 Factors that Affect Motivation in EFL Classrooms

Riyanti (2019) determined that motivational conditions can be established in the EFL classroom “by creating a pleasant and supportive classroom atmosphere in which students can feel comfortable and relaxed” (p. 30). Boosting students' motivation is a multifaceted process that encompasses various factors such as students' personal interests, their economic and social backgrounds and their educators and institutions. Additionally, Riyanti foregrounded that teachers need to take into account the first step to motivate students to learn, which is creating basic motivational conditions. In addition, it was mentioned that if teachers are friendly and passionate, students will have a positive attitude towards the subjects that are taught in school. In general, when teachers establish a strong connection

with their students, it can lead to a more enjoyable classroom environment for both teachers and students, which in turn, can undeniably enhance students' motivation.

As an element for fostering a welcoming environment, educators should also encourage students to be open to taking educational risks, where errors are seen as a normal part of the learning journey, rather than indicators of weaknesses. In a comfortable classroom environment that fosters a sense of security, students are less likely to hesitate when it comes to engaging in language-related activities, ultimately leading to a gradual boost in their motivation. For instance, the use of humor can serve as an effective icebreaker, helping students feel at ease while reducing stress, even during challenging tasks; however, teachers need to be aware that humor when not appropriately used may cause embarrassment (Riyanti, 2019).

According to Wu (2003), a predictable learning environment, moderately demanding tasks, pedagogical support, and self-perception-focused assessment are effective means of improving young foreign language proficiency. In Wu's study, the impact of environmental variables on intrinsic motivation toward L2 in young foreign language learners was determined, suggesting that predictable learning environments, stimulating tasks, pedagogical support, self-assessment, autonomy in content, methods, and performance outcomes increase motivation. The study also foregrounded that classroom learning environment variables interact multiplicatively and influence the intrinsic motivation of foreign language learners.

Harmer and Khan (1991) emphasized that the environment is crucial for learning since it can have a significant impact on students' initial and ongoing motivation. When students go into an attractive classroom, it might help them get motivated for the process. On the other hand, if they arrive at a less desirable location, it is possible that motivation is not activated. Hammer advises adding a variety of images to any classroom to create more aesthetically pleasing learning spaces. If this is not feasible since the classroom is not ours, we can still alter the mood with things like music selection; if furniture immobility is an issue, we can still improve the ambiance by encouraging students to move around the space as needed. All of this, though, is not as significant as the emotional environment that educators can establish and preserve. They must therefore exercise caution in how they interact with students, particularly when providing them with criticism and comments.

Motivation starts with teachers using strategies to encourage students to understand; they tackle students' misconceptions about the topic and employ various visual tools to render

the subject matter more captivating and significant (Stipek et. al., 1998). Furthermore, Stipek (1998) highlighted that educators offer students the chance to participate in dialogues and furnish them with substantial feedback, instead of simply assigning scores to their assignments. Moreover, there is evidence that teachers' enthusiasm for teaching and their sensitivity may affect students' goal-related emotions. Teachers' behaviors are also important in students' motivation. For example, when a teacher aims to have their students motivated, diligent, and genuinely engaged in the course, it is indeed more probable that the students will indeed exhibit these qualities. Another motivational behavior that a teacher can promote is to help students to set achievable goals for themselves (Riyanti, 2019). Students may experience disappointment and frustration when they fail to achieve overly ambitious goals. That is why to enhance students' motivation when learning English as a foreign language, a mandatory subject in schools, language instructors should employ motivational techniques within the classroom.

Dörnyei (2001) provided a framework for motivational teaching practice that consists of four main dimensions. The first dimension is creating the basic motivational conditions for learning. This aspect holds significant value as an initial step in elevating students' motivation, especially within a classroom environment where students typically lack it. The second one is generating students' initial motivation. Once the fundamental prerequisites are in place, educators should employ strategies to enhance the initial motivation of their students. This type of motivation, according to Dörnyei (2001), involves "enhancing the learner's language-related values and attitudes" (p. 124). As values and attitudes exhibit a positive relation with motivation, teachers should possess the ability to advocate the advantageous aspects of English language acquisition. Teachers can achieve this by emphasizing English global significance and illustrating the advantages of effective English communication, particularly in the contexts of international trade and traveling to English-speaking nations; consequently, they need to help students formulate their English learning goals since not all students understand the reasons why they learn this language (Riyanti, 2019).

The third dimension is maintaining and protecting motivation (Dörnyei, 2001). This is the next step to preserving students' motivation, as uninteresting classroom activities may bore students easily. Therefore, teachers need to be able to select materials that are of students' interest. For example, if students are teenagers, teachers need to be creative in adjusting materials from textbooks and adding some supplementary materials from other sources such as the internet, youth magazines, and other authentic materials. One of the general strategies to motivate students is that teachers need to be aware of students' existing needs. According

to Riyanti, this is partly because students tend to excel when they believe they are obtaining what they desire from the subject matter. It is essential for the teacher to consistently emphasize that what students are learning holds relevance for their future, extending beyond the mere necessity of examination requirements. Thus, teachers must respond not only to the need to complete the tasks prescribed in the syllabus but also to their students' need to use English in real life situations.

When it comes to offering tasks that inspire motivation, teachers should recognize the importance of providing clear task instructions. This entails offering explicit directions, explaining the task process, and conveying the specific purpose and relevance of each task. Given that students in an English as a foreign language setting often have limited English proficiency, teachers must deliver instructions that are as comprehensible as possible. Another way to maintain and protect motivation is by promoting learners' autonomy (Dörnyei, 2001). Due to time constraints in the classroom, educators should promote students' self-sufficiency in learning. Ulucan et.al (2016) mentioned that self-sufficiency beliefs are convictions regarding individuals' capacity to rely on their life experiences. These beliefs shape individuals' emotions, thoughts, motivation, and behavior. This can be achieved by instructing them on how to carry on their learning beyond the classroom setting.

Riyanti (2019) also referred to the fourth dimension that is encouraging positive retrospective self-evaluation. It is a kind of reviewing whether the strategies implemented in the classroom are useful or need to be changed. One of the things that teachers can do at this stage is to provide motivational feedback (Dörnyei, 2001). Teachers should foster a preference for small group collaboration over individual work, primarily because group activities promote the exchange of ideas and mutual learning among students. Additionally, it is pivotal to consider that students are more likely to be motivated when they understand the significance of learning the subject and recognize the importance of English for their future requirements (Riyanti, 2019).

Educators must provide students with clear guidance on the steps required to succeed in the course, explicitly outlining the requirements for passing. Conversely, teachers should prevent students from grappling with ambiguous expectations. It is essential to minimize excessive competition among students since intense rivalry can induce anxiety, which may disrupt the learning process and diminish student motivation. Besides, the motivational strategies cannot be used as a generalization that can be applied in any English classroom context. Nevertheless, understanding motivational strategies is very important for English teachers to

be able to motivate their students to learn a foreign language, particularly the English language. (Riyanti, 2019). As we can see, the four dimensions of motivational strategies can be powerful in increasing students' motivation as they provide specific steps from which teachers and students can get benefits.

CHAPTER 3: METHODOLOGY

3.1 Research Approach and Design

A descriptive design was used in order to identify the factors that motivate students to learn English as well as to compare such factors in private and public-school settings. The rationale for conducting descriptive research has to do with its main purpose as it seeks to answer questions such as who, what, where, and when to provide data to understand the research questions (Grimes & Schulz 2002). In addition, this research included a mixed-method approach that involved the collection and analysis of quantitative and qualitative data (Hayes et al., 2013). The mixed methods research helped us describe the EFL students' perceptions about the factors influencing their motivation in English learning. Besides, with the use of this method, we were able to recognize the factors that are involved in the motivation of the students through surveys and observations.

3.2 Participants and Research Venue

The study was conducted at two private and a public school in Cuenca, Ecuador. The participants were students from senior year of high school. Their ages ranged from 17 to 18 years old. According to the Ministry of Education (2023), when finishing high school preparation, students are supposed to reach a B1 proficiency level based on the Common European Framework of Reference for Language (CEFR) and the English Language Learning Standards (ELLS) of Ecuador.

The number of participants was 62 students corresponding to the private and public-school classrooms. All participants went through an informed consent process in which they received a dossier containing information about the study as well as a request to participate in a survey. Participants were provided a written form to confirm their consent to participate in this study, as well as their right to withdraw at any time.

3.3 Data Collection Instruments

The research used a mixed-methods approach, i.e. the information was gathered and analyzed qualitatively and quantitatively. The first phase of this descriptive study included the application of a survey that was used as an instrument to generate quantitative data in order to register students' points of view about the factors that motivate them to learn English. The data were populated and analyzed through descriptive statistics. On the other hand, for the

qualitative section, classroom observations were used as a second data collection instrument. According to Burns (1999), observation is a fundamental tool for conducting research. It allows the researcher to document and reflect on the interactions or events that happen within a classroom so that the results obtained are descriptive of what naturally occurs in an educational setting. The data from observations were compared with the results obtained from the survey, allowing the researchers of this study to answer the research questions proposed and contribute to fill the research gap concerning a comparison between public and private settings and their motivational strategies for English learning in Cuenca, Ecuador.

3.4 Data Analysis Procedures

For analyzing quantitative data for comparing motivation in EFL classrooms between public and private settings, we employed descriptive statistics. These statistics offered a comprehensive overview of the dataset, encompassing its size, characteristics, and descriptions of participants or variables pertinent to addressing the project's inquiries (Sheard, 2018). Subsequently, data from the survey was presented using tables and charts to visually depict the results concerning students' perceptions of motivation strategies in the EFL classroom. Utilizing tables and charts was deemed appropriate due to their inherently "self-explanatory" nature, facilitating the description of quantitative data without difficulty (Bastos et al., 2014).

For the qualitative aspect of our study, observations were utilized to discern the diverse strategies employed by EFL teachers in both public and private settings. Thematic analysis was employed to identify similarities and differences in the data, enhancing accuracy and complexity to ensure greater reliability and validity of qualitative information (Ibrahim, 2012).

CHAPTER 4: RESULTS AND DISCUSSION

4.1 Results

This section presents the quantitative and qualitative results concerning students' motivation in public and private schools. Bearing in mind that this descriptive research aimed to identify and compare the factors that influence motivation in these two types of educational institutions, our descriptive research focused on quantitative data collection through surveys and qualitative data collection through observations.

Quantitative results include the use of graphical representations to illustrate findings in private school settings, followed by similar representations for public school settings, highlighting the contrasts between both educational contexts.

4.1.1 Quantitative approach:

In this study, a total of 61 participants from two private schools in Cuenca were selected to ensure a balanced representation of male and female students. A total of 35 students from these schools voluntarily responded to the survey. Additionally, to achieve the research goals of determining contrasting variations in students' motivation in a public environment, 26 students (both female and male) from a public school in Cuenca were included in the study. This cis-gendered sample size provided valuable insights into student motivation variations within public and private school settings.

Private Schools

FIRST DIMENSION: Creating basic motivational conditions

Figure 1

Teachers' behavior in the EFL classroom

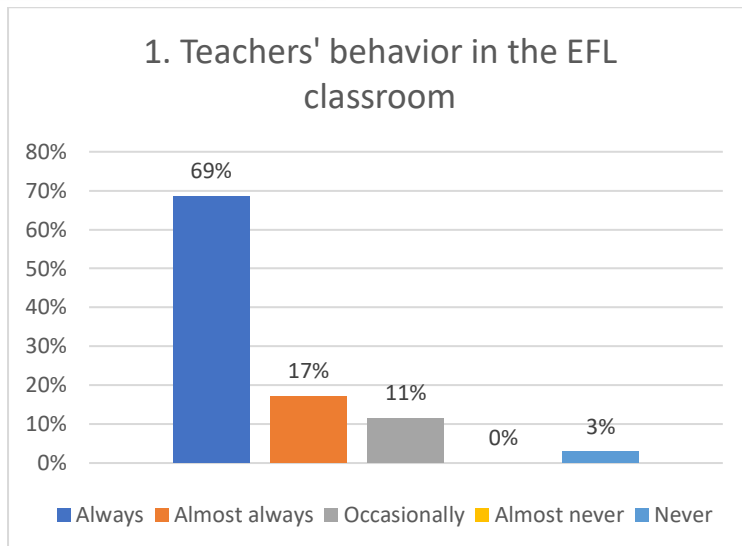


Figure 1 depicts teachers' behavior in the classroom. It is evident that the majority of the students (97%) perceive their teachers as amiable and enthusiastic, while a low percentage disagrees.

Figure 2

Perceived classroom organization and atmosphere

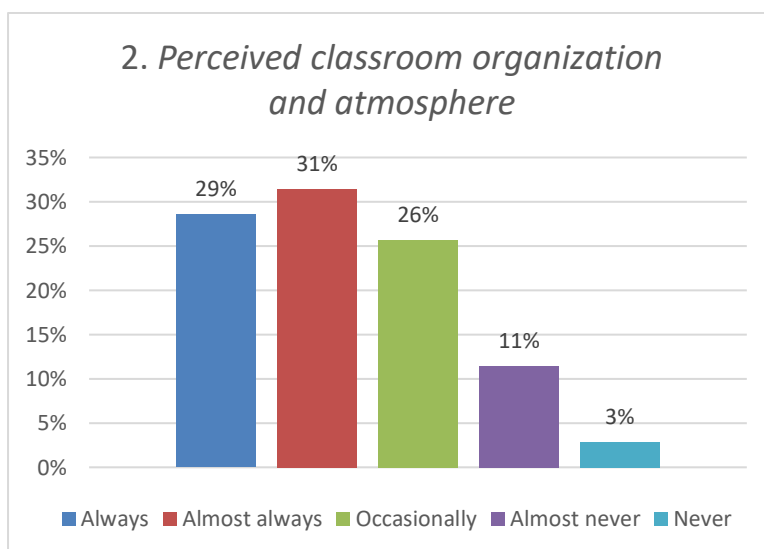


Figure 2 shows that the majority of the students consider that their classroom environment is organized and orderly. Only a low percentage disagrees with this conception.

Figure 3

Respect and kindness



The results in Figure 3 show that 83% of the participants consider that there has always been respect and kindness between students and teachers. Again, it can be observed that students in general have a positive perception.

Figure 4

A warm welcome to students

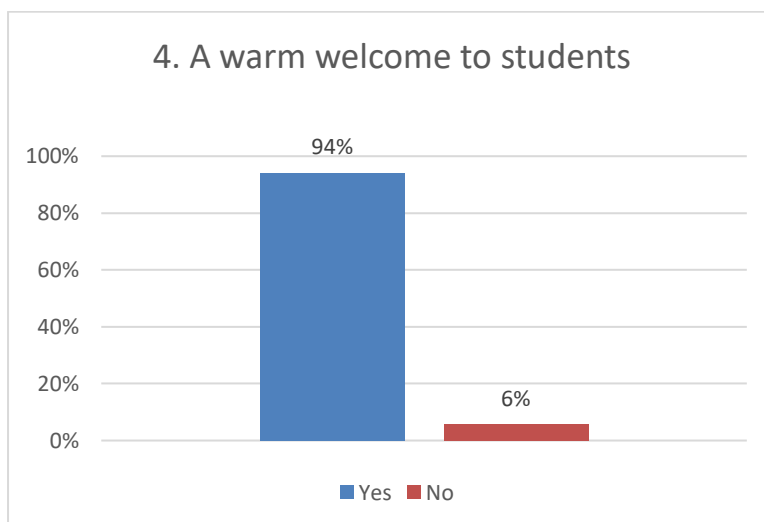


Figure 4 shows that most students (94%) report that their teachers always greet them politely, while only 6% of respondents disagree.

Figure 5

Confidence

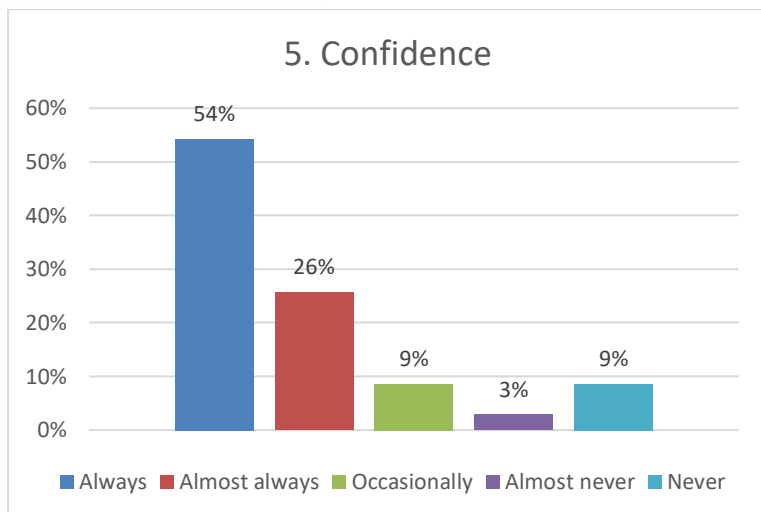


Figure 5 illustrates that the majority of the respondents consider that confidence between teachers and students is constant. The other percentages, however, show that opinions are divided in this sense.

Figure 6

Immediate feedback

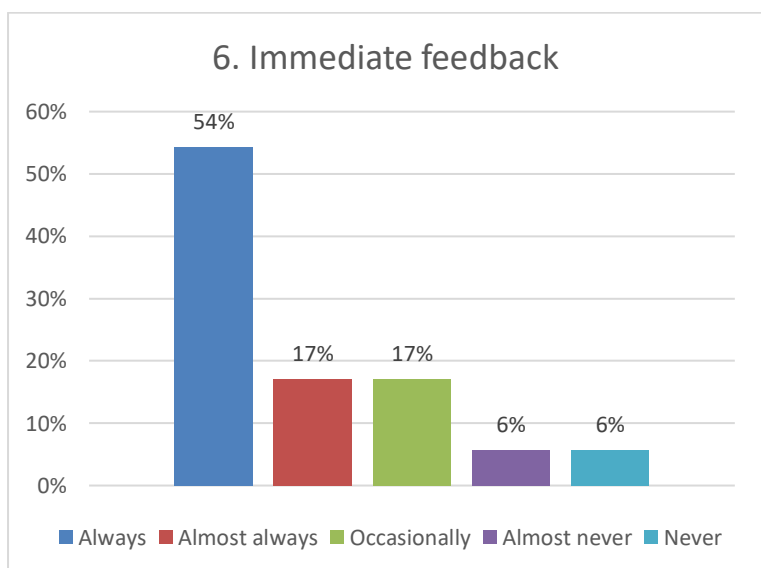


Figure 6 indicates that most students perceive their teachers as consistently providing immediate feedback. However, the data shows that 17% considers that this occasionally happens; 6% that this almost never happens, and 6% that this never happens, showing disagreement among students, probably due to learners' own experiences with feedback.

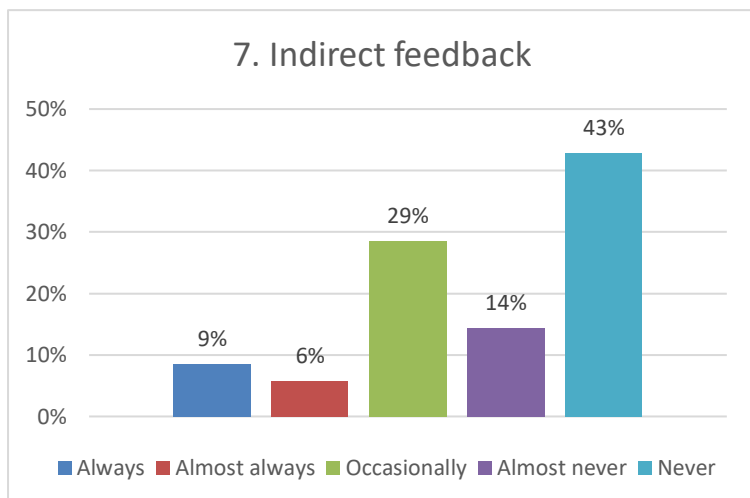
Figure 7*Indirect feedback*

Figure 7 illustrates that most students consider that their teachers never provide indirect feedback. While a significant percentage of the respondents regard their teachers as occasionally giving indirect feedback, others (14%) report that this almost never happens. Only 9% of the participants say that there always exists indirect feedback in their class while 6% consider that this almost always happens. These different opinions were expected considering that this type of feedback is not commonly used in our context and that learners may not be fully familiar with the term.

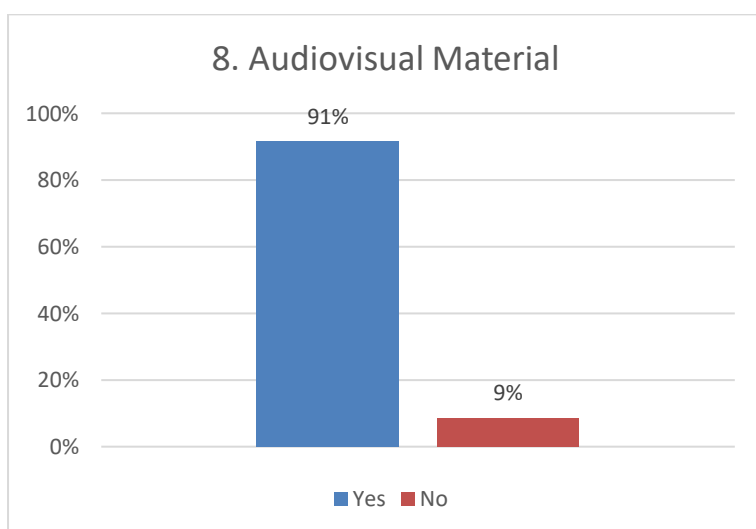
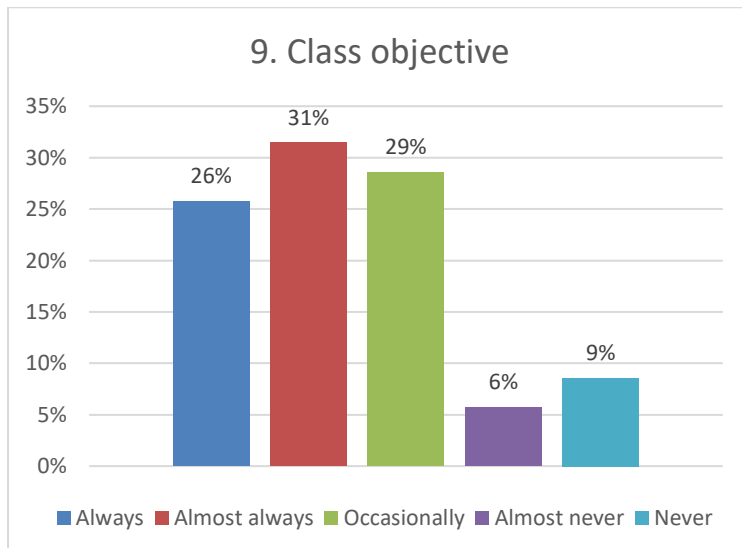
Figure 8*Audiovisual material*

Figure 8 displays the results demonstrating that the majority of students (91%) believe that their teachers use audio-visual materials in their classes, while other students (9%) consider that their teachers do not use this type of material.

SECOND DIMENSION: Generating initial students' motivation

Figure 9

Class objectives



According to Figure 9, most students (31%) consider that their teachers almost always communicate lessons' objectives. In addition, 26% consider that this always happens and 29% consider that this occasionally happens. Only a low percentage of respondents disagree, which suggests that teachers indeed share this information and that the majority of students understand the purpose of this.

Figure 10

Academic progress recognition

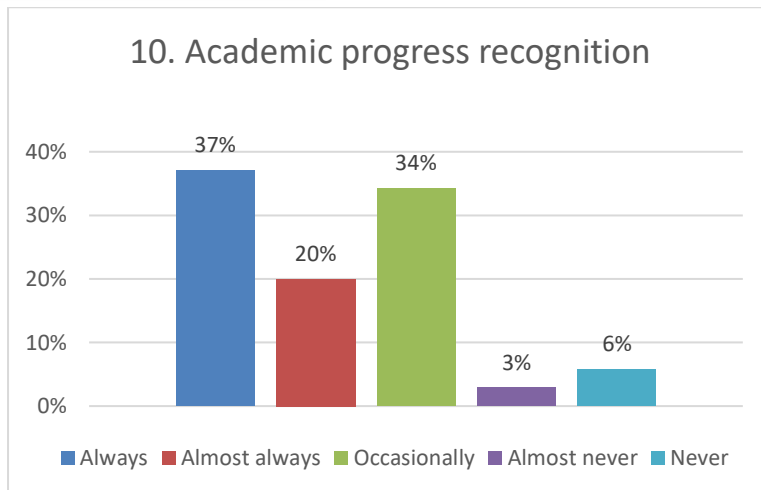
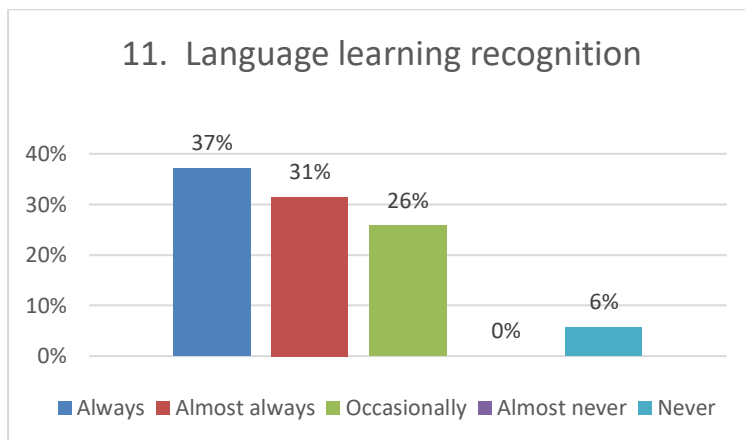


Figure 10 foregrounds that the majority of the respondents has a positive perception regarding their teachers' awareness in relation to their students' academic progress. Nevertheless, 3% and 6%, respectively, believe that their teachers are either almost unaware or totally unaware of their process.

Figure 11

Language learning recognition



According to the results displayed in Figure 11, most students think that their teachers always and nearly always appreciate their English language development. On the other hand, a low percentage of students consider that this never happens. These contrasting results evidence disagreement among students, suggesting that language learning recognition does not happen on a regular basis.

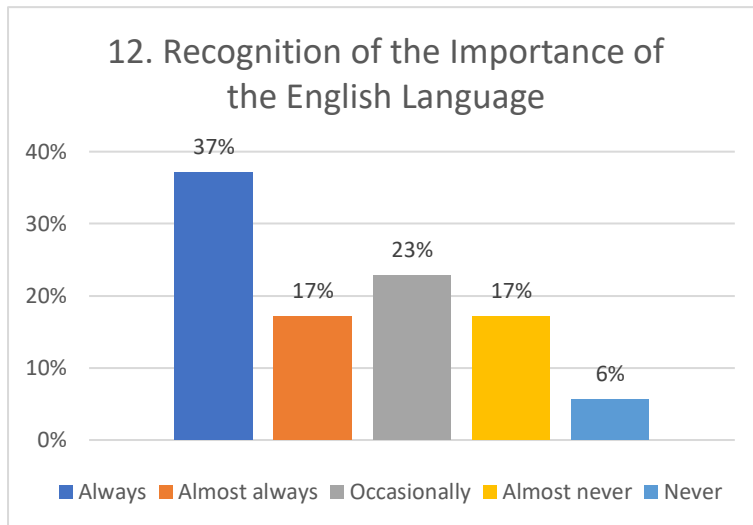
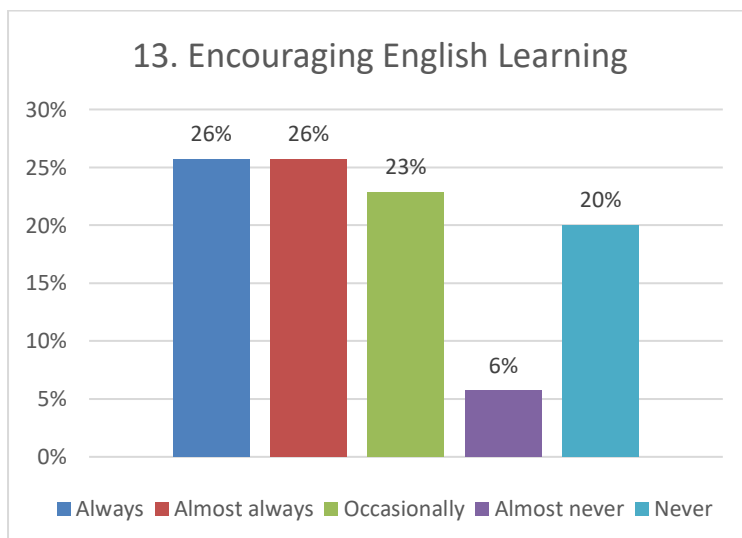
Figure 12*Recognition of the importance of the English language*

Figure 12 foregrounds that the majority of teachers reflect on the importance of learning English, while some respondents perceive their teachers as never or almost never focusing on this aspect. The results are not consistent and may suggest that teachers do not clarify that learning a new language is crucial for students' academic success.

Figure 13*Encouraging English learning*

The results show that, in general, the majority of students consider that their teachers encourage them to learn English, whereas a significant minority thinks that their teachers do

not encourage them to learn the target language. In general, from this dimension, we can infer that students have divided perceptions regarding initial motivation as a strategy from their teachers.

THIRD DIMENSION: Maintaining motivation

Figure 14

Didactic materials

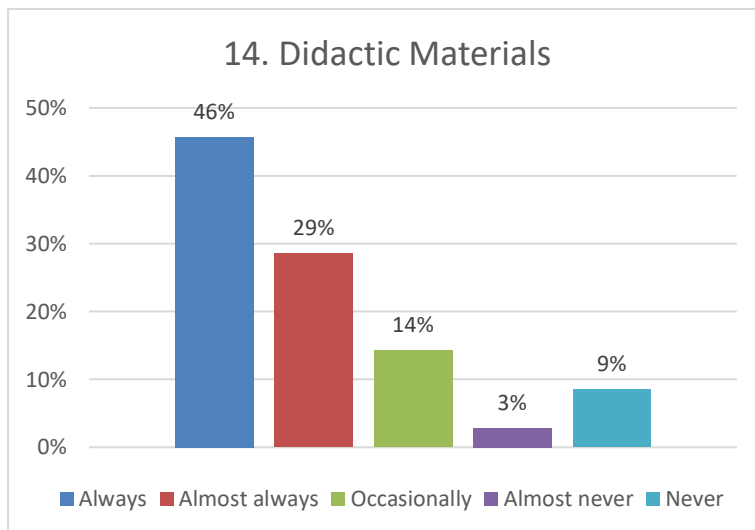
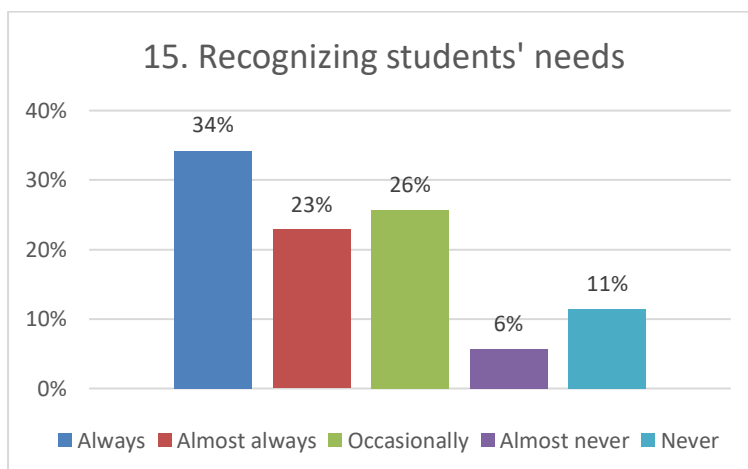


Figure 14 illustrates that the majority of students consider that their teachers indeed use didactic materials. Conversely, a low percentage of participants disagree suggesting that for this minority the conception of didactic materials may not be clear.

Figure 15

Recognizing students' needs



Concerning students' needs, Figure 15 underscores that 34% and 23% of students, respectively, believe their teachers always or almost always recognize their particular needs when learning English as a foreign language. Furthermore, 26% of students report that their teachers occasionally pay attention to their language needs, while a total of 18% emphasize that their teachers ignore this determining factor of motivation. These contrasting results suggest that most but not all students feel their needs are recognized in the EFL classroom.

Figure 16

Recognizing personal needs

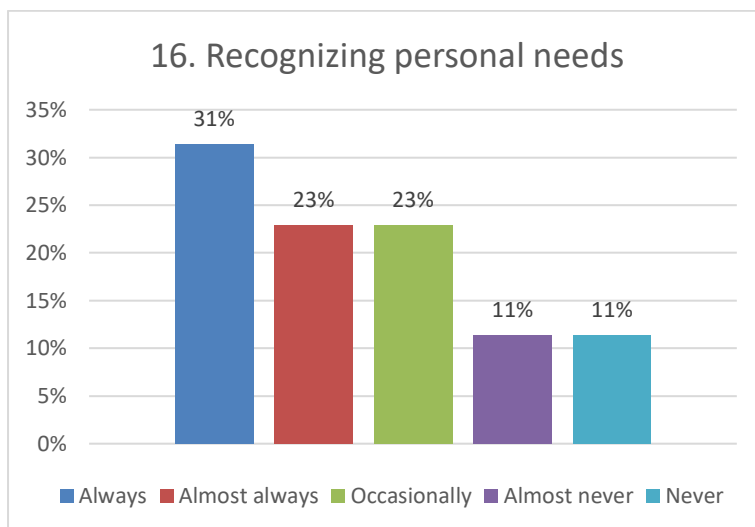


Figure 16 illustrates that the majority of students regard their teachers as fully aware of their personal needs. On the other hand, some respondents consider that there is no recognition of their personal needs, which implies that their teachers' actions are not understood or perceived in similar ways or that such recognition is not equal in the classroom.

Figure 17

Monitoring language learning process

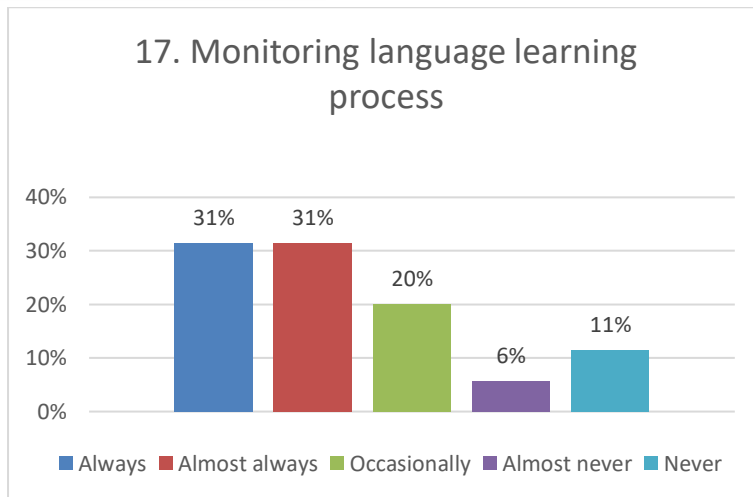
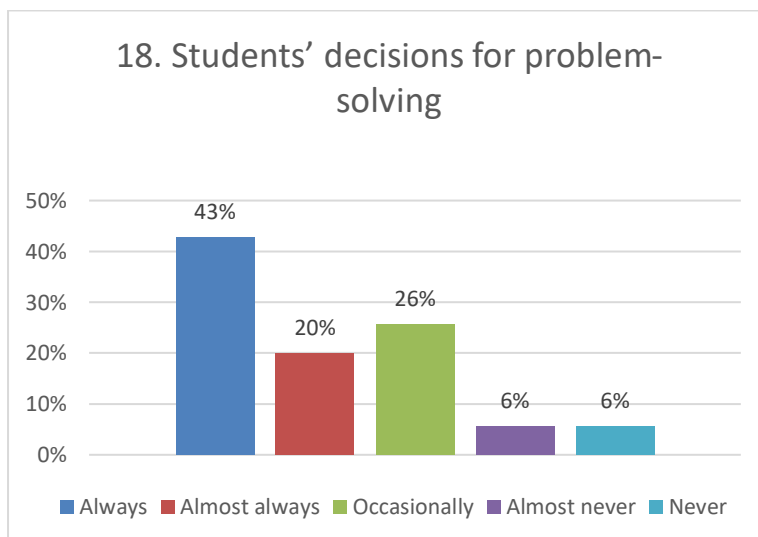


Figure 17 presents the results regarding the frequency of teachers' incentives on students' language progress. Most students consider that their teachers almost always or always create an environment where students take more control of their learning process. Besides, 20% consider that their teachers occasionally encourage students to be aware of their learning progress. On the other hand, 11% and 6% of the students, respectively, consider that their teachers almost never or never do this. In general, perceptions are positive, as most students consider that monitoring has been implemented in the classroom.

Figure 18

Students' decisions for problem-solving



Regarding students' problem-solving, generally speaking, figure 18 indicates that there is a positive perception, as the majority foregrounds that teachers encourage them to make their own decisions towards individual problem-solving.

Figure 19

Guidance for independent English learning

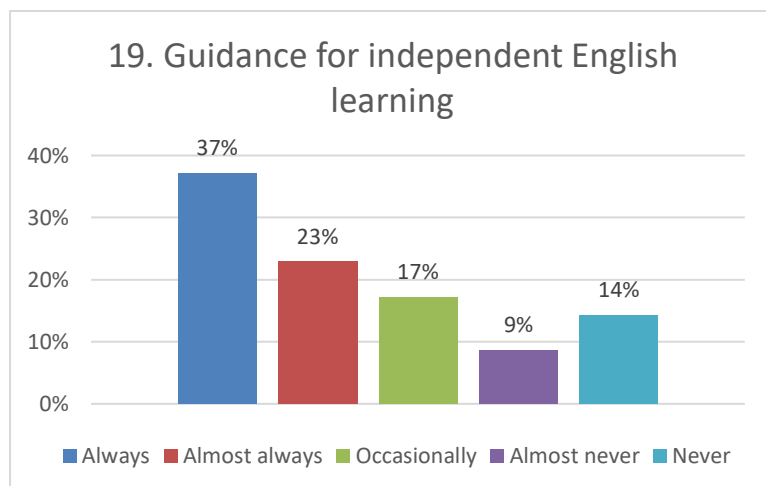


Figure 19 illustrates that 37% and 23% of the students, sequentially, consider that their teachers always or almost always guide them in developing the necessary skills to continue their learning outside the classroom. While 17% consider that their teachers occasionally guide them in their learning, 9% of the respondents claim that their teachers hardly ever help them improve their skills and 14% state that this never happens. The results are not consistent and suggest that EFL classrooms still need to develop independent English learners.

Figure 20
Autonomous learning

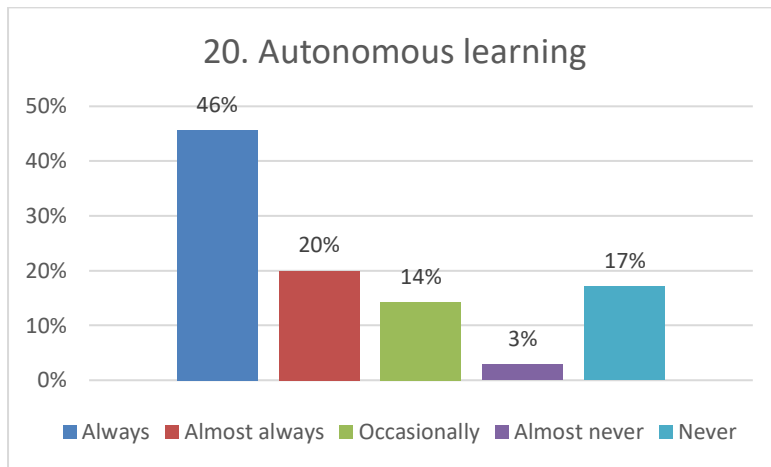


Figure 20 shows that there is no agreement in terms of autonomous learning, as the majority of the participants consider that their teachers indeed promote autonomous learning, while others show divided opinions in this regard.

FOURTH DIMENSION: Positive retrospective self-evaluation

Figure 21
Recognizing students' strengths

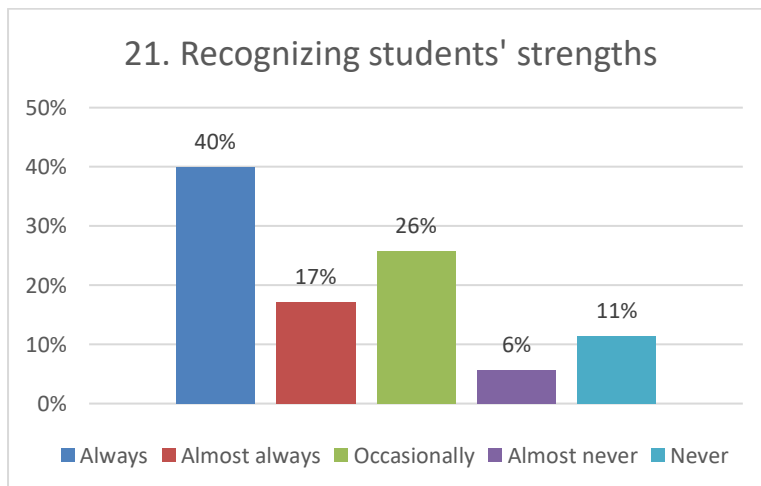


Figure 21 illustrates that, in general, there is a positive perception regarding students' strengths recognition, as the majority of students feel that their teachers always or almost always recognize their strengths in language learning.

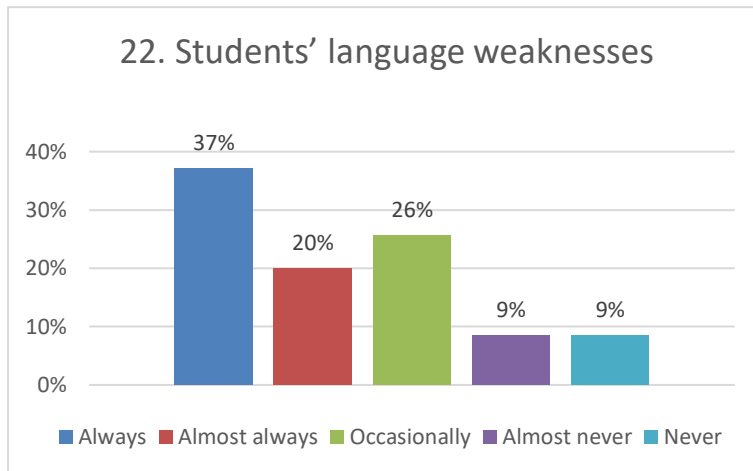
Figure 22*Recognizing students' language weaknesses*

Figure 22 foregrounds that teachers' recognition of students' language weaknesses has divided opinions among learners. Indeed, a great majority agree that teachers always or almost always recognize their language weaknesses, whereas some believe that their teachers are occasionally conscious of such weaknesses during the learning process of the target language.

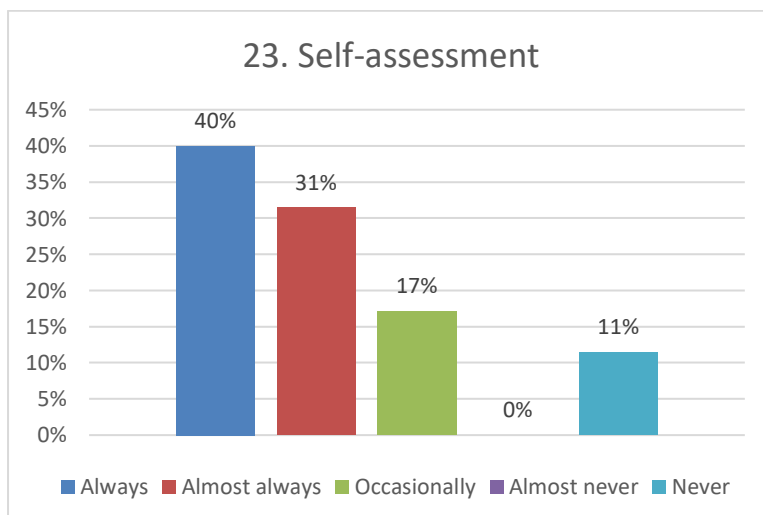
Figure 23*Self-assessment*

Figure 23 shows that the majority of students consider that self-evaluation is always or almost always fostered in the classroom. While 17% consider that their teachers occasionally help

them promote their self-evaluation, others state that self-assessing is hardly ever or never addressed.

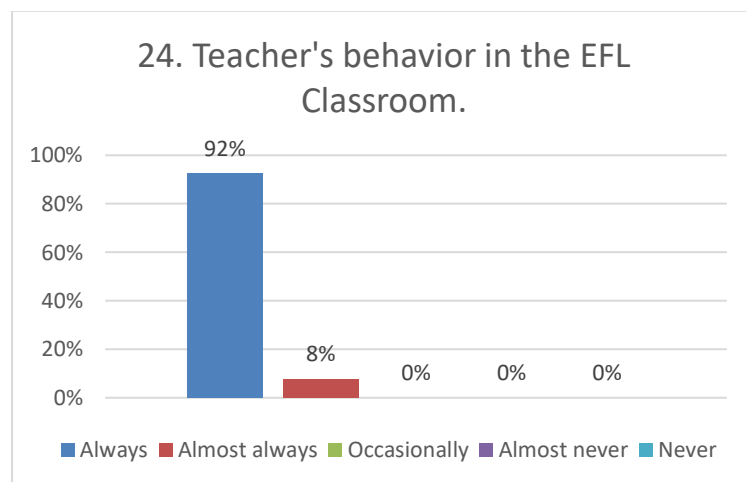
PUBLIC SETTING

This section addresses the results obtained in the public educational setting and compares them with those previously discussed regarding the private setting. This comparison focuses exclusively on the most salient aspects participants have reported.

FIRST DIMENSION: Creating basic motivational conditions

Figure 24

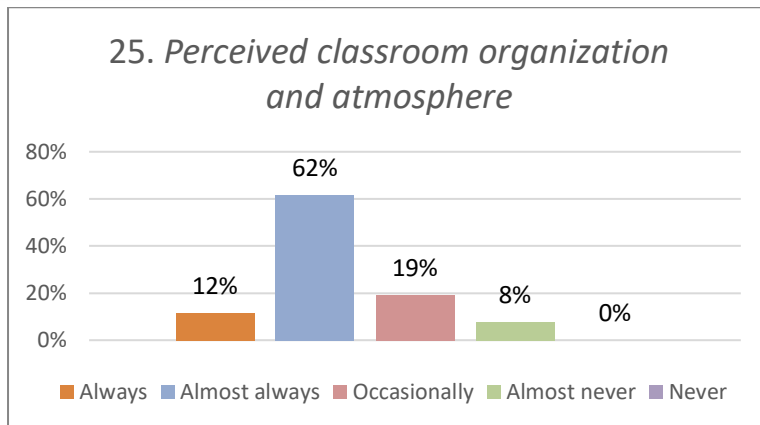
Teacher's behavior in the EFL Classroom



It is observed that the great majority of students agrees that their teachers have amiable and respectful behavior, which is similar to what was found in the private setting.

Figure 25

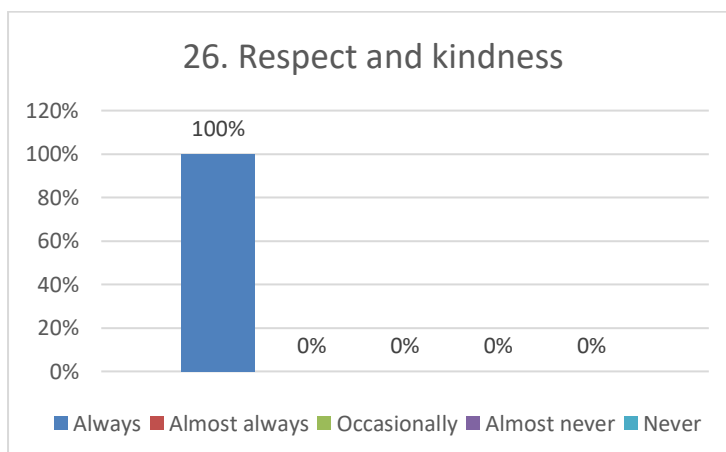
Perceived classroom organization and atmosphere



The majority of the students consider that their classroom environment is almost always organized and orderly. Similar responses were obtained in the private setting, as learners reported that their learning environment was appropriate for language development.

Figure 26

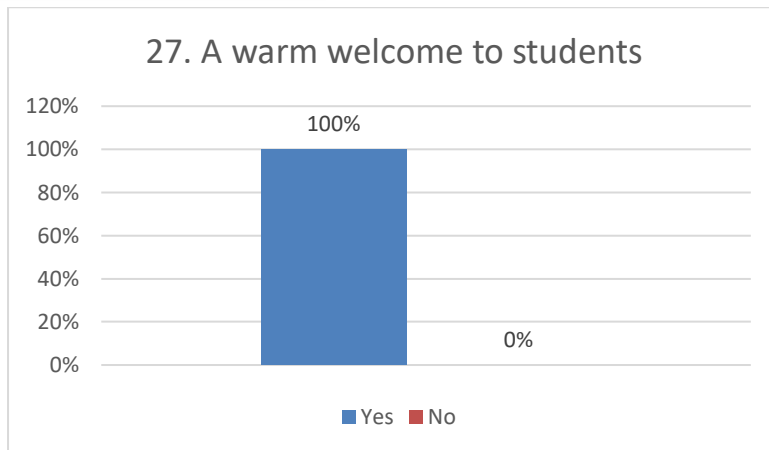
Respect and kindness



The majority of the participants in the public setting agree with students in the private setting that there is respect and kindness between students and teachers, which reveals an appropriate environment for learning.

Figure 27

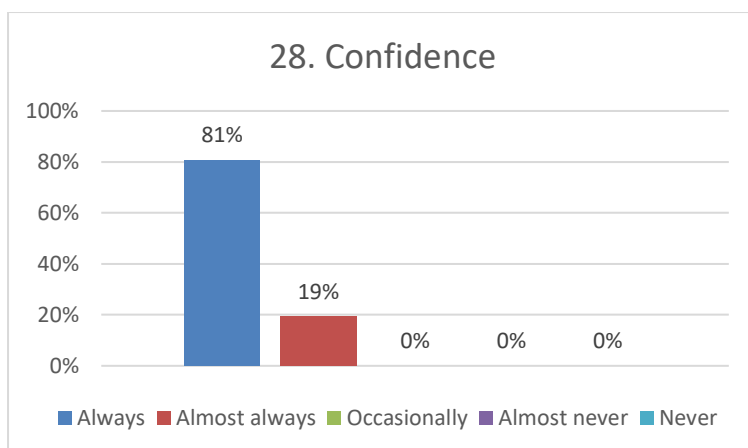
A warm welcome to students



All students report that their teachers always greet them politely, which aligns with the results in the private setting.

Figure 28

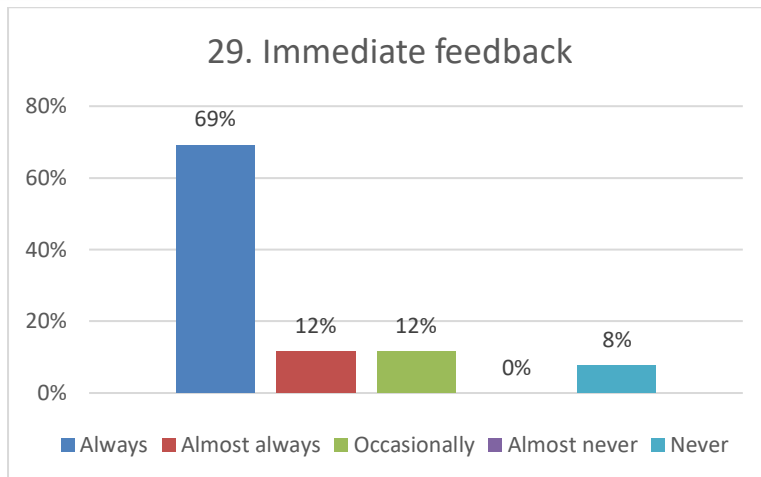
Confidence



The results align with those discussed in the private setting, as the respondents consider that confidence between teachers and students is constant. However, there is a percentage of participants in the private setting who consider that trust between teachers and students is not regular.

Figure 29

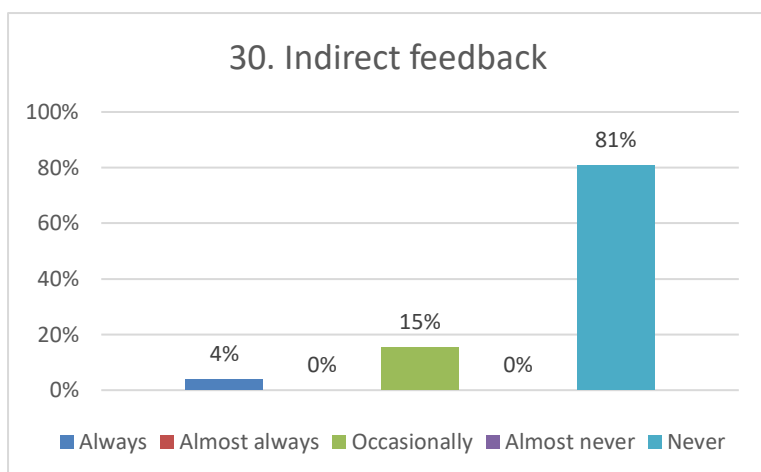
Immediate feedback



These results are consistent with what was found in the private setting due to students' perception of their teachers as consistently providing immediate feedback.

Figure 30

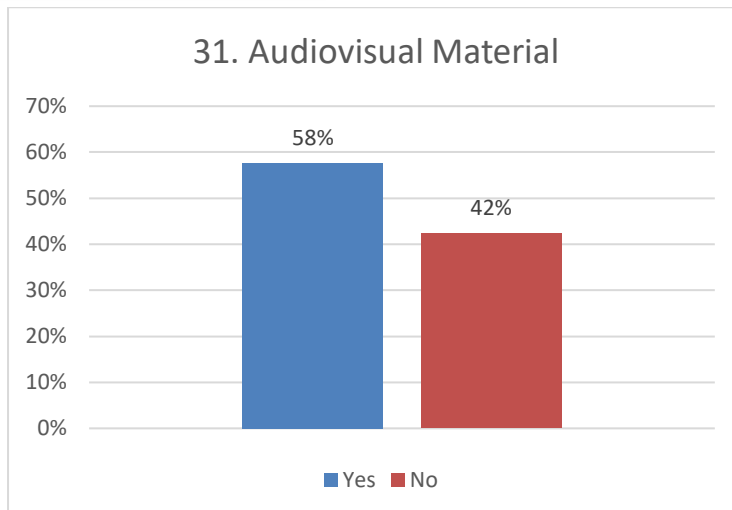
Indirect feedback



These results align with those in the private setting because in both environments the majority of students consider that their teachers never provide indirect feedback. However, in the public context, this perception is highly marked.

Figure 31

Audiovisual Material

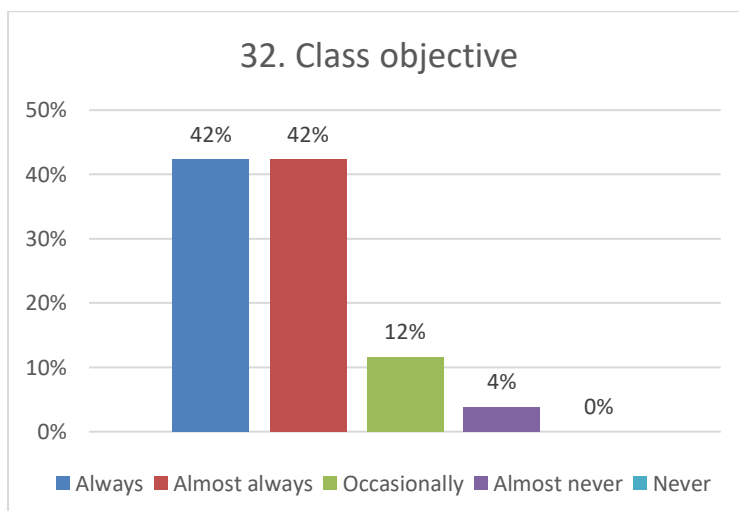


Regardless of the fact that the majority of students in the public setting report that audiovisual materials are used, there is a considerable number of students who say that learning is not supported by audiovisual materials, while in the private sector, it is only a minority reporting the lack of its use.

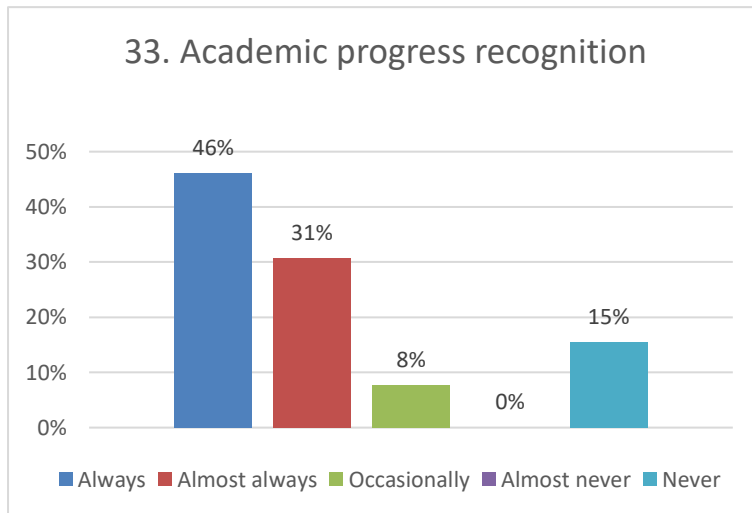
SECOND DIMENSION: Generating initial students' motivation

Figure 32

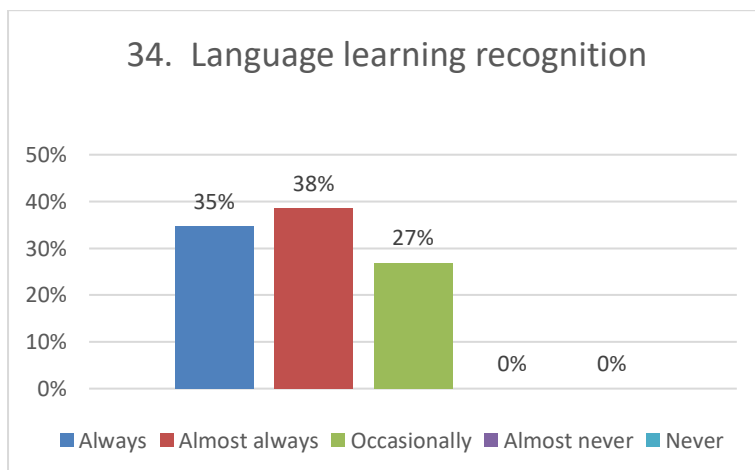
Class objective



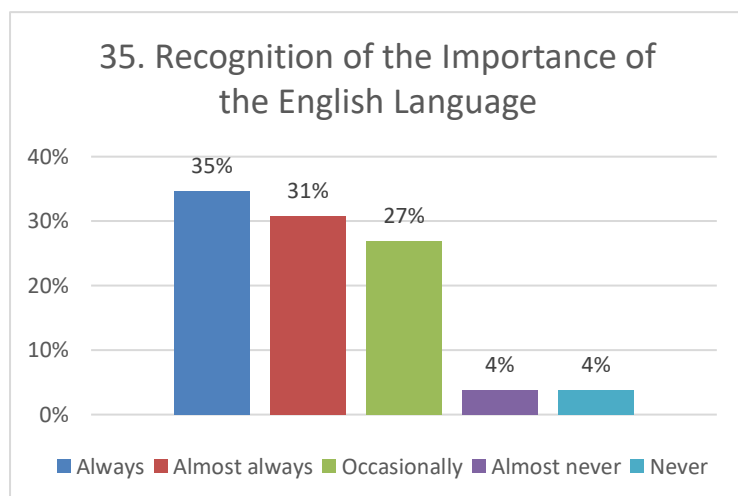
It is observed that the participants consider that their teachers almost always communicate class objectives, which coincides with the results in the private sector.

Figure 33*Academic Progress Recognition*

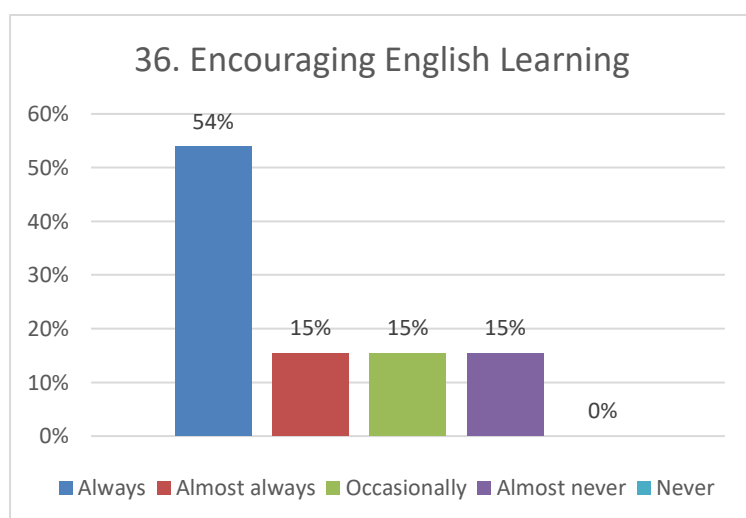
Respondents perceive that, in general, their teachers are aware of their academic progress which highly resonates with what participants in the private setting have reported. In addition, in both educational contexts, there is a low percentage of students whose perspective shows disagreement.

Figure 34*Recognizing language learning progress*

These results are consistent with the results in the private settings, in which most students think that their teachers always and nearly always appreciate their English language development. This also aligns with the results illustrated in the private setting, where participants' perception of a lack of recognition is almost null.

Figure 35*Recognizing the importance of the English language*

It is observed that most respondents in the public setting agree that teachers recognize the importance of the target language. In fact, in both settings, the participants recognize that their teachers constantly reflect on the importance of learning English.

Figure 36*Encouraging English learning*

In both public and private settings, teachers always encourage students to learn English. Nonetheless, a minority of students said that their teachers never encourage them to learn the language. This, in fact, aligns with the results obtained in the private sector.

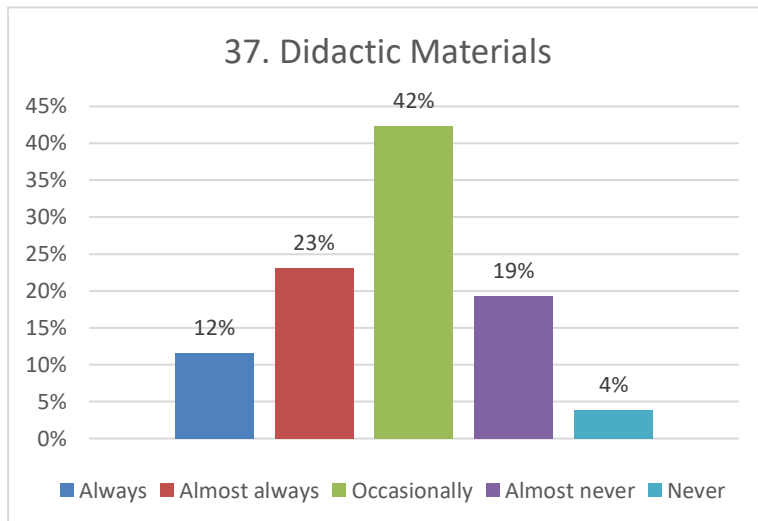
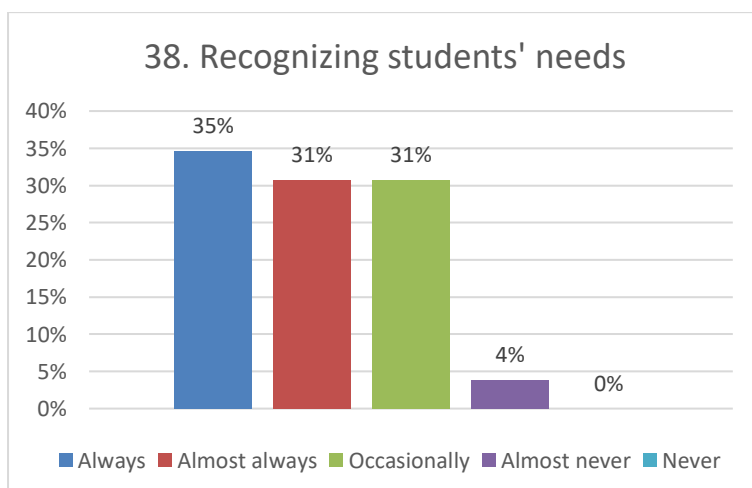
THIRD DIMENSION: Maintaining motivation**Figure 37***Didactic materials*

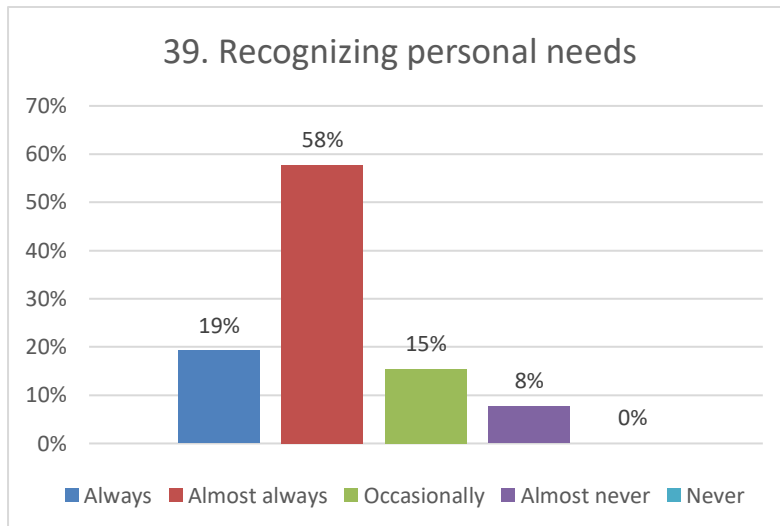
Figure 37 illustrates that students have different perceptions with regard to the use of didactic materials. Comparing these results to those in private institutions, it can be easily stated that the public setting shows a more sporadic use of didactic materials as compared to a more consistent and frequent use of this type of material in private settings.

Figure 38*Recognizing students' needs*

Concerning students' needs, Figure 38 underscores what was found in public settings. Overall, both settings show a high level of recognition, but the private setting offers more detailed insights.

Figure 39

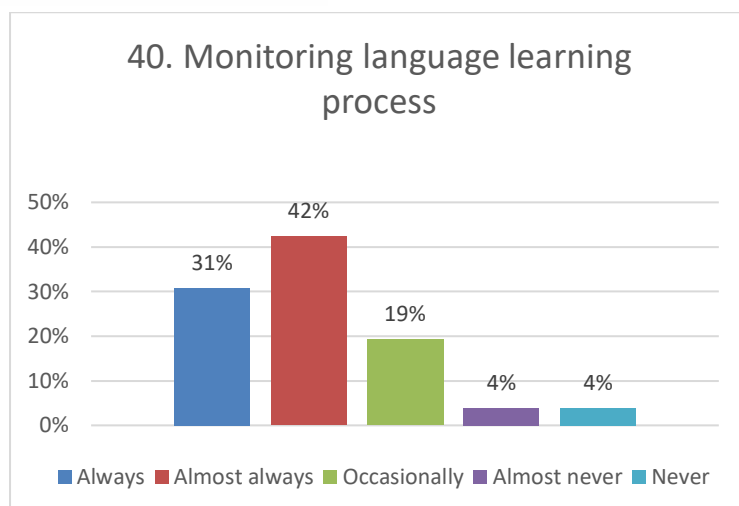
Recognizing personal needs



The public setting shows a higher percentage of students feeling that teachers are constantly aware of their needs as compared to the private setting. However, it is worth mentioning that, in the private setting, a significant number of students feel fully recognized while an important number of students feel neglected. This contrast highlights differences in teacher-student dynamics and perceived attentiveness in the two settings.

Figure 40

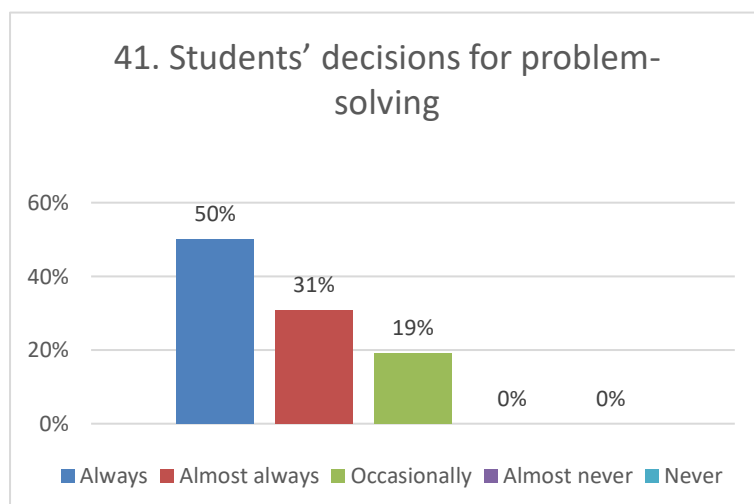
Monitoring language learning process



The public setting reports a slightly higher percentage of students who consider that their teachers offer them consistent monitoring for their learning process. Both settings have positive perceptions, but the private setting has a broader range of opinions, with some students feeling less encouraged than others. This contrast indicates varying levels of perceived teacher support and involvement in the two settings.

Figure 41

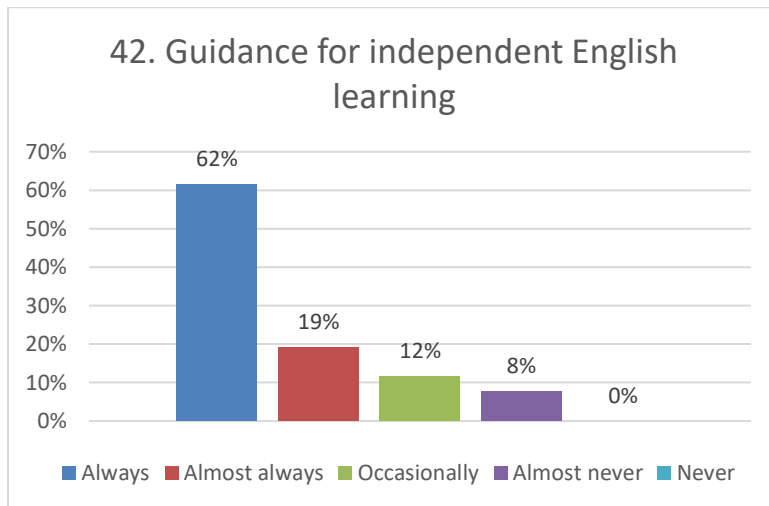
Students' decisions for problem-solving



Both settings show positive perceptions regarding teachers' encouragement towards problem-solving. However, the public setting indicates a higher and more consistent level of support.

Figure 42

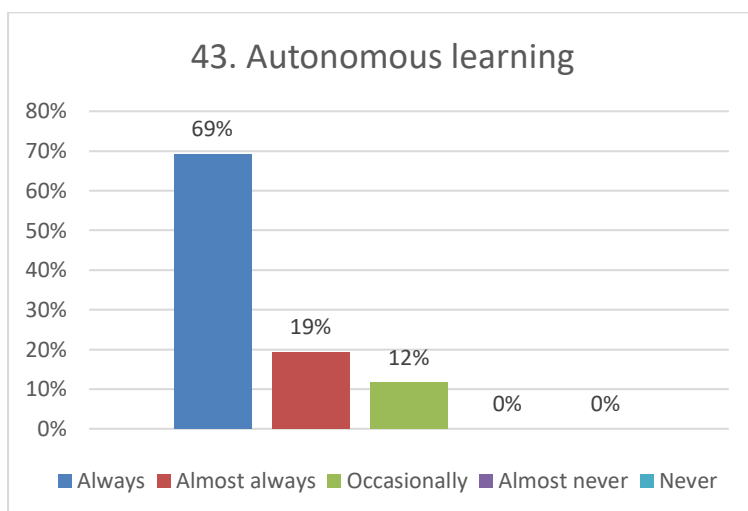
Guidance for independent English learning



The public setting shows a slightly higher positive perception of teachers' guidance for independent learning as compared to the private setting, where perceptions are more varied and indicate potential confusion about the guidance provided.

Figure 43

Autonomous learning

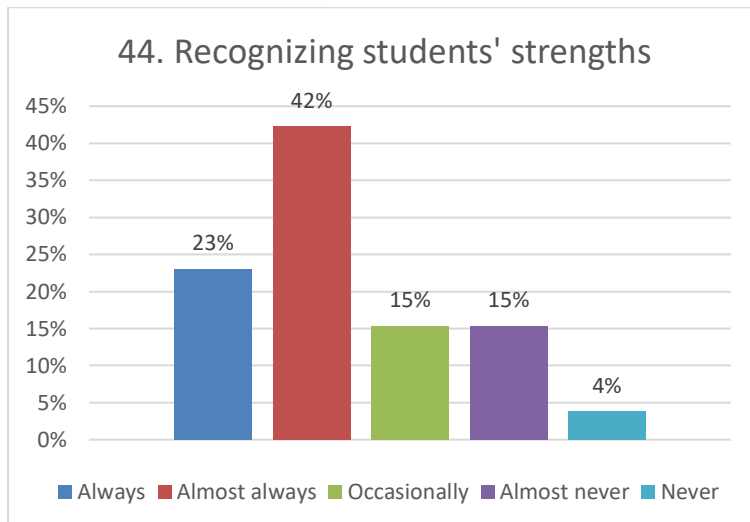


Students in the public setting show a strongly and consistently positive perception regarding teachers' encouragement of autonomous learning. In contrast, the private setting reflects mixed opinions, indicating less consensus among students.

FOURTH DIMENSION: Positive retrospective self-evaluation

Figure 44

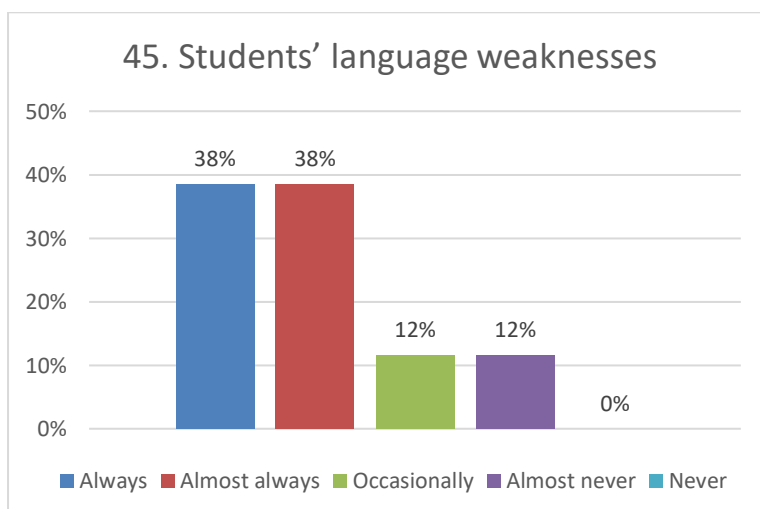
Recognizing students' strengths



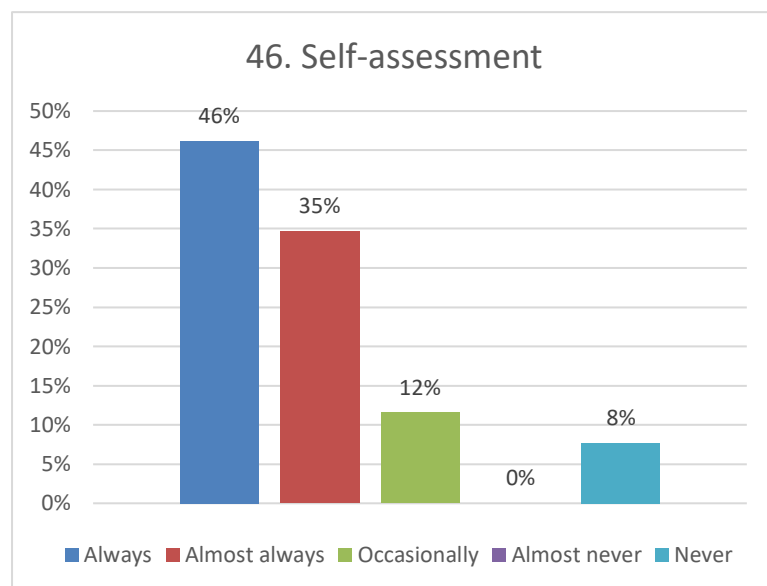
Both settings show positive perceptions regarding teachers' recognition of students' strengths. The public setting indicates a higher percentage of constant recognition, while the private setting shows a high percentage of occasional recognition. This suggests that students in the private setting experience more variability in teachers' acknowledgment of their strengths.

Figure 45

Students' language weaknesses



In both settings, a significant percentage of students feel teachers recognize their language weaknesses, with the private setting indicating more divided opinions. The public setting shows clearer percentages for consistent recognition, while the private setting reflects variability in how students perceive this recognition.

Figure 46*Self-assessment*

Both settings show a positive perception concerning self-evaluation and how it is fostered in the classroom with slight differences in their percentages, being the public setting the one that reports a higher positive perception with regard to self-evaluation.

4.1.2 Observation Analysis

To fulfill our research objective to analyze the different factors that motivate students in EFL classrooms, we have collected data from public and private educational contexts in the city of Cuenca, in which observations of different classes were carried out to establish and compare the various motivational components that encourage students to learn English in private and public schools.

Table 1*First dimension: Creating basic motivational conditions*

Dimensions	Strategies	%	Private		%	Public	
			Apply	No apply		Apply	No apply

First dimension: Creating basic motivational conditions	Teacher's positive behavior in the EFL Classroom	100%	✓	100%	✓
	<i>Perceived classroom organization and atmosphere</i>	60%	✓	66%	✓
	Respect and kindness	80%	✓	100%	✓
	A warm welcome to students	100%	✓	100%	✓
	Confidence	80%	✓	100%	✓
	Immediate Feedback	80%	✓	66%	✓
	Indirect Feedback	100%	✓	33%	✓
	Audio - Visual Material	60%	✓	33%	✓

As we can see in the table, observations of teachers' behaviors in the EFL classroom allowed us to determine that, in both contexts, teachers display positive attitudes that are positively perceived by their students. Regarding classroom organization and atmosphere, observations led us to suggest that public institutions convey a somewhat more organized environment. On the other hand, respect and kindness show high percentages in both contexts, being the public institution which reflects a remarkably respectful environment.

With regard to confidence, it was observed that teachers create learning environments where students feel confident to ask questions and resolve their doubts during class, being the public setting where students display more confidence in the classroom. Concerning immediate feedback, it was observed that teachers in both types of institutions apply it as a strategy for

motivating learning, suggesting that the private institution often uses immediate feedback when a mistake is made.

On the other hand, indirect feedback shows the highest percentage in the private institution, while in the public institution the percentage decreases to 33%, suggesting that indirect feedback is not used as a motivational strategy in the public setting. In the private setting, however, it can be considered as a motivational strategy that teachers use to enhance the learning of the target language. Finally, the use of audiovisual materials falls from 60% to 33%, which indicates that the public institution possesses limited audiovisual resources.

Table 2

Second dimension: Generating initial students' motivation

Dimensions	Strategies	%	Private		%	Public	
			Apply	No apply		Apply	No apply
	Class objective	100%	✓		66%	✓	
Second dimension: Generating initial students' motivation	Academic progress	80%	✓		100%	✓	
	Language learning recognition	80%	✓		33%		✓
	Recognition of the importance of the English language	40%		✓	33%		✓
	Encouraging English Learning	60%	✓		66%	✓	

The outcomes seen in both the public and private settings are displayed in the table. In the private setting, full implementation is seen in the second dimension of the technique, suggesting that teachers effectively communicate the goal of the class. Conversely, in the

public setting, teachers communicate objectives less frequently. Most teachers in private institutions evidenced academic progress recognition, indicating a high desire among educators to acknowledge students' academic achievement publicly in the classroom, being this, without a doubt, a motivational strategy. In the public setting, on the other hand, it was seen that teachers do not recognize the progress that their students make.

Regarding the recognition of the importance of the English language, it was observed that, in the private field, less than half of the time the teacher encourages reflection on the importance of learning English. Likewise, in the public sector, 33% of applications show a similar need to improve this aspect in both environments. Finally, observations regarding English learning encouragement in private institutions suggest that teachers indeed foster it, but there is still room for improvement. On the other hand, it can be observed that 66% of these motivational applications occur in the public sphere, slightly better than the private setting; this means that the teacher, most of the time, motivates his students to learn English.

Table 3

Third Dimension: Maintaining motivation

Dimensions	Strategies	%	Private		%	Public	
			Apply	No apply		Apply	No apply
Third Dimension: Maintaining motivation	Didactic Material	40%		✓	33%		✓
	Recognizing students' needs	60%	✓		66%	✓	
	Recognizing personal needs	60%	✓		66%	✓	
	Monitoring language learning process	60%	✓		66%	✓	
	Students' decisions for problem-solving	80%	✓		66%	✓	

Guidance for independent learning	English	60%	✓	20%	✓
Autonomous learning		80%	✓	33%	✓

As observed in the table, the use of didactic materials is not prevalent in classrooms, with a usage rate of 40% in private schools and 30% in public schools. In both types of settings, teachers rarely employ these tools to engage students. On the other hand, teachers in both private and public schools consistently identify students' academic and personal needs. They regularly foster a trusting environment where students feel at ease.

Teachers also monitor the language learning progress of their students in both settings, with over 60% of classes observed in which teachers were aware of students' advancements. Additionally, both private and public schools demonstrated excellent teaching practices, allowing students to solve problems independently. This conducive atmosphere was mostly enhanced enabling students to think critically and address issues on their own in the EFL classroom.

Guidance for independent English learning was predominantly found in private schools. Over 60% of the classes observed in these schools showed that teachers provide opportunities and guidelines for students to continue their learning outside the classroom. Conversely, public schools significantly lack this support, offering little guidance for independent English learning. It was also observed that private schools strongly support autonomous learning by regularly assigning tasks and homework assignments. In contrast, public schools offer less guidance for autonomous learning as it can be seen in the table.

Table 4

Fourth Dimension: Positive retrospective self-evaluation

Dimensions	Strategies	%	Private		%	Public	
			Apply	No apply		Apply	No apply

Four Positive self-evaluation	Dimension: retrospective	Recognizing students' strengths	80%	✓	100%	✓
		Recognizing students' weaknesses	80%	✓	100%	✓
		Self-assessment	60%	✓	100%	✓

Table 4 reveals that teachers in both public and private schools are strongly aware of students' strengths and weaknesses. In public schools, there was a comprehensive implementation of self-assessment practices in the EFL classroom. It was observed that students were consistently encouraged to evaluate their own progress and performance; private schools also incorporated self-assessment but at a lower rate. Despite being less frequent than in public schools, the presence of self-assessment in private classrooms indicates a notable effort to engage students in reflecting on their own learning process.

4.2 Discussion

As for the quantitative data, the objective of the surveys conducted was to collect information on the factors that affect students' motivation within the EFL classroom. As for the qualitative data, the objective of the observations was to gather information to corroborate the strategies used by teachers and the factors that influence their motivational environment.

Concerning the first dimension, the most remarkable factors with regard to the creation of environmental conditions in the public and private settings are teachers' behavior in the EFL classroom: respect and kindness and a warm welcome being the most emphasized, meaning that teachers convey respect and kindness towards students. This information was later confirmed by the observations conducted in the classroom, in which it was affirmed that when teachers are respectful during class hours, this factor allows them to increase students' motivation for learning English. Riyanti (2019) agrees that pupils will have a positive attitude toward the courses taught in school if teachers are friendly and passionate and build good relationships with their students.

Furthermore, one significant distinction between the private and the public educational environment is the use of audiovisual resources, as evidenced in students' survey responses, in which students in the private setting show their interest in this type of materials. This finding is consistent with observations made in the classroom because teachers frequently think about employing audiovisual materials to engage their students in the learning process. This finding coincides with Harmer and Khan (1991) who emphasize that the learning environment can greatly influence students' initial and ongoing motivation which is essential for learning. Similarly, Aqad et al. (2021) note that including audiovisual materials in the classroom increases students' motivation.

Regarding the second dimension, data from the survey reveal that the most widely used motivational components in both public and private high schools are the establishment of a class objective to learn English and students' academic progress recognition. This is consistent with Dörnyei's (2001) assertion that students' attitudes and values regarding the advancement of the foreign language need to be strengthened since these are beneficial for learning the target language. Since not all students understand why they are learning English, teachers should assist students in developing their learning objectives (Riyanti, 2019). According to Wu (2003), self-improvement assessment, pedagogical support, predictable learning environments and autonomy all contribute to increase motivation in students. It is worth mentioning that different factors in the classroom or learning environment interact in a multiplicative way significantly affecting the intrinsic motivation of language learners. It can be therefore reaffirmed from the observations of the classrooms that setting learning goals and acknowledging students' progress in their learning of the language are key components of motivation. This aligns with Riyanti's (2019) assertion that it is crucial to assist students in formulating their learning objectives because doing so will enable them to achieve their goals by highlighting the significance of English around the world and the benefits of effective English communication.

There are some crucial factors that are not being given attention, such as the recognition of language learning and the active encouragement of English language acquisition. This suggestion is based on students' responses and classroom observations. However, it is worth noting that even the occasional incorporation of these factors has been shown to have a positive impact on students' motivation to engage in English language learning. This underscores the potential benefits of integrating these elements more consistently into the learning environment.

The third dimension that refers to maintaining motivation through the use of didactic materials suggests that there is insufficient implementation of new and engaging activities for students in public schools. Teacher predominantly adheres to a fixed curricular planning, resulting in minimal use of didactic activities and materials. Although some classes did incorporate these resources, its use was infrequent. In private schools, this issue was less apparent, but there was still a noticeable lack of didactic materials to motivate students. This tendency was not present across all private settings analyzed, but students expressed a lack of motivation due to the limited use of these resources, particularly in public schools. Concerning student feedback, there is a noticeable lack of didactic materials in public settings, leading to learners' decrease in motivation. This coincides with Riyanti's (2019) statement that uninteresting classroom activities may bore students easily. Therefore, teachers need to be able to select materials that are of students' interest.

Teachers' recognition of students' needs was evident in both public and private school settings. They demonstrated a strong interest in identifying and addressing the difficulties students faced in class. Additionally, teachers showed conscious awareness of their students' personal needs, ensuring that these needs were met within the classroom environment. This technique applied as a motivational strategy was reflected in the students' survey responses, which confirmed that students felt their needs were being recognized and addressed. Furthermore, the process of monitoring language learning did not appear as a motivational issue for students. Both public and private school students agreed that their teachers provide effective guidance throughout their language learning process. This guidance allows teachers to maintain students' motivation and engagement in the learning process because students are more likely to excel when they believe they are obtaining what they desire from the subject matter (Riyanti, 2019).

In addition to recognizing needs and providing guidance, teachers in both settings encouraged student autonomy in problem-solving. They gave students opportunities to make their own decisions when facing certain problems, searching for a sense of independence and critical thinking. This practice was also supported by student survey responses, which indicated that they appreciated having the chance to solve problems by making their own decisions. Overall, recognizing needs, guiding learning, and promoting autonomous problem-solving contribute positively to student motivation in both public and private school environments. This is important because a good way to maintain and protect motivation is by "promoting learner autonomy" (Dörnyei, 2001, p. 131).

Observations also revealed that public school students receive little guidance for independent English learning outside the classroom. This may be partly due to the inconsistent use of online platforms. While private schools emphasize the importance of these platforms to supplement in-person learning, public schools do not prioritize them for student use. Alipour (2018) considered that a great distinction between private institutes and public schools can be delineated based on their financial origins. This may be inferred that the limited use of these platforms in public schools impacts autonomous learning. Consequently, the lack of these tools in public schools leads to lower levels of autonomous learning as compared to private schools, affecting students' motivation. Although this is not reflected in the students' survey responses, it can be inferred that public school students are not fully aware of the importance of using these platforms for their learning. Hence, they tend to rely solely on their textbook for guidance in independent learning.

In the fourth dimension, teachers in both settings demonstrated recognition of students' strengths, which was corroborated by students through their survey answers. Similarly, teachers' recognition of students' weaknesses was evident in the classroom. As Riyanti (2019) established, students value their connections with their teachers and put more effort and involvement into their work when they feel that their teachers support and care about their strengths and weaknesses.

As we could also observe, although self-assessment is extensively used in both private and public schools, there is a slight tendency for private schools to misuse it as a motivational tool. Nonetheless, regular self-assessment helps students feel more confident in their language learning abilities (Baleghizadeh & Masoun, 2014). This highlights the need for careful implementation of self-assessment practices to ensure their effective use towards students' confidence and significant learning outcomes.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Respectful and friendly behavior and the confidence that teachers convey to their students, as well as the creation of a warm classroom atmosphere emerged as significant motivational factors. Students in both public and private schools emphasize the importance of teachers' behavior, the use of attractive materials, and recognition of their progress. They appreciate teachers' efforts to identify and meet their personal needs, which reinforces their motivation. Students also perceive that teachers' encouragement of autonomy in problem-solving positively impacts their motivation levels. Additionally, the extensive use of self-assessment techniques is reported by students in both public and private schools, which supports their confidence in learning abilities, in line with Baleghizadeh and Masoun's (2014) findings.

In this study, different notable differences were observed between public and private centers in terms of resources and the application of motivational strategies by teachers. Private schools were more consistent in their use of audiovisual materials and online platforms to supplement learning, which increased student motivation. Public schools, however, made less frequent use of these resources, leading to lower levels of autonomous learning and student engagement. Financial constraints in public schools may contribute to these disparities, as suggested by Alipour (2018). In addition, private schools demonstrate a more effective use of didactic materials and engaging activities compared to public schools. This disparity is significant, as the lack of motivating resources in public schools correlates with decreased student motivation. Riyanti (2019) supports this finding by asserting that uninteresting classroom activities can lead to student boredom, further highlighting the importance of engaging educational strategies to maintain student interest and motivation.

It's important to note that the outcomes observed and gathered from the survey exhibit considerable variation depending on the individual teacher. Private settings also displayed discrepancies among teachers regarding the implementation of various strategies in the classroom. In this sense, Alipour (2018) highlighted that while motivational factors differ among teachers in private institutes and public schools, both types of institutions can introduce initiatives to access additional sources of motivation, thereby boosting English teachers' motivation. This suggests a potential lack of motivation among teachers to apply different techniques, underscoring the crucial role of support and motivation for teachers in the classroom, which is closely linked to the assistance provided by educational authorities. The

teachers' motivation is intrinsically tied to students' motivation, teacher development, and job satisfaction.

5.2 Recommendations

It is imperative to encourage teachers to recognize their students' language learning process, as this has been demonstrated to positively influence student motivation to increase students' confidence and trust in their ability to learn English. Furthermore, promoting the integration of audio-visual materials in teaching can reinforce student interest and foster a more conducive learning environment. Conversely, teachers should focus on creating and maintaining welcoming, well-equipped environments for students to feel at ease since this can positively influence their acquisition of a second language. Based on the findings, it is evident that there is a significant gap in the use of teaching materials between public and private schools. To enhance EFL classrooms, it is essential to address this imbalance. Public schools should focus on integrating engaging activities and diverse materials to boost student motivation. While resource constraints may limit full implementation, efforts to enrich the learning experience are crucial. Conversely, private schools, equipped with resources conducive to student learning should emphasize teacher creativity in material preparation to foster an engaging learning environment and stimulate students' interest.

Firstly, we want to emphasize that collaborating with educational authorities for resource access and teacher training is essential. Secondly, promoting student autonomy in problem-solving and learning activities can enhance motivation levels. This involves integrating project-based learning and collaborative tasks into the curriculum. Thirdly, establishing consistent guidance for independent learning outside the classroom, particularly through online platforms, is vital. Structured support and assignments can encourage student utilization of these resources. In addition, prioritizing professional development programs for EFL teachers is essential to enhance their motivation and teaching effectiveness. Ongoing support and mentorship opportunities are beneficial. Hence, it is important for the Ministry of Education to focus on getting English teachers who are really enthusiastic about their job and then figure out ways to keep students motivated. Nevertheless, because public school teachers do not often get exciting teaching opportunities or enough rewards or recognition, only the teachers who really love teaching tend to stick with it as a career. To enhance English teachers' motivation, recommended approaches include identifying competent supervisors for public schools, acknowledging programs aimed at skilled English educators, offering rewards to

exceptional teachers, and organizing impactful teaching workshops featuring expert lecturers and educators. Lastly, creating a supportive and inclusive classroom environment is essential for student motivation and engagement. Positive reinforcement, personalized feedback, and opportunities for participation contribute to a conducive learning environment. Implementing these recommendations can lead to more engaging and motivating EFL classrooms in both settings, ultimately improving language learning outcomes.

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Annexes

Annex A: Timeline

ACTIVITIES	TIME (months)											
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Proposal approval												
Chapter 1												
Chapter 2												
Chapter 3												
Chapter 4												
Chapter 5												
Thesis defense												

Annex B: Offices

Sor Bertha Pulla Salinas

Directora-Rectora de la Unidad Educativa Salesiana Particular María Auxiliadora

De nuestra consideración,

Nosotros, Andrea Gabriela Patiño Cabrera y Richard Israel Siguencia Astudillo, por medio de la presente, solicitamos de la manera más atenta y cordial que nos permita realizar nuestro proyecto de tesis titulado *Factors That Motivate Students to Learn English: A Comparison between Private and Public Settings* en la institución educativa que usted dirige. Este proceso es necesario para la obtención de nuestro título de tercer nivel en la carrera de Pedagogía en Idiomas Nacionales y Extranjeros en la Universidad de Cuenca. El proyecto propuesto tiene como objetivo comparar los diferentes factores que influyen la motivación de los estudiantes en clases de inglés tanto en instituciones públicas y privadas. Para ello se planea llevar a cabo entrevistas y encuestas con los posibles participantes mencionados.

Por la favorable acogida que sirva dar a la presente, le anticipamos nuestros más sinceros agradecimientos. Si su respuesta es afirmativa, le solicitamos por favor responder en nuestra solicitud mediante una carta de aceptación dirigida a nuestros correos los mismo que estarán al final del escrito.

Atentamente


Andrea Gabriela Patiño Cabrera
andrea.patinoc@ucuenca.edu.ec

0106416829


Richard Israel Siguencia Astudillo
richard.siguencia@ucuenca.edu.ec

0106048978


Rector Sor. Bertha Pulla

ACEPTADO



 U.E.P.S.
MARIA AUXILIADORA
05 JUN 2023
SECRETARIA RECIBIDO
HORA: 11:00 PM FIRMA: _____



UNIDAD EDUCATIVA "LA INMACULADA"

CUENCA - ECUADOR

Cuenca, 16 de mayo de 2023.

Oficio No.246-22-23 UELI

SR. RICHARD ISRAEL SIGUENCIA ASTUDILLO
SRTA. ANDREA GABRIELA PATIÑO
Estudiantes Pedagogía en Idiomas Nacionales y Extranjeros
Universidad de Cuenca.

De mi consideración,

Yo, Sonia Castro León, en calidad de Rectora (E) de la UE. La Inmaculada del circuito 05-06 Monay-Huayna Cápac del Cantón Cuenca, con código AMIE 01H00035, hago llegar un cordial saludo y auguro de éxito en sus labores.

Por medio de la presente, me es muy grato informarle sobre la ACEPTACIÓN de la solicitud para realizar su proyecto de tesis titulado Factors That Motivate Students to Learn English: A Comparison between Private and Public School Learners en la Institución Educativa que mi persona dirige. Por lo tanto, autorizo la recolección de datos pertinentes a realizarse dentro de la institución.

Atentamente,

Lic. Sonia Castro
RECTORA
CI. 1400511661
Correo: soniacastroleon@hotmail.com

Annex C: Letter of Authorization

Señores

PADRES DE FAMILIA

Unidad Educativa Particular " _____ "

Cordial saludo.

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo en el proyecto de investigación "Factors That Motivate Students to Learn English: A Comparison between Private and Public School Learners", a cargo de los estudiantes de la Universidad de Cuenca, Richard Siguencia y Gabriela Patiño de la carrera de Pedagogía en los Idiomas Nacionales y Extranjeros. Dicho proyecto cuenta con las siguientes características:

Objetivo:

El objetivo principal es determinar los factores que motivan a los estudiantes a aprender inglés en el aula de clase entre las escuelas públicas y privadas. Por este motivo se realizará una encuesta anónima donde se determinará las perspectivas de los estudiantes con respecto a sus clases de inglés.

Responsables: Andrea Gabriela Patiño Cabrera y Richard Israel Siguencia Astudillo, estudiantes de la Universidad de Cuenca de la carrera de Pedagogía en los Idiomas Nacionales y Extranjeros.

Tutor/a de proyecto: Mg. Sandra Cabrera.

Procedimiento: Previa autorización de la institución y consentimiento informado por parte de los padres y el (la) adolescente, debidamente firmado, se procederá a aplicar los siguientes instrumentos de manera anónima en una encuesta, cuya contestación dura aproximadamente 15 minutos.

Agradeciendo su atención,
Cordialmente,

Richard Israel Siguencia

Andrea Gabriela Patiño

Firma Padre de Familia

p108048978

0106416829

Si autorizo.

Acti
Ve a

Annex D: Survey

ENCUESTA
Bienvenid@ a nuestra encuesta: El propósito de esta encuesta es recabar información sobre las percepciones de los alumnos en el aula y cómo estas intervienen dentro de su motivación. Sus respuestas son confidenciales y contribuirán en gran medida a nuestra investigación. Gracias por su participación.

En las siguientes preguntas marque con una X según Ud. considere conveniente.

1. Mi docente es amable y entusiasta durante las clases.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

2. El ambiente de clases es ordenado y acogedor.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

3. Mi docente le trata con respeto y amabilidad durante las clases.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

4. Mi docente le saluda amablemente.

Si	No
----	----

5. Mi docente le transmite confianza para resolver cualquier duda durante la clase.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

6. Mi docente corrige mis errores inmediatamente al momento de cometerlos.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

7. Mi docente expone mis errores a toda la clase sin corregirme directamente.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

8. Mi docente utiliza material audio visual durante las clases.

Si	No	
----	----	--

9. Al principio de la clase, mi docente especifica el objetivo de la clase.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

10. Mi docente utiliza reconoce mis avances académicos fomentando la comunicación abierta.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

11. Mi docente utiliza reconoce mis progresos académicos fomentando la comunicación abierta.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

12. Mi docente fomenta mi reflexión acerca de la importancia del inglés para la vida diaria.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

13. Mi docente me incentiva a aprender inglés por mi propia cuenta.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

14. Mi docente utiliza materiales didácticos como juegos durante la clase.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

15. Mi docente reconoce mis necesidades académicas dentro del aula de clase.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

16. Mi docente reconoce mis necesidades personales de los estudiantes dentro del aula de clase.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

17. Mi docente crea un entorno donde yo tengo mayor control de mi proceso de aprendizaje

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

18. Mi docente me anima a tomar mis propias decisiones para la resolución de problemas académicos acerca de la materia (ejem. nuevamente tomar un examen).

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

19. Mi docente me guía en el aprendizaje de habilidades para aprender de forma independiente fuera del aula.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

20. Mi docente me ayuda en el aprendizaje de hábitos para continuar con mi aprendizaje autónomo.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

21. Mi docente reconoce mis posibles puntos fuertes dentro del aula de clase.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

22. Mi docente reconoce mis debilidades académicas y me incentiva a progresar.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

23. Mi docente me anima a reflexionar sobre las áreas que debo mejorar en el idioma de manera positiva.

Siempre	Casi siempre	Ocasionalmente	Casi nunca	Nunca
---------	--------------	----------------	------------	-------

Annex E: Observation Form

DIRECT OBSERVATION FORM

Observer: _____

Grade: _____

Date: _____

DIMENSIONES	ESTRATEGIAS	SI	NO
Primera dimension	¿Usted percibe que sus profesores son amables y entusiastas durante las clases?		
Crear las condiciones básicas de motivación	¿El ambiente de clases es ordenado y cogedor?		
	¿Usted es tratado con respeto y amabilidad durante las clases?		

	¿Su docente le saluda amablemente?		
	¿Su docente le transmite confianza para resolver cualquier duda durante la clase?		
	¿Su docente utiliza el humor para fomentar un ambiente dinámico?		
	¿Su le corrige inmediatamente al momento de cometer un error?		
	¿Su docente utiliza expone los errores a toda la clase sin corregirle directamente?		
	¿Su docente utiliza material audio visual durante las clases? (uso de elementos visuales, música, vídeo, aprendizaje práctico y actividades de pensamiento más profundo) para el aprendizaje de los alumnos.		
Segunda dimensión	Al principio de la clase, ¿Su docente especifica el objetivo de la clase?		

Generar la motivación inicial de los alumnos	¿Su docente crea un entorno de aprendizaje positivo en el aula fomentando actitudes positivas en los alumnos?		
	¿Su docente utiliza reconoce sus avances y progresos académicos fomentando la comunicación abierta?		
	¿Su docente fomenta su reflexión acerca de la importancia del inglés para vida diaria y no solo académica?		
	¿Su docente le incentiva a aprender inglés por su propia cuenta?		
Tercera dimensión	¿Su docente utiliza materiales didácticos como juegos durante la clase?		
Mantener la motivación	¿Su docente reconoce las necesidades académicas y personales de los estudiantes dentro del aula de clase?		

	¿Su docente crea un entorno donde los estudiantes tienen mayor control de su proceso de aprendizaje?		
	¿Su docente anima a los estudiantes a tomar sus propias decisiones mediante la resolución de problemas académicos?		
	¿Su docente guía a los estudiantes en el aprendizaje de habilidades y hábitos para continuar su aprendizaje de forma independiente fuera del aula?		
Cuarta dimensión Autoevaluación retrospectiva positiva	¿Su docente reconoce los posibles puntos fuertes de sus alumnos dentro del aula de clase?		
	¿Su docente reconoce sus debilidades académicas y le incentiva a progresar?		
	¿Su docente anima a los alumnos a reflexionar sobre su progreso lingüístico y áreas de mejora de manera positiva y de apoyo?		