

STUDENTS' OPINION FOR A BETTER AND MORE MOTIVATING L2 INSTRUCTION

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Abstract: As motivation has always been a relevant but also complicated issue to deal with, it has been interesting listening to the students' opinion itself concerning motivation in their L2 class. This research shows a brief summary of the different methodologies used throughout the years but its core is that of knowing the students' voice about what they consider more or less motivating in the English class. For this, a questionnaire about motivation has been used in two 2ºE.S.O classes. Finally, this work presents some recommendations for L2 instruction based on the results thereof.

Keywords: Instruction, Learning, Methodology, Motivation, Second language.

Resumen: Ya que la motivación ha sido siempre un tema importante pero a su vez complicado a tratar, ha sido interesante escuchar la propia opinión de los estudiantes con relación a la motivación en su clase de segundo idioma. Esta investigación muestra un breve sumario de las diferentes metodologías que han sido utilizadas a lo largo de los años pero su objetivo principal es conocer la voz de los estudiantes sobre lo que consideran más o menos motivador en la clase de inglés. Para ello, nos hemos valido de un cuestionario de motivación utilizado en dos clases de 2ºE.S.O. Finalmente, este trabajo presenta algunas recomendaciones para la enseñanza de segunda lengua basadas en los resultados del mismo.

Palabras clave: Enseñanza, Aprendizaje, Metodología, Motivación, Segunda Lengua.

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1. INTRODUCTION

Nowadays, as it is known and I could also observe for a month and a half in the high school “El Generalife” in Granada, motivation in students is nearly absent while we know it is essential when learning a second language.

Such as Girard (1977) emphasized, I think one of the most important parts of our job as teachers is to motivate learners. I can recall my English classes in the secondary school but I do not still remember someone motivating me, neither the teachers nor the methodology they used, so I would like to feel that my students are as much motivated as possible during my lessons. Then, I will always try to seek the best way that makes them become more interested in the English language. As I collected some information from a questionnaire I passed in 2ºE.S.O where students show their degree of motivation, I will take this into consideration in this work in order to give some recommendations for L2 instruction afterwards. I think we should always prioritize the student’s voice, that is, opinions, suggestions, ideas, etc, rather than teaching what we want and the way we want. They are really who can help us know how to teach the best and more productive way. If we give them option to decide and show their point of view, we will be opening an easier way for things to work better.

In addition, I have always highlighted the importance of practicing a language as much as possible for acquiring it faster and unconsciously in some way avoiding the memorization of lists of vocabulary or grammar rules by heart. Then, I can say that learning English through the language itself, that is, practicing it a lot, would be a key factor for students to improve their language learning in a more unconscious way since they acquire knowledge more naturally and English would be used for a real purpose of communication. Thus, though it does not affect teachers of English much, teachers from other different fields such as social science, history, mathematics, etc, can take advantage of the application of CLIL in schools as this method includes the teaching of contents in the target language as we will see later on.

2. THEORETICAL FRAMEWORK

2. 1. Motivation

As we already know, motivation is one of the key factors that influences the rate and success when learning a second language. The teachers' attitude and enthusiasm play a relevant role since this will be transferred as motivation to their learners and this is something to bear constantly in mind.

It is difficult to give an exact definition of motivation but in global terms it is all that makes students act as they do, those mental processes that lead students to their different actions, to their behavior in order to achieve a goal.

We can find different points of view from different authors. According to Gardner's definition of L2 motivation (1985: 10) "it is the extent to which and individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" so it is conceptualized to subsume three components, motivational intensity, desire to learn the language, and an attitude towards the act of learning the language" (Dörnyei, 2009).

According to Madrid (1999), "Motivation is an internal state of the individual influenced by needs, and/or beliefs which generate an interest and desire to achieve a goal, and moves the individual to attain it with a continued effort".

Then, depending on our needs or beliefs we will get more or less motivated and it is both what makes us do the effort that leads us to the achievement of a particular target.

2.1.1. Types of motivation

Different distinctions have been made about types of motivation. One of them is that between intrinsic and extrinsic motivation proposed by Penny Ur (1996: 277-280):

Intrinsic motivation refers to the urge to engage in the learning activity for its own sake. It is also associated with the idea of "cognitive-drive" which has to do with **the urge to learn for its own sake**. It is rooted in the previous attitude of the learners: whether they like the language and its culture, whether they see the learning as worthwhile and the like. A significant factor here is whether the **tasks** realized are seen as interesting or not so, teachers must invest their effort in the arousing of interest to get that learner's motivation. Some aspects to bear in mind if you want to arouse such interest are: having clear goals, a wide variety of topics and tasks, using visual materials, playing games, doing tasks that have to do with their opinion, ideas, experiences, etc.

Extrinsic motivation refers to motivation that is derived from **external incentives**. An example can be giving rewards to learners. The teacher's function is to make sure that learners are aware of their own success by means of a nod, a tick and the like but always being careful about its overuse since it can make learners dependent on them so that they may lose confidence in themselves and always feel the need for the teacher's acceptance to recognize their own success. So learners must become confident enough and recognize their own success. That way, they will not need explicit support from someone else.

As with success, it is also the teacher's function to make learners aware of when they are failing. They should know that it is inevitable to avoid occasional failures in the learning experience and they must not be ashamed of it, they should recognize it as well and look for ways to overcome these failures. Furthermore, teachers should push their students towards what Vygotsky (1962: Ch.6) called their "**zone of proximal development**" –the next stage in achievement- which can be attained by a learner with the support and help of a teacher.

Tests are also necessary to motivate students. They are a useful incentive but again without overusing them. Furthermore, learners will often be motivated to give their best not for learning itself but in order to compete with other partners.

Other types of motivation are mentioned by Madrid (1999):

- **Instrumental motivation.** It refers to the relevance that our society gives to English. If it is perceived and considered as something necessary and powerful, motivation among learners will increase when learning this language. By contrast, if much importance is not given to English in their environment, their motivation will unconsciously decrease.
- **The teacher as a source of motivation.** Depending on the personal and pedagogical qualities of the teacher, learners will show more or less motivation in class. Some of these qualities can be that teachers show major interest in their students, they treat students in a kind and personal way, they explain clearly, they know how to control the classroom, they assist students when needed, etc. If they are unkind, severe, or not comprehensive, it will be reflected on students' motivation negatively. Methodology plays an important role in the motivation of students. Depending on the activities and tasks that the teacher plans for the lessons as well as how he/she carries them through, students will get more or less motivated.
- **Integrative motivation.** It is related to the students' desire to integrate into English-speaking communities. In that case, motivation becomes much higher than if integration into any English speaking country is not an interest.

Madrid also distinguishes between causative and resultative motivation:

- **Causative.** Students' good results depend on their degree of motivation. They will get better results when they feel more motivated and worse ones when students are for any reason less motivated. Thus, their motivation can be measured through the different results obtained.
- **Resultative.** By contrast to the previous type, depending on the results that learners obtain they will get more or less motivated. They are encouraged by good marks. Likewise, getting bad marks discourages them.

2.1.2. Importance of motivation and attitude in L2 learning. Phases of the Motivational Process

Some theories concerning the acquisition of a language which have been given much importance are:

The **Affective Filter Hypothesis** by Krashen (1982). This theory says that those students holding positive attitudes and being self-confident have more possibilities of acquiring a second language than those who suffer from anxiety, self-esteem or have negatives attitudes since the latter ones, due to having higher filters, cannot acquire the L2 input equally.

Integrative Theory of L2 learning by R.Ellis (1990). This author also mentions a filter in his theory stating that depending on the learners' affective and cognitive attitude towards learning a L2, their progress and acquisition in the language will vary being those with positive attitudes more benefited than those with negative tendencies to learning a L2.

Reinforcement mode by Carroll (1981). This theory suggests that we really learn a language when we feel the need or desire to communicate something in that language. Once we get to express and give the message, reinforcement takes place.

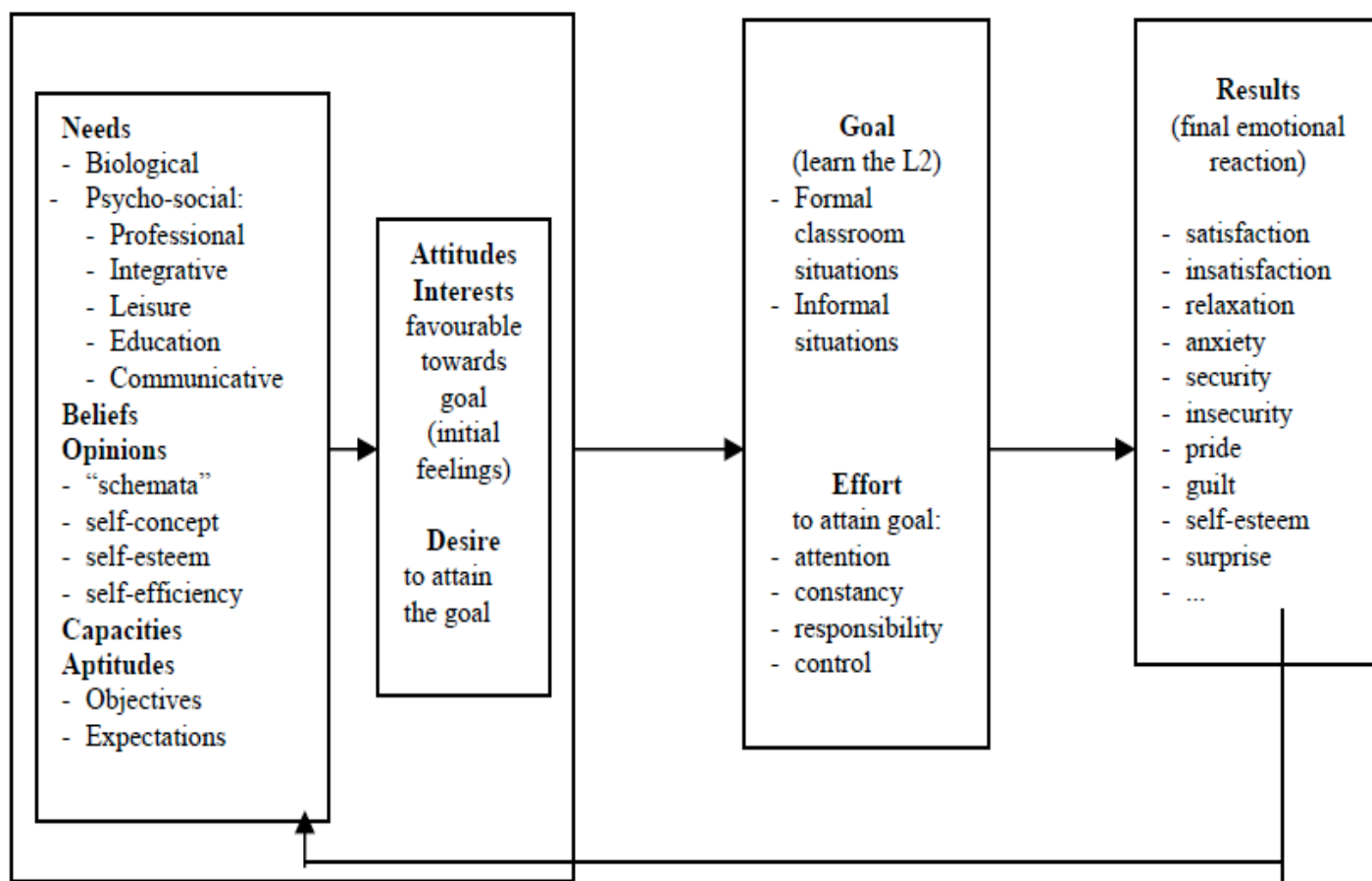
Socio-educational model by Gardner (1985). He mentions here that the learner's intelligence, attitude towards other communities and beliefs of these communities will influence his/her degree of motivation and his/her acquisition of the L2 consequently.

After mentioning these theories we can see how important attitude and motivation are for learning a L2. There are three **phases of the motivational process** which are repeated continuously so they are usually defined as cyclical.

Pre-actional phase

Actional phase

Post-actional phase



F1. Motivational processes (Madrid and Pérez, 2001).

Madrid (1999), relates the **pre-actional phase** to those previous things to action as they are needs, beliefs, opinions, etc. The **actional phase** is related to the teaching-learning process. For example, the learner's persistence, effort, task implementation, etc. Finally, the **post-actional phase** is related to the learner's final goal achievement, how he/she feels after attaining the goal.

As we can see in the scheme, motivation is not a simple issue but a combination of different aspects as several authors emphasized:

"Motivation..refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (Gardner, 1985: 10)

"Motivation is a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)" (William and Burden, 1997: 120)

With respect to the **pre-actional phase**, I think learner's **expectancy** is one of the most decisive factors for the increase of his/her motivation. According to the main principles of expectancy-value theories, (Atkinson and Raynor, 1974), motivation is primary for performing various tasks as the **learner's expectancy of success** must be high as well as the value that he/she gives to success in the tasks. It is something psychological and if the learner is convinced that he/she cannot succeed, it would be impossible to get good results.

Most researches talk about different factors concerning **cognitive processes**:

- According to Weiner (1979), "Attributional processes (past experiences) are one of the most important influences on the formation of students' expectancies. According to him, the principle here is the assumption that the way humans explain their own past successes and failures will significantly affect their future achievement behavior. For example, failure that is ascribed to stable and uncontrollable factors such as low ability decreases the expectation of future success more than failure that is ascribed to controllable factors such as effort"(Dorniey, 1998: 119).

That is, if a student failed because he/she did not make any effort, his/her expectancies of future success will not decrease as much as those from the student who failed making great efforts for success. The latter will be disappointed afterwards, affecting his/her future expectancies as mentioned before.

- As Bandura (1993) stated, "**Self-efficacy theory** (judging one's own abilities and competences) refers to people's judgement of their capabilities to carry out certain specific tasks, and, accordingly, their sense of efficacy will determine their choice of the activities attempted, as well as the level of their aspirations, the amount of effort exerted, and the persistence displayed. As Bandura (1993) summarises, people with a low sense of self-efficacy in a given domain perceive difficult tasks as personal threats. Consequently, they easily lose faith in their capabilities and are likely to give up" (Dorniey, Z. 1998: 119)

- Covington & Roberts (1994:161) talks about the **Self-worth theory** of achievement motivation. "The highest human priority is the need for self-acceptance and therefore 'in reality, the dynamics of school achievement largely reflect attempts to aggrandise and protect self-perceptions of ability'".

As Dorniey (1998: 120) states: "It follows from this that the basic need for self-worth generates a number of unique patterns of motivational beliefs and behaviors in school settings. For example, in the case of successes, individuals may play down or hide the amount of effort they have invested in a task in order to make others think that they simply have high ability."

Concerning the **actional phase**, we know that students' **effort** is primary for learning a second language but it is not enough if they do not have the desire to learn as

well as if they are not surrounded by those things that facilitate that learning as Gardner suggested:

“Effort alone does not signify motivation ... Many attributes of the individual, such as compulsiveness, desire to please a teacher, ... might produce effort ... When the desire to achieve the goal and favourable attitudes toward the goal are linked with the effort or the drive, then we have a motivated organism” (Gardner, 1985:10-11)

Motivation also increases when the student feels the **need** of achieving particular objectives. He/she is therefore pushed to act, to make a constant effort in order to get something in return. If students do not feel that need, they find the struggle unnecessary and they give up consequently.

However, as Madrid and Pérez (2001) pointed out, when a need exists and the goal has moreover been achieved, the individual will be satisfied and thus, his/her motivation will be either enhanced or reinforced in the case it already existed before. By contrast, if a need exists but the goal has not been attained, the individual may feel disappointed so his/ her motivation will unconsciously fall down despite of the effort employed.

The success or failure of the individual in L2 learning goals is conditioned by different factors (Madrid and Pérez, 2001: 338):

- a) The attention the subject pays to classroom explanations and tasks.
- b) His/her effort, constancy, persistence, and dedication.
- c) The individuals' responsibility, commitment, and identification with the teaching-learning process.
- d) The self-regulation of behavior and learning, degree of commitment with autonomous learning, etc.

Finally, the **post-actional phase** is decisive in the sense that students' factors mentioned in the pre-actional phase, those of needs, beliefs, effort, desire to learn, expectancies, etc, will be affected by the final results, that is, if they attain or not their objectives. In the case that goals are finally attained, those factors will be enhanced which will cause positive emotions on the subject so the possibilities of goal achievement also increase and the other way around, when goals are not attained, the emotions on the subject will decrease making goals achievement more difficult. That is why the process is said to be cyclical as we mentioned before.

2.2. Methods of Teaching and Learning

A short revision of different methods and approaches

It seems to be nearly impossible either to find or create an accurate method that shows completely success as many methods have been created from different points of view by different linguists but still none of them has shown plain conviction.

According to Richards and Rodgers (1986:15), a method is the plan used to present language material basing it on a particular approach, that is, the way of teaching.

“..method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented”.

A distinction can be made between the different methods used up to day for L2 instruction. These are some of the most highlighted methods to this day. As we will see, we can consider some of them as a swing of the pendulum in the sense that what is thought to be a failure in a method is said to be successful by later linguists in other methods and vice versa.

- **Grammar-Translation method.** It derived from the classical Latin and Greek teaching method (from XVII to XIX). Rules in this method were based on Latin and Greek which acquired much relevance and which were learnt through grammar and vocabulary memorization, study of declensions and conjugations, as well as large amounts of translations. Furthermore, teachers were too severe with those students who did not get to retain all that was taught.

When modern languages started to be taught in the European Schools, the Latin and Greek teaching method was imitated, so it was in the XIX century the main and only method used to teach Latin or any other language (Ortega, 2003).

It was focused on the reading skill, only in contexts of translation, as little attention was paid to the content, it was given in the native language with little active use of the target language. Rules were taught deductively and the only thing they did was applying those learnt rules by translation of sentences between the target and their own language. Students had to memorize enormous grammatical rules as well as large vocabulary lists, and pronunciation was not given much importance. The goal of this method was to make students able to read literary and classic works.

Some of the typical techniques of this method mentioned by Larsen-Freeman (1986) are:

- Literary texts translation
- Comprehension questions
- Focus on antonyms / synonyms

- Deductive application of rules
- Fill-in the blanks
- Memorization
- Use words in sentences
- Question and answer practice
- Memorization of dialogues
- Guided speaking and writing practice

This Grammar-Translation method is the one that has been used in our schools and that is still being used by most of them. English lessons are focused on the understanding of texts, study of vocabulary in lists of isolated words, rules for constructing sentences are explained in Spanish and must be memorized by heart, and instruction often focuses on the form and inflection of words.

But how can you learn a language following this method without getting frustrated? Would not it be easier and more natural if you acquire a L2 through listening to it, using it, practicing it, focusing on communication not just on translating texts, and forgetting about your L1 for a moment?

According to Stern (1983), the L1 is a referral system for the acquisition of a L2. On the one hand, I can accept that our L1 can help us understand better how the L2 works. On the other hand, I think that L1 instruction can negatively affect the natural acquisition of the target language since students are not exposed to real input but they follow a more artificial way of learning the language and they do not later use it at all. So I think it is impossible to learn and acquire a L2 without using it at any time. In addition, students would pay much more attention to the lessons if these were given in the target language as I think they become more attractive as well as students may find it as a challenge which would motivate them.

- **Audio-Lingual method.** It was called “The Army Method”. It arose for the need of fluent speakers of other languages in the war-time. Military soldiers had to be taught other languages such as German, French, Italian, Chinese, etc, in order to act as interpreters so it was the American universities which took the responsibility of creating specific language teaching programmes. As Richards & Rodgers (1986) pointed out, It was in 1942 when the Army Specialized Training Program (ASTP) was established. Its objective was to get good speaking competence so new approaches were necessary.

Then linguists saw it as a reaction to the limitations that the previous method (GTM) presented and Nelson Brooks (1964) named it audio-lingual method. Its origin

comes from Leonard Bloomfield who belongs to the Structuralist theory where language learning was thought as being a process of habit formation (behaviourism).

It is based on the behaviorist theory where learners can acquire a language through a system of reinforcement receiving positive or negative feedback. The most relevant aspect here was to reach fluency in speaking, and how did they get it? The language was taught through performing dialogues of different situations without being allowed to use their native tongue. Teachers focused on grammar rather than vocabulary but grammatical explanation was avoided. Students learnt through repetition and memorization of structures where pronunciation was reinforced.

Against this structuralist theory was Noam Chomsky (1966). He criticized the behaviourist approach supporting the mentalist approach where humans cannot learn a language through repetition and memorization but through an innate and natural process. Thus, a new approach emerged:

- **The Natural Approach** (Krashen and Terrell 1980's). Its purpose was to create a naturalistic environment in the classroom for the acquisition of the L2. It stated that regardless of instruction learners acquire the grammatical aspects of a language in a fixed and natural order. For example, students will acquire the –ING form before than plural or copula BE. He established a similarity between the acquisition of L1 and L2 languages which basically follow the same route. This method derives from Tracy Terrell's experiences as a teacher of Spanish in California who wanted to establish a method based on studies of second language acquisition that supported the idea that foreign languages can be acquired as first languages. Together with Stephen Krashen he wrote *The Natural Approach*. It differs from *The Natural Method* (or direct method), which is also based on a naturalistic acquisition of L2s, in that the former focus more on providing large amounts of input to students without letting them produce the output until a second stage of the learning period. It aims to develop communicative skills so it gives more importance to meaning rather than grammar but before, students had to be exposed to as much input as possible for being able to reproduce it afterwards. Learning a L2 is compared to the way children learn their mother tongue.

Some typical activities of this method are:

- Dialogues, interviews, personal charts, etc, to reduce the students' affective filter.
- Problem solving activities where students had to manage to find a correct answer to a problem or difficulty.
- Games, an important way of acquiring a language.

- Content activities, where students learnt something else apart from the language as the current CLIL method where subjects as mathematics, social science, and others are taught in English or any other second language.

The activities are based on listening and reading since speaking and writing were produced in a later stage when students have received input enough to produce output.

Then, a new model emerged sharing some characteristics from both the audio-lingual method and the natural approach as it emphasizes the idea of receiving first a lot of input for learning and producing it afterwards. Additionally, it also emphasizes the idea of stimulus and response where physical action and language acquisition are related:

- **Total Physical Response (TPR).** It was developed by James Asher in the late 60s. In this method teachers gave commands to learners using the target language to which they had to respond with body actions. For example, “sit down”, “close the door”. Thus, comprehension plays an important role here and listening helps students understand the message but also learn the structure of the language.

A completely different method was developed in the next decade:

- **Suggestopedia.** It was developed by Georgi Lozanov in the 70s. Its purpose was to improve the learning of a language through the power of suggestion. Teachers should deliberate students from any stressful situation, they had to be comfortable and confident. Teachers should instruct in a playful manner. In this way, students would acquire the language naturally and unconsciously. He suggested using things as music, Yoga, for a deep relaxation.

A typical class under this method consisted first of the teacher relaxing the students through relaxing music, breathing techniques, listening to the teacher’s voice to get the maximum relaxation and avoiding mental blocks. Once students get relaxed, they listened to texts in the foreign language and represented different roles using the target language. Students were exposed to much oral input and they learnt it inductively. Finally, they had also to interact with their partners to practice what they had unconsciously acquired.

On the one hand, I think this could be a good option for acquiring a language in a less tiring way but on the other hand, I think that what students learn through this method cannot be long-term acquisition. It is very difficult to retain in mind what you learn just by listening unless you listen and practice the same lesson once and once again without progress and it does not make much sense.

Then, it was Noam Chomsky who criticized the Structural Grammar stating that the structural methods were not acceptable for acquiring a language in such a way as to face the most important characteristics of a language as it is communication.

As we all know the main goal of learning a second language is to be able to communicate effectively when we face real situations in real life, so what do students want to be able to fill gaps in an activity for? Why do they want to understand a literary text or what the teacher says in the classroom if they get blocked when they are asked about something so simple as a main street in Granada? Many students have spent more than ten years studying English and they do not know how to give directions even though knowing that this is one of the most repetitive topics in English classes at schools. Here is the problem, despite of large amounts of input students cannot manage to speak English not even in cases where simple vocabulary and expressions are required.

- Thus, against previous methods there appeared the **Communicative Language Teaching (CLT)** where interaction is emphasized as a mean for learning a language. There is negotiation of meaning. Through this method learners would be able to communicate through the target language in any situation that faces them. Work in class requires negotiation and cooperation between learners and they focus it on real conversations about real subjects so that communication is the key for language learning. Activities are therefore based on real conversations that students had also to perform outside the classroom in real-life situations.

As Richards and Rodgers (2001) stated, three main principles can be inferred from CLT practices:

- **The communication principle:** Learning is promoted by activities involving real communication.
- **The task principle:** Learning is also enhanced through the use of activities in which language is employed for carrying out meaningful tasks.
- **The meaningful principle:** The learning process is supported by language which is meaningful to the student. Activities should consequently be selected according to how well they involve the learner in authentic and meaningful language use.

Faced with the necessity of the European students concerning the learning of the major languages of the European Common Market and the Council of Europe, the British linguist Wilkins (1976: 18) provided a functional definition of language as a basis for communicative teaching. He analyzed the communicative meanings that a learner needs to speak and understand a L2 properly.

Following this method, teachers can integrate motivational and incentive elements to the class as learners could see the value of learning a L2. Teachers do not usually explain their students why they are learning English, what they need it for, or what the advantages of speaking English or any other L2 are. They just enter class, students open their books, the teacher starts explaining, usually grammatical points, and lessons are

most of the time teacher-centred. I think it is essential that students were well aware of the importance of learning English nowadays, and they saw its value in class activities organized by the teacher. Learners would most likely become more motivated as they could see the great use that English has outside the classroom. This method is a good way of getting motivation in students and where lessons are learner-centred.

Some materials used in this method are:

- *Realia*: authentic material in the classroom. For example, the use of signs, magazines, newspapers, maps, pictures, etc.
- Games, task-based communicative activities, role-plays, student-interaction activities, problem solving activities, etc.
- Textbooks: They must provide texts where students had to discuss about their opinions, justify their claims, reconstructing texts, and basically they must be based on a communicative approach.

The different **levels of objectives** of the Communicative approach according to Piepho (1981: 8) are:

- **Integrative and content level**: language as a mean of expression.
- **Linguistic and instrumental level**: language as a semiotic system and an object of learning.
- **Individual learning needs level**: remedial learning based on error analysis.
- **General educational level of extra-linguistic goals**: language learning within the school curriculum.

Having seen the importance of communication in L2s learning, there emerged a new teaching method but this time, it did not react against the previous one as it was the CLT and it had a view of language as communication which was also incorporated in this next method. So, the social aspects of language as well as real samples of language were examined in order to know how languages had really to be taught.

- This was the **Task-based language learning (TBLL)** where the importance is given to the process rather than the final product. Cerezal (1996: 193) defines a Task-based approach as “how a learner applies his or her communicative competence to undertake a selection of tasks”.

It focuses on the completion of interesting tasks for learners. These tasks imply authentic situations as for instance, checking in a hotel, going to the supermarket, etc. Learners use the knowledge they already have to complete those tasks which must follow a procedure with a starting point and a conclusion. There is not continuous correction. This method encourages students to learn without using traditional textbooks but having teachers willing to help them through conversational communication. The

completion of the tasks requires reading, collecting data, listening to different material, using internet, looking up a lot of new vocabulary, etc.

In the following method, behaviourism takes place again:

- **Oral/Situational method.** This method was developed by British linguists in the 1930s to the 1960s. By using this method learners could mainly acquire grammatical and lexical knowledge of the language.

Contents were organized according to the difficulty of the exercises. For example, they taught the present simple before the past simple. In their lessons, teachers focused mainly on vocabulary and grammar and once learners mastered it, they proceeded with reading and writing.

It has a behaviouristic background where processes of learning are more important than the conditions of learning. Students are flooded with knowledge and repetition is typical in this method to memorize that knowledge. Finally, they practice such knowledge until it is finally well-learned. A good pronunciation is important as well as errors are forbidden to avoid a bad habit formation in the student. Following behaviourism, lessons are given orally and then, in written form.

Its main objective is to get a fixed vocabulary and an accurate use of grammar so as to master the four language skills later on. Less importance is given to the language speech.

One of the advantages here is its emphasis on oral practice but as Chomsky (1957) showed, this structural way of teaching a language as well as the idea of habit formation cannot actually teach the main feature of language learning as it is the student's ability to create new and unique sentences. According to his words, students cannot learn a language by just repeating sentences or through habit formation but they need an innate willingness which will lead them to acquire the language competence by themselves.

A more recent method is concerned with the idea of using **corpora** in the classroom when teaching a L2. This is the so-called:

- **Data-Driven Learning.** This term comes from Tim Johns who suggested that teachers should use corpora in the classroom when teaching a L2 as we mentioned before. The focus of this method is the use of tools and techniques from corpus linguistics for learning a language. The benefits of this method are that learners are exposed to authentic data as well as to the exploitation of tools rather than getting everything ready by the teacher as usual. Through this method students can observe the frequency of words, the different collocations, concordances, the different contexts of a word, cultural factors etc. Furthermore, in this method students take control of their learning rather than being driven

continuously by the teacher. Data-Driven Learning relies on corpora rather than traditional textbooks.

On the one hand, firstly I think this is a good method in the sense of students working on themselves and thus, they can become more autonomous without depending always on the teacher. Secondly, I also find authentic material much more interesting when learning a foreign language because it is much more difficult to retain vocabulary without seeing it in its proper and different contexts. When you learn a list of new vocabulary without real examples of its use, you will most likely forget it easily. On the other hand, I think it can be some difficult to base all your classes on this method where computers and internet are necessary all the time even though you can of course do copies and distribute them in the class. In my opinion, this method would be interesting to take into account in your methodology but not basing all on it but just a part.

Since none of the previous methods were proved to be successful, some other approaches have more recently emerged with which it is thought to obtain future successful outcomes:

- **Content-Based Approach**

It basically refers to the idea of using the second language for learning contents of the different subjects. But what is understood by content? Madrid and Mc Laren (2004: 92) cited those different variations that the notion of content has undergone historically according to Snow (2001:303):

- “in the Grammar-Translation Method content was understood as the grammar structures of the target language”
- “in the Audiolingual Method content made reference to the grammar structures, vocabulary and pronunciation that were practiced in the drilling exercises”
- “within the Communicative Approach content has to do with both the communicative purpose for which language is used and the subject matter conveyed during the teaching process”

Snow (2001:305-309), offers the classification of the different Content-Based Instruction models:

- **Immersion.** Much importance has been given to this model where most of the lesson is instructed through the second language although the degree of immersion will depend on the students’ beginning or end in the programme.
- **Content-enriched foreign language.** The focus here is that of coordinating the contents of the different subjects with the foreign language aims. Related contents must be previously selected from the curriculum. Then, there must be agreement between the different teachers and teach them at the same time.

- **Theme-based model.** As Snow stated this is structured around topics and themes selected for providing teachers with content from which they can extract language learning activities.
- **Sheltered model.** L2 learners and native speakers of the school language are separated. This will provide opportunities for courses that cannot be found in regular schools so students can learn the language outside traditional ESL classes.
- **Adjunct model.** It makes emphasis on the coordination of language and content teaching. The student's needs in the content class will determine the learning activities they will carry out in the language class.

Some **advantages** of this method are mentioned by Mc Laren, Madrid and Bueno (2005):

1. It can be applied successfully in a variety of teaching contexts, from ESP to vocational, K-12, college-level, or bilingual classrooms.
2. It provides input which is just above the students' current level of competence (thus being consistent with Krashen's comprehensible input hypothesis) and teaches language in a meaningful context.
3. This presentation of information in a coherent and meaningful way leads to deeper processing, which, in turn, results in better learning.
4. It promotes language development in a more natural way, in conditions similar to those present in L1 acquisition.
5. By emphasizing the connection to real life and real world skills, it makes language learning more interesting and motivating.
6. It lends itself to the incorporation of a variety of thinking skills and learning strategies which favour language development.

They also mention some **disadvantages** to take into account as they are:

1. For the student, CBI can pose a greater cognitive challenge. They may feel confused, overwhelmed, or even frustrated. They may also have limited time to achieve an adequate academic level.
2. CBI is no less challenging for the teacher. They need not only to master the target language, but also knowledge of the subject matter content.

3. Collaboration and coordination between L1 content teachers and target language content-based programme teachers are essential, as well as intellectual, attitudinal, and organizational changes on the part of the institution and teachers involved in content-based teaching.
4. Overuse of the students' native language, particularly in monolingual classes, is a potential danger.
5. Little material adapted to the students' level is available on the market.
6. Assessment is made more difficult, as both subject matter and language skills need to be taken into account.

Despite these apparent problems, this method can be considered as one of the most promising present and future trends in language teaching and learning.

I have always thought that it is impossible to learn a language if you are not extensively exposed to it and that teaching English lessons in Spanish is an error since learners could learn much more by listening to the language itself, practicing it, using it as a way of communication, as a need, and being in total contact with English than flooding them with the same repetitive exercises from previous years over and over again. It is impossible they become neither interested nor motivated learning like that as well as they cannot master the language being taught in that way. We can see evidence in the current negative situation of our schools as well as in the majority of Spanish citizens who cannot even have a minimal conversation in English. So I think content-based instruction can be a positive, relevant, and huge step towards changing this bad situation we have always had in Spanish schools.

The most recent approach which is being currently implemented in our schools as a possible and hopeful solution of previous failures is mentioned in the following step.

2.2.1 Content and Language Integrated Learning (CLIL) and Bilingualism

2.2.1.1 CLIL and Motivation

As Madrid and Hughes (2011: 87) states, CLIL has its antecedent in its North-American counterpart, Content-Based Instruction, with which it has much in common.

The acronym CLIL refers to a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Marsh/Langé, 2000: 2).

Coyle (1999) considers that a good CLIL approach includes content, communication, cognition, and culture which is related to the concepts of citizenship and community according to Mehisto, Frigols and Marsh (2008).

In CLIL programmes, some subjects are taught through a foreign language for students to learn its contents at the same time that they acquire this foreign language. In **Andalusian bilingual schools**, the type of CLIL that we have requires a well-planned coordination. There must exist a coordination between teachers of the L2 and content teachers who have to cooperate together always for supporting and looking for students' needs (Madrid and Hughes, 2011: 89).

An international **CLIL research** was made by Lasagabaster and Sierra in Spain (2009). One of the purposes of this research was to see how CLIL programmes affect learners and observe their attitudes towards English comparing both a group of students from traditional Foreign Language classes from that where CLIL was implemented. As the results seem to show, CLIL programmes tend to increase learners' motivation.

Respecting English as a FL we know it has always been taught simply as a subject among others where the use of the L1 was present. In most cases, English at schools is not precisely the most enthusiastic subject. We already know that the traditional method has been a failure so far and that is why the majority of people in Spain have not acquired L2 competence as well as most current students at school usually get low marks. They are usually taught the same contents year after year over and over again but their level at English remains the same so their motivation falls down.

The **benefits** of CLIL may be seen in terms of cultural awareness, internationalization, language competence, preparation for both study and working life, and increased motivation.

A CLIL lesson is not a language lesson and the four language skills should be combined. The skills are:

- **Listening** is a normal input activity, vital for language learning.
- **Reading**, using meaningful material, is the major source of input.
- **Speaking** focuses on fluency. Accuracy is seen as subordinate.
- **Writing** is a series of lexical activities through which grammar is recycled.

After having compared both traditional teaching and CLIL, this research has reached several conclusions (Lagabaster and Sierra, 2009: 13-15):

- Those students who participated in the CLIL programmes showed more positive attitudes and interest towards the foreign language. It may be caused by the wider field of opportunities that students have to use the foreign language.
- Traditional FL teaching is neither relevant nor authentic. Teachers can observe how unattractive textbooks are as well as for the majority of learners who find them boring, unrealistic, non-significant, etc. In the CLIL approach, however, the focus of the classroom is not the language itself but achieving something using the language, so language learning becomes unconscious. CLIL provides

much richer communicative situations and opportunities to practice the language which engage students and foster the development of language awareness. This is difficult to achieve in a language lesson where “the main focus is on *doing things with words* and *not using words to achieve things*” (Marsh, 2008: 238).

In accordance with this research results, students from CLIL programmes keep more interested in the FL learning. The reasons of this positive attitude towards learning a L2 were once defined by Muñoz (2002: 36) which coincide with this research results:

1. Learners benefit from higher quality teaching and from input that is meaningful and understandable.
2. CLIL may strengthen learners’ ability to process input, which prepares them for higher level thinking skills, and enhances cognitive development.
3. In CLIL the learners’ affective filter may be lower than in other situations, for learning takes place in a relatively anxiety-free environment.
4. Learners’ motivation to learn content through the FL may foster and sustain motivation towards learning the FL itself.

2.2.1.2. Bilingualism

Nowadays the majority of people study a second language, so we could say that there are more bilingual individuals in the world than monolingual.

According to Madrid (2004: 95), **bilingual education** is understood as the use of a second or foreign language for the teaching of content subjects in school settings. He provides some other definitions as the one by McGroarty (2001: 345): bilingual education is defined as one in which two languages are used as media of classroom instruction for the same group of students. According to Lam (2001: 93), bilingualism refers to the phenomenon of competence and communication in two languages.

It must be said that there have been great numbers of discussions and doubts about introducing a total or partial immersion of the language since a total one can lead to higher failure rates. **In Andalusia**, an appreciable improvement has been observed since the implementation of bilingual programmes has been adopted by the school system. Students are exposed to three hours in the foreign language adding then two more hours in other subjects such as Maths, Science or Social Studies. Some lessons are given in the L1 while others in the L2 (Madrid, 2004: 100).

The **problem** is that not all teachers are well-trained as to giving their classes in the target language. Many of them are attending official language school courses to improve their L2 level as I could see during the period I spent in one of Granada’s High Schools but for succeeding in CLIL besides adequate L2 competence, they need adequate training in CLIL, adequate material in the L2 and cooperation among them.

After having reviewed different L2 teaching methods, I will provide at the end of this work some recommendations for a better and more motivating way of learning English following the students' opinion and the general results of this work.

3. PRACTICAL FRAMEWORK

3.1. Objectives

As we want to improve the L2 instruction, I come back to the idea that regardless of the method employed, student's voice plays an important role in our teaching. We have to take into consideration students' ideas, suggestions, opinions, etc, if we really want to improve our teaching and motivate them in the English learning.

Subsequently, it has been essential to set several objectives in order to know different methodologies to justify a new proposal and the most important thing that is what students think about their current English lessons. After knowing this, I could reach different conclusions and give some recommendations for a better English instruction in secondary education.

1. To review the different traditional foreign language teaching methods to justify a new proposal.
2. To know the degree of students' motivation about the activities developed in class according to the students' opinion.
3. To know the students' emotional reactions and favourable attitudes after having studied English for several years.
4. To know to what extent the environment influences on the student's motivation.
5. To give some recommendations for a better L2 instruction from my experience, point of view, and the conclusion of this research.

3.2. Methodology

3.2.1. Sample

The type of the selected sample I have worked with has been a casual one as I have spent six weeks in a high School in Granada so the access to these students was relatively easy.

The number of students was **54**.

- **Girls:** 20
- **Boys:** 34

School context:

The high school (El Generalife) is located in an area near the centre of Granada. Most of the students' families of this school come from medium to higher economic level and many of the members of these families have got a university degree. This high level of studies is reflected upon the interest and importance that parents give to their children's education. They are very concerned about their children's learning so they take an active part in the different activities organised in the high school and are usually up to date in their evolution as they attend continuous meetings with tutors and teachers.

There are about 700 students, who come mainly from the schools El Genil, Sierra Elvira, Jardín de la Reina and Profesor Tierno Galván, although there are students from the different areas of the outskirts. There are not many students from other cultures and nationalities and most of them are integrated. The cultural level of most students is medium-high and many of them study music and languages out of the school. Most students have a good level in studies and there are not important problems concerning their behaviour.

It is important to enhance the most important plans and programmes that this school has. Among them we find the fact that it is a multilingual school in English and French so that there are in all the groups some students who are in the multilingual programme and others who are not.

The students of this sample belong to two different groups of **2º E.S.O** who are not participating in multilingual programmes. They only study English as a second language where English is the vehicle language.

Age: from 13 to 14 years old.

3.2.2. Tools

For the analysis I have used a questionnaire which contains different parts taken from Madrid and Pérez (2001) to evaluate students' motivation in different aspects.

The questionnaire consists of a closed part (Likert-type scale) where students had to choose a degree of motivation from 1 to 5 in the different variables, and an open part where they had to write the reasons and opinions with respect to each of the variables. The questionnaires were given to the students in Spanish for better understanding.

5 = very much	4 = considerably	3 = indifferent	2 = little	1 = not at all
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3.2.3. Variables

I have followed an empirical experimental and descriptive research model which includes both a qualitative and quantitative section.

Descriptive variables

- Qualitative nominal variable:
 - Class: 2º E.S.O
 - Type of educational establishment: public ownership
 - Gender: a)Male; b)Female.

Description of variables

1. The following variables (from v.1 to v. 19) have been used to examine **objective**
 2: To know the degree of students' motivation about the activities developed in class according to their opinion. From 1 to 5, to what extent they consider the following activities motivating.

- v.1.1. Pair-work exercises.
- v.1.2. Group work activities; working in teams.
- v.1.3. Consulting brochure, cutting out pictures, using newspapers and books to make wall-charts, murals and other assignments (projects and autonomous work).
- v.1.4. Watching adapted video records and films.
- v.1.5. Listening to tape recordings: textbook dialogues or other texts.
- v.1.6. Listening to and singing songs in the FL.
- v.1.7. Playing games in class.
- v.1.8. Exercises with visual aids (posters, murals, pictures, photographs, and clippings) and new Technologies (internet, TICs, etc.)
- v.1.9. Oral exercises which involve interaction between teacher and students.
- v.1.10. Oral exercises using the textbook and based on illustrations and pictures.
- v.1.11. Dramatising dialogues and situations.

- v.1.12. Oral comprehension exercises: listening to recordings with the help of drawings but without reading texts.
- v.1.13. Speaking activities in the Foreign language.
- v.1.14. Reading dialogues and reading passages in the English book.
- v.1.15. Written activities in the workbook or notebook.
- v.1.16 Pronunciation exercises.
- v.1.17. Vocabulary activities (new and already studied words).
- v.1.18. Grammatical exercises.
- v.1.19. Commentaries, questions, and reflections on the life and customs of the FL speakers: culture.

2. The following variables (from v.20 to v.44) helped me examine **objective 3**: To know the students' emotional reactions and favourable attitudes after having studied English for several years.

Emotional Reactions

- v.2.20. Satisfaction.
- v.2.21. Dissatisfaction.
- v.2.22. Frustration.
- v.2.23. Relaxation.
- v.2.24. Anxiety, nervousness.
- v.2.25. Confidence in yourself.
- v.2.26. Competitiveness.
- v.2.27. Self-esteem.
- v.2.28. Indignation.
- v.2.29. Surprise.
- v.2.30. Increase of competition.
- v.2.31. Responsibility.
- v.2.32. Personal self-realisation.
- v.2.33. Greater self-control.

- v.2.34. Interest.
- v.2.35. Desire to pay attention in class.
- v.2.36. Desire to make an effort.
- v.2.37. Desire to study the L2.
- v.2.38. Desire to communicate in the L2 out of the classroom.

Favourable Attitudes towards...

- v.2.39. the L2.
- v.2.40. The British people.
- v.2.41. Americans.
- v.2.42. English-speaking countries.
- v.2.43. The sources of English information.
- v.2.44. Communicative situations in the L2.

3. Variables (from v.45 to v.51) were used to examine **objective 3**: To know to what extent the environment influences on the student's motivation.

- v.3.45. Parents and relatives.
- v.3.46. Television.
- v.3.47. School.
- v.3.48. Press.
- v.3.49. Cinema.
- v.3.50. Internet and social networks.
- v.3.51. Music.

4. RESULTS

GENERAL MOTIVATION	
CLASS	2,99
FEMALES	3,17
MALES	2,94

Table 1. Total mean of the class

To explain the final results I will focus on the mean of each item making a gender distinction and emphasizing on the most striking results of this research, whether quantitative or qualitative.

We could see how girls are generally more motivated than boys and show a more positive attitude towards English. Only in few cases boys outstrip girls in this research. I wanted to study them separately since many studies have been made about **gender distinction** in L2 learning where more favourable and positive attitudes are most of the times ascribed to females. Some of them are mentioned by Ellis (1994: 202-203) as they are:

- Gardner and Lambert (1972) reported that Female learners of L2 French in Canada were more motivated than male learners and also had more positive attitudes towards speakers of the target language. This is exactly what we could verify in the results of this research.
- Spolsky (1989) did a study where it was demonstrated that females learning L2 Hebrew in Israel showed more favourable attitudes to Hebrew, Israel, and also Israelis than males.
- Boyle (1987) reports on a study of 490 Chinese students that females achieved higher overall means on ten tests of general L2 English proficiency and the differences were significant in many cases.

As it has been mentioned before, we will deal with both **qualitative** and **quantitative** data:

- *Qualitative data*: Students' opinion
- *Quantitative data*: mean and percentage

4.1. Students' motivation about the activities developed in class (Objective 2)

VARIABLE	TOTAL MEAN	FEMALES	MALES
1	3,87	3,75	3,94
2	3,89	3,60	4,06
3	2,74	2,60	2,82
4	3,67	3,80	3,59
5	2,70	3,60	2,18
6	2,59	3,25	2,21
7	4,07	4,00	4,12
8	3,46	3,55	3,41
9	2,78	3,25	2,50
10	2,41	2,25	2,53
11	2,81	3,30	2,53
12	2,80	3,45	2,41
13	2,81	2,80	2,82
14	2,91	2,95	2,88
15	2,39	2,50	2,32
16	3,17	3,75	2,82
17	3,20	3,30	3,15
18	2,44	2,55	2,38
19	2,93	3,35	2,68
TOTAL	3,03	3,24	2,91

Table 2. Specific and total mean of variables v.1 - v.19

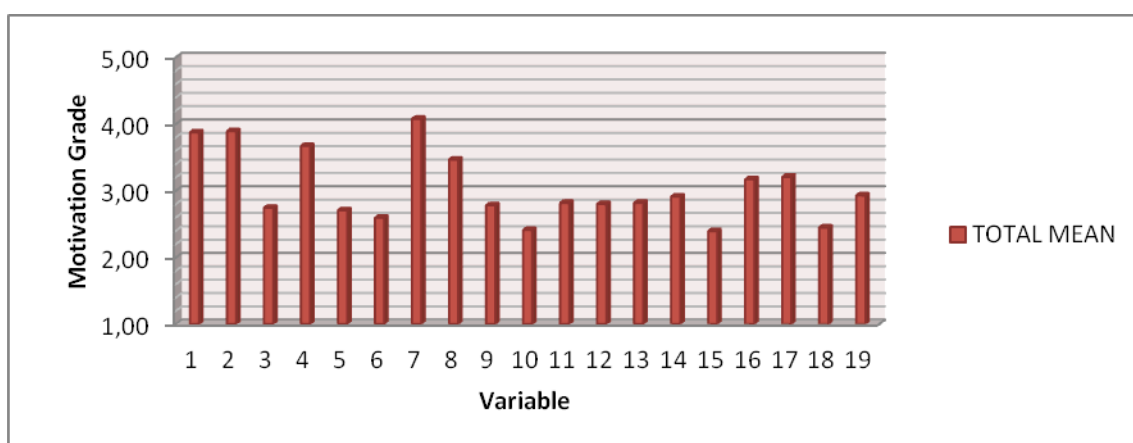


Fig.1. Total mean of variables v.1- v.19

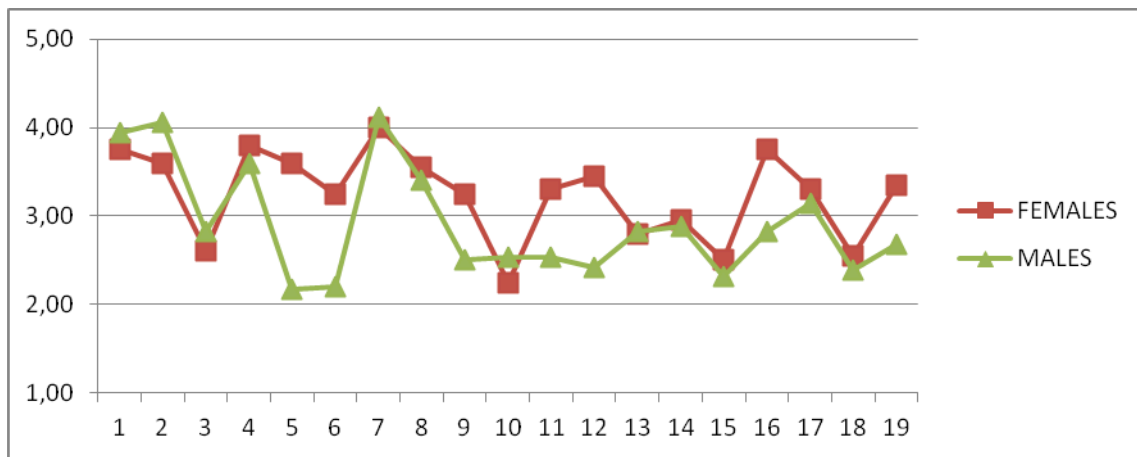


Fig.2. Gender difference in variables v.1- v.19

On the whole, we see that students do not show great passion for classroom activities. They do not feel very motivated in the majority of activities but most of students coincide with several exercises which they consider to be more motivating. In addition, we find other activities where we can perceive a considerable gender difference in the degree of motivation. In general, girls are more motivated but there are some variables where boys slightly show a higher motivation.

v.1. Pair-work exercises

Students generally show greater motivation when they work in pairs. Furthermore, we see that boys are slightly more motivated than girls in this kind of exercises. It seems to be that boys value working with a partner more than girls. According to what I could observe in the high school of my research, where I spent six weeks, this may be because male learners generally require more help than female ones in the realization of exercises.

According to the Student's opinion, doing pair-work exercises can help them learn easily because they help each other as well as they find this kind of exercises much more entertaining. In addition, students state that they prefer working with a partner because they finish faster than working alone.

Between the students who show less motivation, some state that pair-work exercises are not fair because there is usually one who works more than the other and a lot of irresponsible students who finally receive the same undeserved grade.

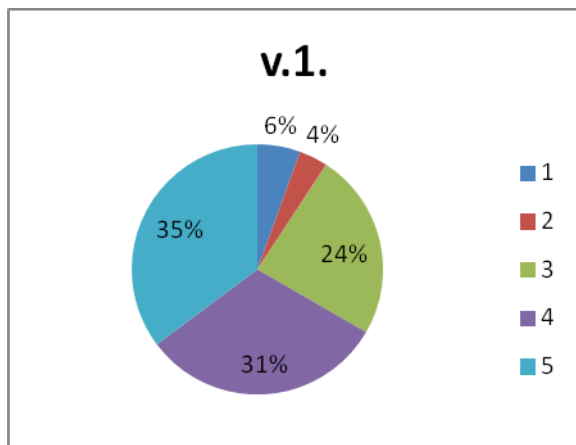


Fig.3. Percentages of v.1. pair work

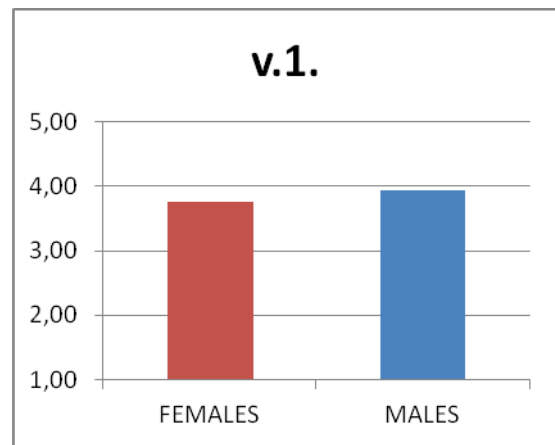


Fig.4. Gender difference in v.1

v.2. Group work activities; working in teams

Again, students show a high degree of motivation when working with partners. Boys still remain slightly more motivated than girls in this kind of activities.

They give the exact same reasoning than in the previous item. That is, working in teams is much more entertaining and you can finish faster than working all by yourself as the state.

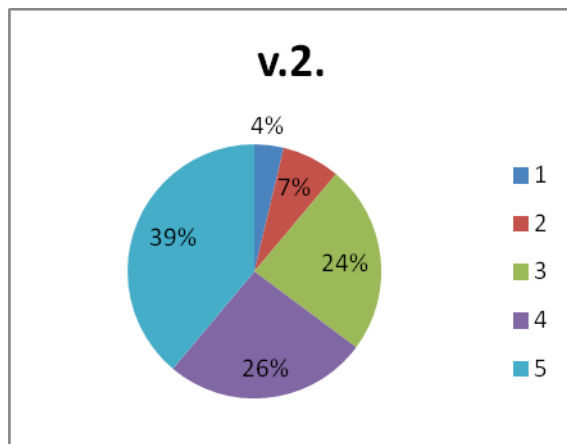


Fig.5. Percentages of v.2. group work

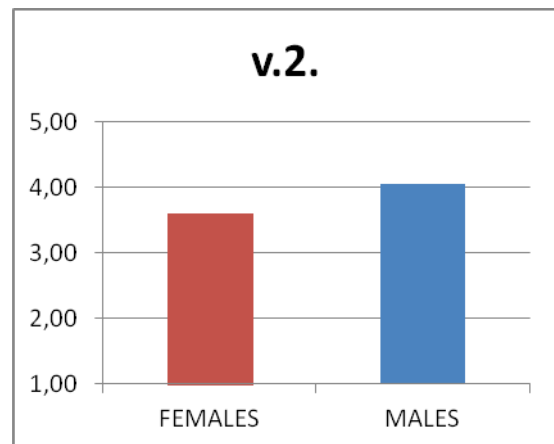


Fig.6. Gender difference in v.2

v.3. Consulting brochure, cutting out pictures, using newspapers and books to make wall-charts, murals and other assignments (projects and autonomous work)

We do not see high motivation concerning this kind of activity. This may be because it requires more time than other activities. Boys are more in favour of projects than girls but the difference is not very high. However, despite the low mean in this variable, students show a positive attitude on their answers.

According to their general opinion, it is important learning to work with all sort of material and it can be more entertaining. They state that looking information up themselves can help their learning but they also comment how tedious and boring these activities could sometimes be. This may be the reasons of their low degree of motivation with respect to projects.

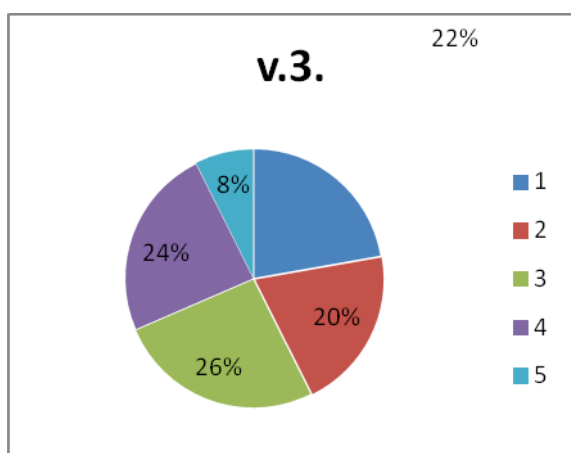


Fig.7. Percentages of v.3. projects

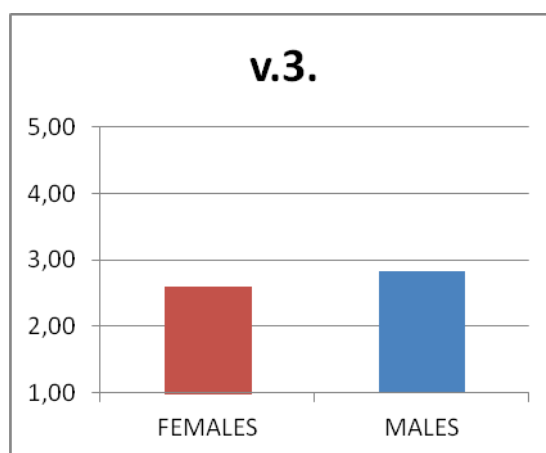


Fig.8. Gender difference in v.3

v.4. Watching adapted video records and films

This seems to be another of the activities that motivates students most. We notice a difference between boys' and girls' motivation being the latter more motivated this time as it can be seen in the graph below.

Most of students remark that including videos and films in the lessons would facilitate their learning acquisition as they would pay more attention in class. Furthermore, they say that classes would become shorter, less tedious, and more amusing so that they would be less bored and become more interested in English consequently. In addition, some of them make emphasis on the idea that watching videos or films does not require to write all the time during the lessons as they usually do.

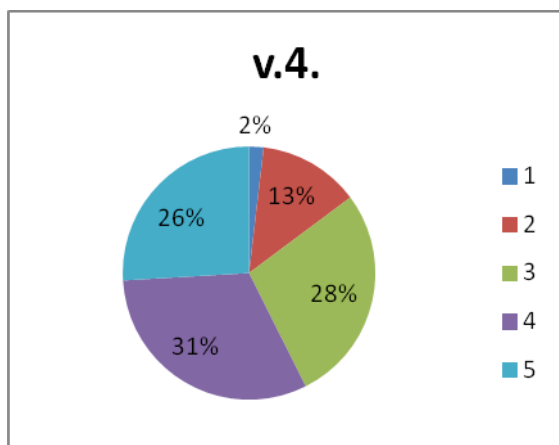


Fig.9. Percentages of v.4. video

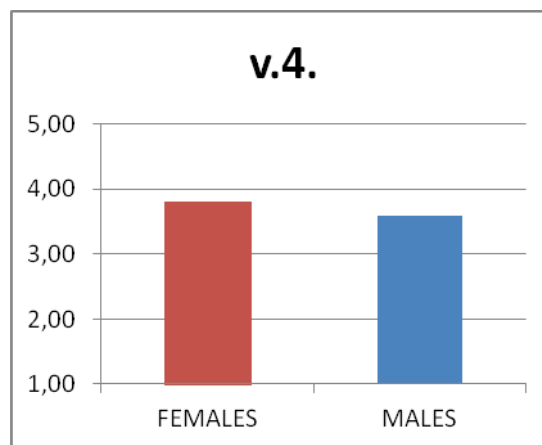


Fig.10. Gender difference in v.4

v.5. Listening to tape recordings: textbook dialogues or other texts

This activity is quite usual in English classes but it seems that students do not generally like it. Additionally, we notice a considerable gender difference where females show greater motivation than males. Taking only girls into account, we can say they are quite motivated doing these activities while boys are very little motivated.

The reasons can be seen in the different opinions they give in the questionnaire. While girls state that listening activities are really important because they can help you a lot understand foreign people if you go abroad, boys state that this kind of activities are quite boring, difficult to understand, and according to them, it is quite boring to listen to old radio-cassette players which do not sometimes work.

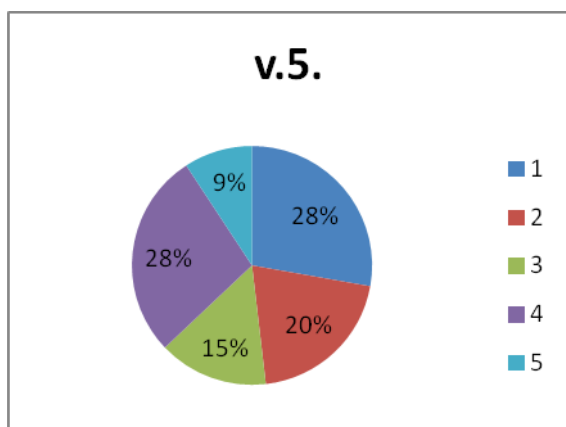


Fig.11. Percentages of v.5. tape recording

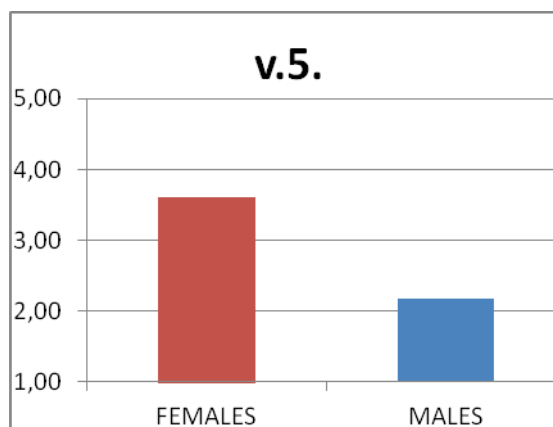


Fig.12. Gender difference in v.5

v.6. Listening to and singing songs in the FL

The general mean in this variable shows that students do not find listening to songs or singing them quite motivating. However, if the mean is seen separately, we notice

how girls differ by far from boys. The former seem to appreciate these exercises while the latter seem not to be very fond of it.

The reason for this difference is demonstrated by the student's opinion. While girls say they find listening to and singing songs in English quite funny and they think you can learn new vocabulary and improve your listening skill at the same time, boys claim that English songs are very difficult to understand, they are boring, and they do not just like to sing.

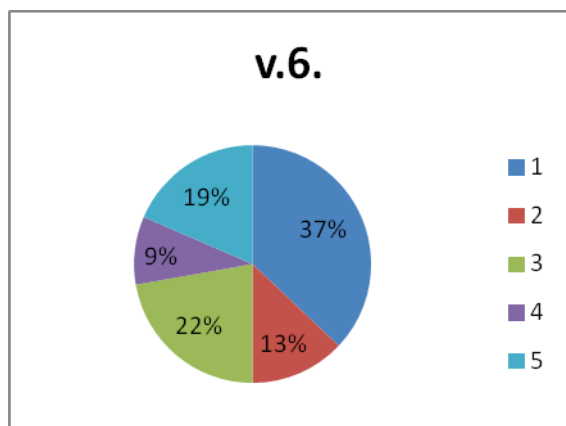


Fig.13. Percentages of v.6. songs

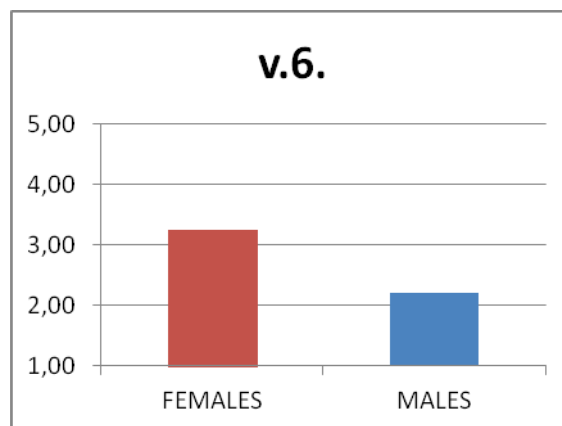


Fig.14. Gender difference in v.6

v.7. Playing games in class

It must be said that playing games in the classroom for learning a foreign language seems to attract the student's attention significantly. Apart from the high results of this variable, I could also observe how games motivate students when learning English as I put it into practice during my internship period with the students who took the questionnaire for this same research. I usually spent the last 10 minutes playing a game in English with students which main focus was to review and make students learn the content of previous lessons. I used for instance, spelling and vocabulary games, grammar and listening games, etc.

According to the student's opinion, you can learn much more when the teacher uses games because you acquire knowledge unconsciously while you are having fun with your partners and the teacher as well. You retain things better and longer. They say that it is a better option to practice the language rather than listening all the time to the teacher's instruction. Furthermore, as they state, it favours the union of the whole class as well as breaking with typical, traditional, and routine lessons.

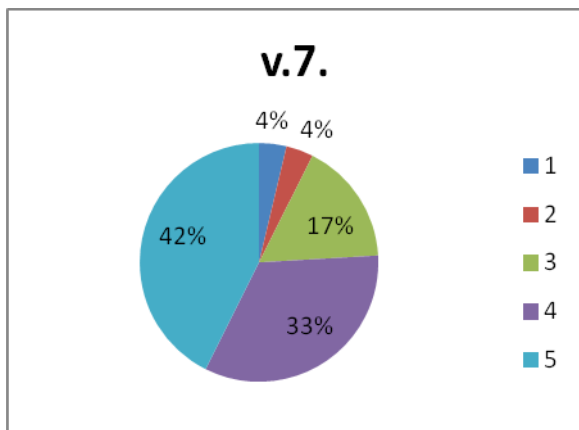


Fig.15. Percentages of v.7. games

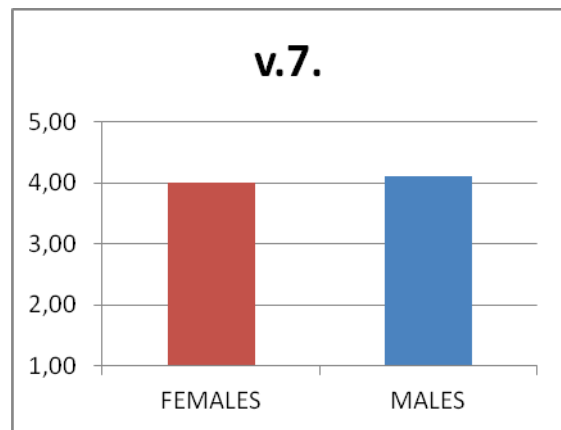


Fig.16. Gender difference in v.7

v.8. Exercises with visual aids (posters, murals, pictures, photographs, and clippings) and new Technologies (internet, TICs, etc.)

This variable shows another of the types of activities that students are to a major extent in favour. In this case, girls seem to be equally motivated than boys. With respect to new technologies this may be because they are nowadays one of the most common and fashionable ways of working.

As students state, it is very important to use new technologies in class for learning because at the same time that you learn English you are also learning how to use these technologies which is quite relevant taking into account what currently surrounds us. They also give importance to the idea that using visual aids as well as computers they will not have to write down so much as they do now.

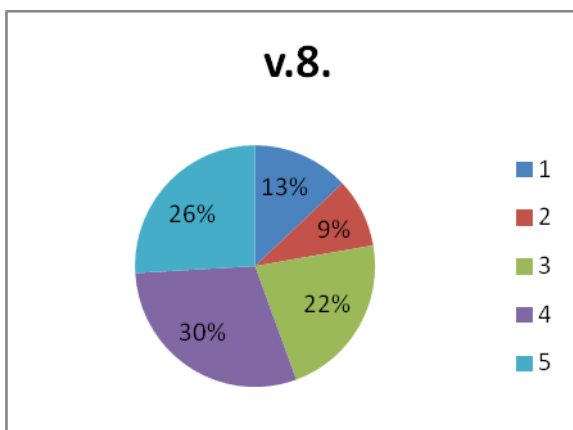


Fig.17. Percentages of v.8. visual aids

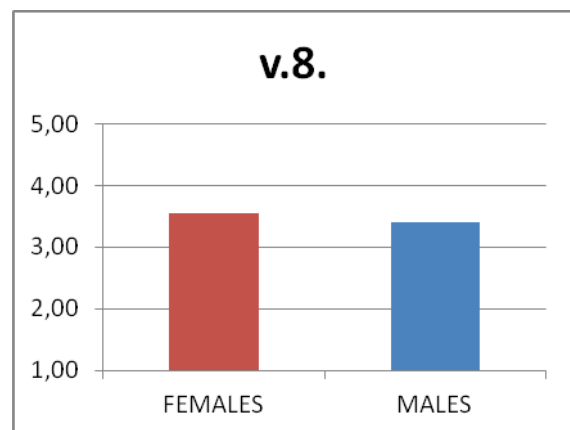


Fig.18. Gender difference in v.8

v.9. Oral exercises which involve interaction between teacher and students

This variable does not cause great enthusiasm in the majority of the participating students. As usual in this research, females are more motivated than males concerning exercises which require speaking English. Boys may present a higher level of shyness when speaking aloud though as I could observe in the aforementioned high school, most of students showed neither fear of making mistakes nor shame among them when speaking the L2.

But what we know for sure is the students' opinion. According to some of them, this kind of exercises can help improve your pronunciation, to learn new expressions and how to use them, that is, in its proper context. Some others state that oral exercises can be a good option to put into practice the language but they consider them boring and frustrating as they cannot speak English well.

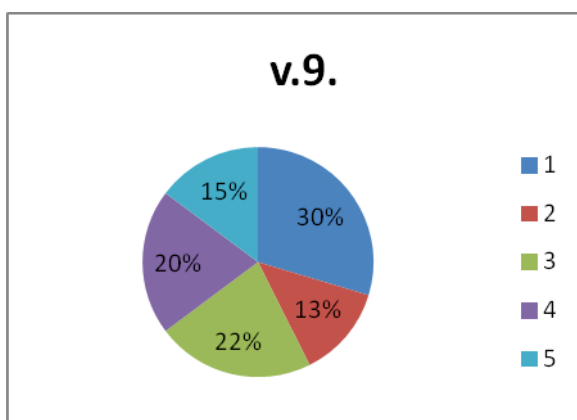


Fig.19. Percentages of v.9. oral interaction

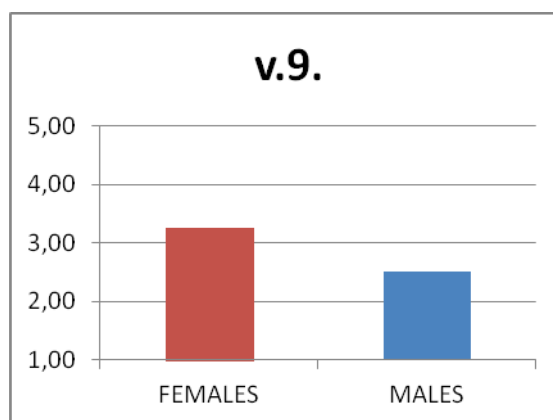


Fig.20. Gender difference in v.9

v.10. Oral exercises using the textbook and based on illustrations and pictures

It seems that oral exercises using the textbook are less motivating than those where the teacher interacts. There is not major gender difference in this variable.

According to the students' opinion, they use the textbook so much that they get tired of it. They also say that even though it would be useful to do more exercises of this type, it is not very pleasant to speak English aloud in class. However, some of them state that it can help you learn to pay more attention to details as you can see them on the book.

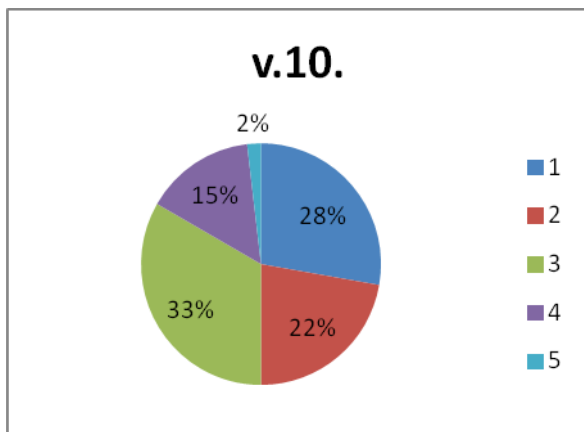


Fig.21. Percentages of v.10. oral exercises

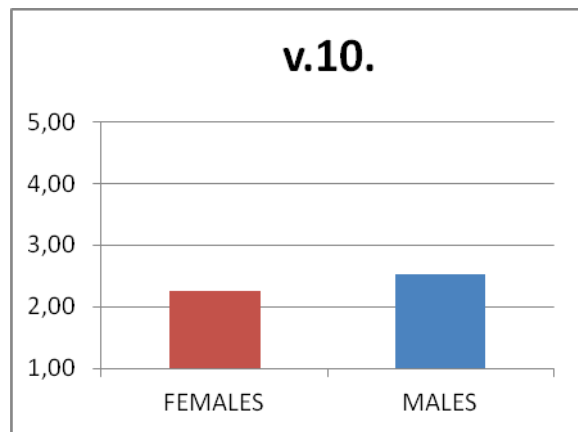


Fig.22. Gender difference in v.10

v.11. Dramatising dialogues and situations

In general terms, drama seems to be not very popular among nowadays students. Anyway, a striking difference can be seen with respect to gender motivation. Girls are more in favour of this kind of activities than boys.

According to some girls' opinion, drama can be funny as well as it can help you get fluency at English. They also state that lessons would be much more entertaining if they had drama exercises. However, the majority of boys find drama as something boring, shameful and not interesting at all though there are a minimum of boys who think they would also like to dramatize more frequently in class activities.

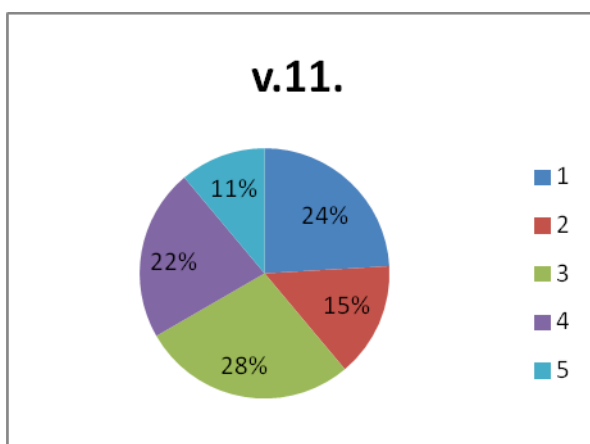


Fig.23. Percentages of v.11. drama

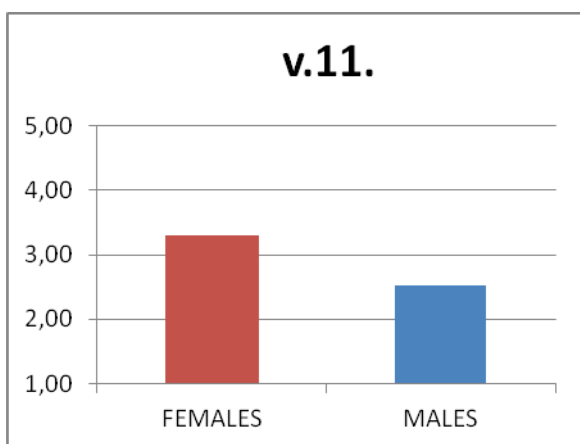


Fig.24. Gender difference in v.11

v.12. Oral comprehension exercises: listening to recordings with the help of drawings but without reading texts

The general degree of motivation here is not very high but we can observe a considerable difference between males and females as the results are so unequal. As this

research shows as well as I could see during my internship period in the high school, listening activities are not very motivating and the majority of students claimed that one of the reasons was the bad quality of the audios employed for the activities.

The general opinions that they give in this variable are that listening activities are very difficult to understand because, as I have previously mentioned, the audios used in class are not good quality ones. In the case of girls, despite of agreeing also with this statement, they add that oral comprehension exercises are necessary to improve your listening and speaking which they consider to be two of the most important aspects of English. They say it would be relevant to practice these two most difficult skills of English. Thus, we can appreciate here the inequality within males and females' opinion and the different means consequently.

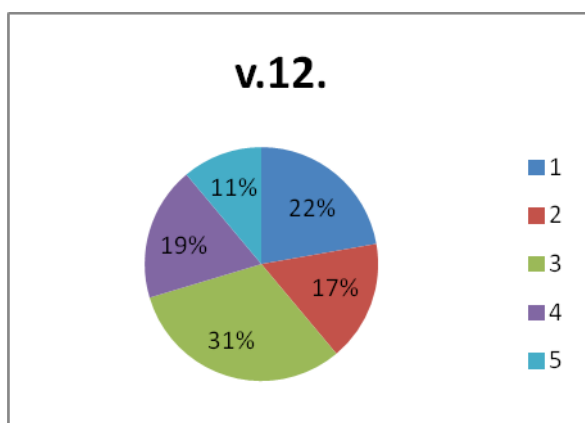


Fig.25. Percentages of v.12. listening

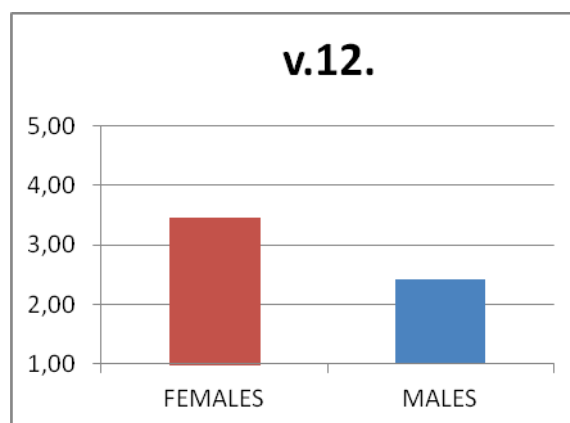


Fig.26. Gender difference in v.12

v.13. Speaking activities in the Foreign language

Speaking activities are not very usual in our schools because of lack of time and as this variable shows, speaking in class is not either a fascinating activity for students.

They agree that it is a good option for practicing English and it can give you confidence for future oral activities. However, they state they prefer not to do speaking activities because it is usually very difficult to understand what the opponent says. They also find very difficult to perform these activities because of pronunciation as it is not normally emphasized in English classes by most of the teachers.

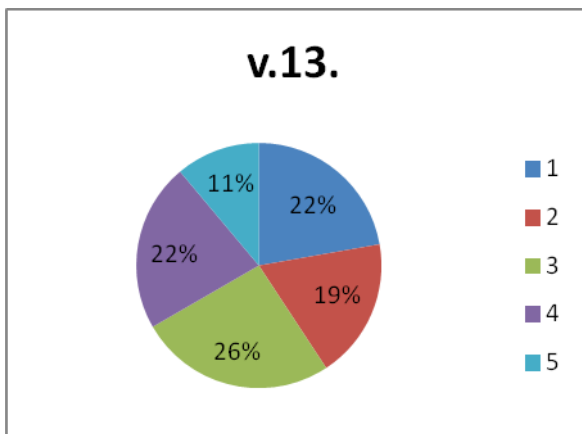


Fig.27. Percentages of v.13. speaking

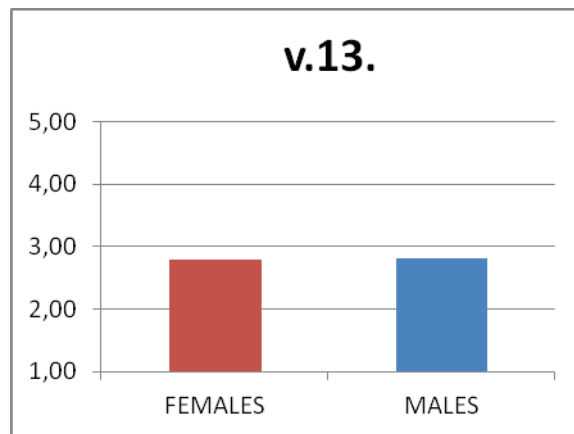


Fig.28. Gender difference in v.13

v.14. Reading dialogues and reading passages in the English book

As we know this is one of the most typical and traditional activities employed for L2 learning so that students seem to be tired of doing always the same year after year as they state below. Both boys and girls show a low degree of motivation concerning this kind of activities.

As they say, it is quite tiring doing the same all the years and in all chapters of their book, and we know it is true they do this in English classes. They also claim that reading activities should be different as they always focus on answering questions related to the text as well as dialogues always share the same model so they become boring.

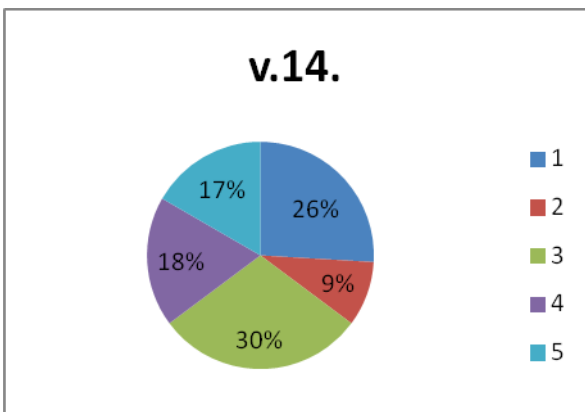


Fig.29. Percentages of v.14. reading

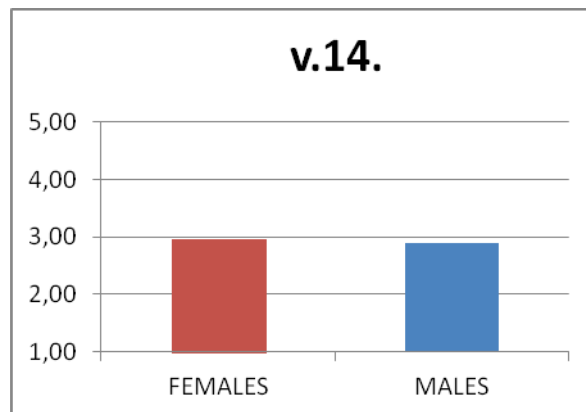


Fig.30. Gender difference in v.14

v.15. Written activities in the workbook or notebook

There is not big gender difference in this variable. As in reading activities, students show low motivation with respect to written activities. They give actually the same reasons as in the previous item (v.14. reading activities) though written activities are in

general the least motivating. Students seem to be tired of doing always the same kind of exercises.

They provide similar opinions stating that they usually do the same kind of exercises every year. Apart from that, they find writing quite difficult because as they say you cannot translate straight from Spanish so that they become frustrated when they do not know how to write well. Despite of the many negative opinions, we also find those students who seem to appreciate written activities because they like writing in a foreign language and as they state, these activities can help them gain fluency in English once they know how to write expressions well.

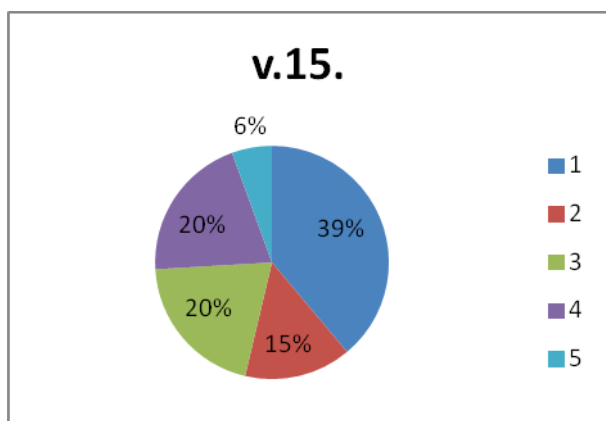


Fig.31. Percentages of v.15. writing

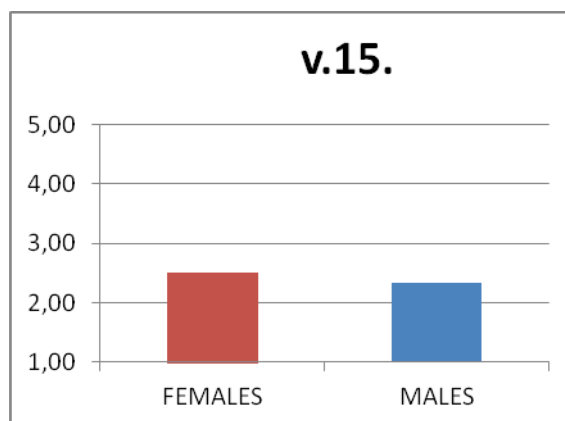


Fig.32. Gender difference in v.15

v.16 Pronunciation exercises

In spite of receiving an instruction with little focus on pronunciation, this variable presents how students show greater motivation with activities based on pronunciation rather than so many other activities that we have seen before, such as reading, writing, speaking, etc. As they stated, they do not like speaking activities because they do not know how to pronounce the majority of words. Now, we see they are in favour of pronunciation activities as it can be seen in the corresponding graph as well as in their global opinion. We can also see how girls show again a higher motivation than boys. The difference is quite significant as presented in the graph below.

As they say, studying pronunciation can give them better confidence when speaking English so that they would become less shy when using it in the classroom. According to many of these participants, one of the most important aspects of English is pronunciation if you really want to travel abroad. Thus, even though they consider it very difficult to learn, they admit it is necessary for learning the language properly so as to others can understand you when you visit other countries.

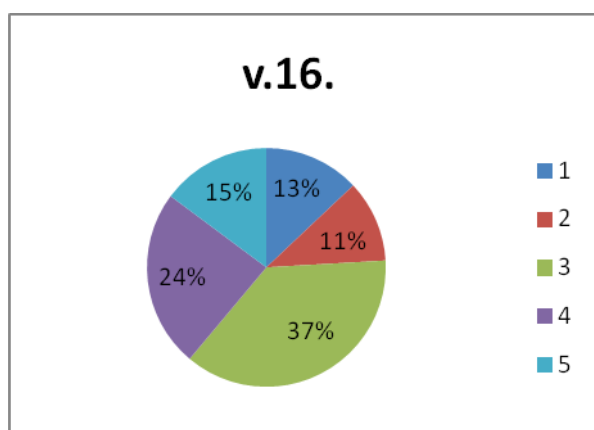


Fig.33. Percentages of v.16. pronunciation

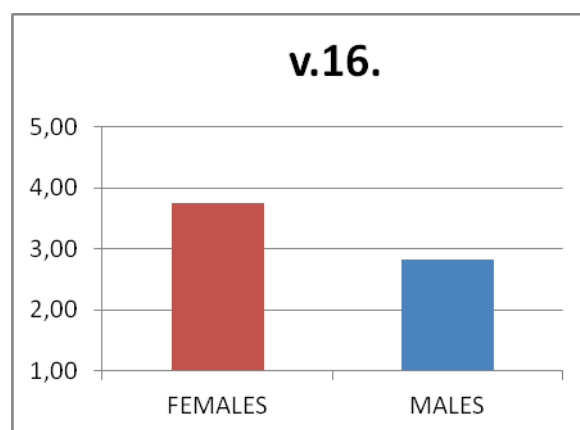


Fig.34. Gender difference in v.16

v.17. Vocabulary activities (new and already studied words)

Although learning vocabulary has always been one of the most tedious activities in L2 learning, this variable indicates that students do not have such a negative impression of the study of new words. This is something awesome since learners usually complain about how boring studying and memorizing lists of vocabulary is as some of them suggest here. The answer of this result, which is not one of the lowest despite of the negative aforementioned statement, is found in their opinion with respect to acquiring new vocabulary or reviewing the already studied one.

As they generally say, the more words you learn in English the better fluency you will acquire. It is necessary the memorization of words for speaking English though they admit it is boring. Thus, they suggest a more entertaining way of studying vocabulary rather than just memorizing. According to some of their suggestions, playing more vocabulary games in the class, as we did together during my period in that high school, would be a good choice of remembering words without so much effort.

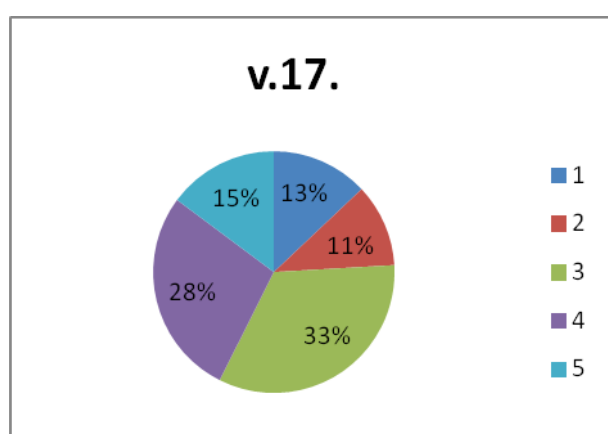


Fig.35. Percentages of v.17. vocabulary

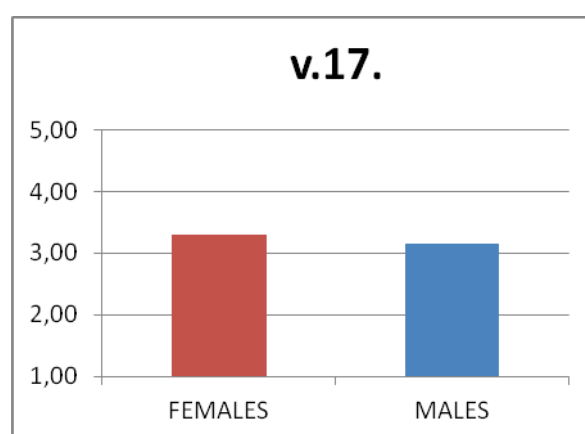


Fig.36. Gender difference in v.17

v.18. Grammatical exercises

It seems to be that grammatical exercises are, after written and oral ones, the least motivating activities that can be carried out in class. Students show little interest in the study of grammar. There is not nearly gender difference here.

As students' opinion indicates, grammar exercises are boring, tedious, difficult to understand, as well as too repetitive. They remark again the aforementioned idea of repetitive exercises as they state that the grammatical aspects studied are always the same of previous years. They express that it would be better to learn grammar in a different way because as some of them admit, it is necessary for the proper construction of sentences.

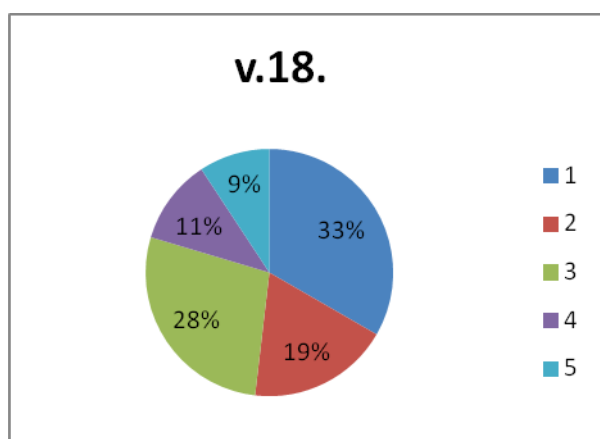


Fig.37. Percentages of v.18. grammar

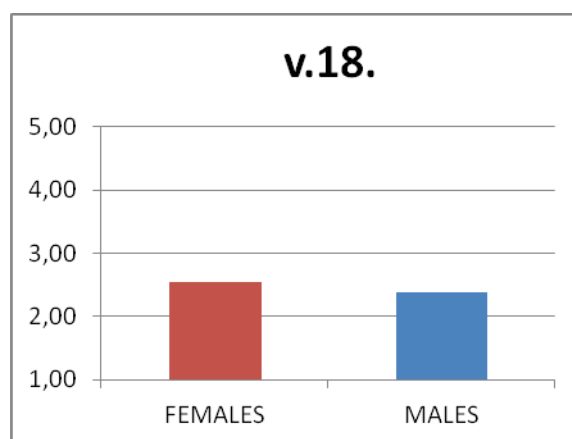


Fig.38. Gender difference in v.18

v.19. Commentaries, questions, and reflections on the life and customs of the FL speakers: culture

Finally, respecting the culture of English-speaking countries, students seem to be quite indifferent since cultural issues are normally not dealt in class. Males seem to show lower motivation than females as in the majority of this research items. Even so, I could observe during my internship period in the high school that students paid too much attention to the teacher when he sometimes told them curious things about the English culture. Then, this indifference may be due to their lack of information about other cultures.

Some reasons they give in the questionnaire tell us that students do not show impediments with respect to learn cultural issues. Furthermore, some of them state that it could be interesting because through learning aspects of other cultures you may like its respective language more.

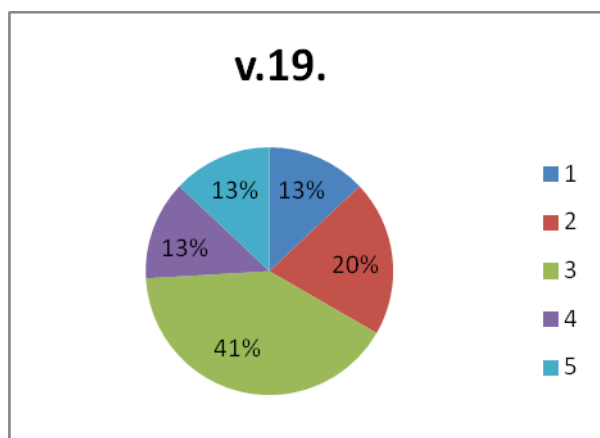


Fig.39. Percentages of v.19. culture

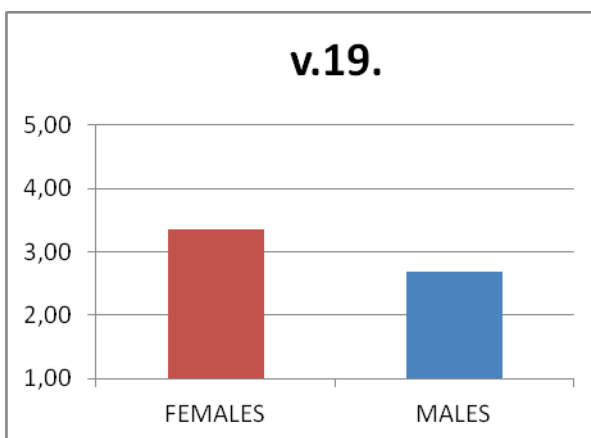


Fig.40. Gender difference in v.19

4.2. Students' emotional reactions and favourable attitudes after having studied English for several years (Objective 3)

▪ Emotional Reactions:

VARIABLE	TOTAL MEAN	FEMALES	MALES
20	3,07	3,20	3,00
21	2,17	2,65	1,88
22	2,65	2,25	2,88
23	2,54	2,75	2,41
24	2,67	2,50	2,76
25	3,07	2,85	3,21
26	3,06	2,65	3,29
27	3,17	3,30	3,09
28	2,22	2,05	2,32
29	2,81	2,40	3,06
30	2,74	2,50	2,94
31	3,22	3,70	2,94
32	2,91	2,80	2,97
33	2,93	2,95	2,91
34	3,46	3,60	3,38
35	3,06	2,75	3,15
36	3,48	4,20	3,06
37	3,06	3,40	2,85
38	3,33	3,90	3,00
TOTAL	2,79	2,97	2,90

Table 3. Specific and total mean of variables v.20 - v.38

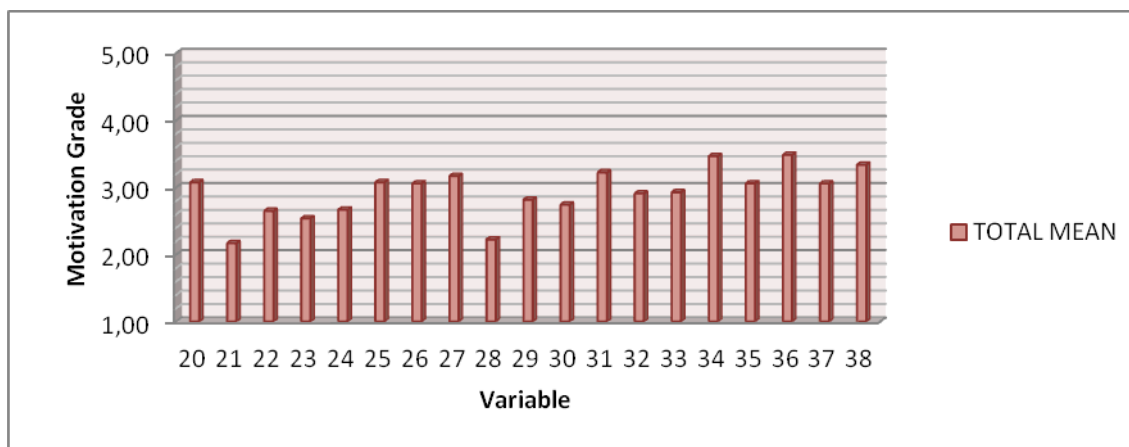


Fig.41. Total mean of variables v.20 – v.38

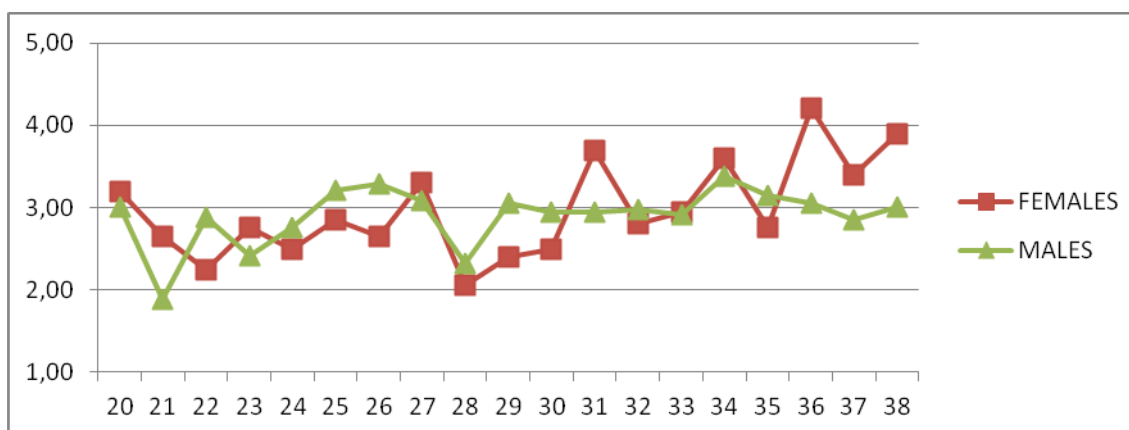


Fig.42. Gender difference in variables v.20 – v.38

As the total mean indicates, students generally show neither high nor low degrees of motivation respecting their **emotional reactions** after having studied English as a foreign language for several years. Girls show on the whole higher motivation than boys though in the majority of variables, the difference is not significant.

Respecting the results that concern motivation on student's emotional reactions, I will focus on the highest and lowest variables as most of them roughly get the same motivation degree.

v.21. Dissatisfaction

This is the emotional reaction that got the lowest degree of all. So even knowing that Students' general level of English after several years of study is still very low, they are not at all dissatisfied. Girls show even a lower degree of dissatisfaction. They use to give reasons such as, English is difficult, I am very bad at languages, I do not like languages, and this kind of excuses that they unconsciously think about. This may at

large be because they are not really aware of their situation and do not even know that they should have a higher level of English after all these years.

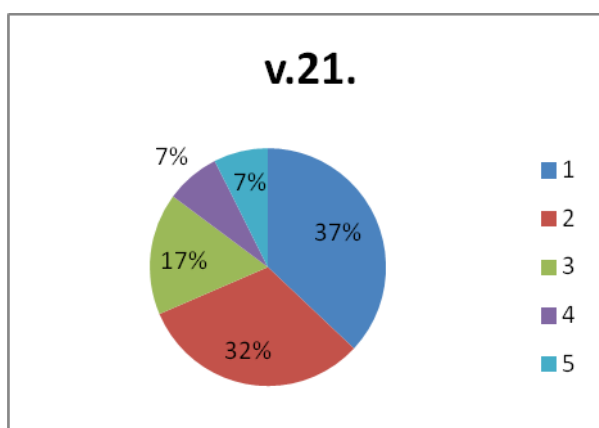


Fig.43. Percentages of v.2. dissatisfaction

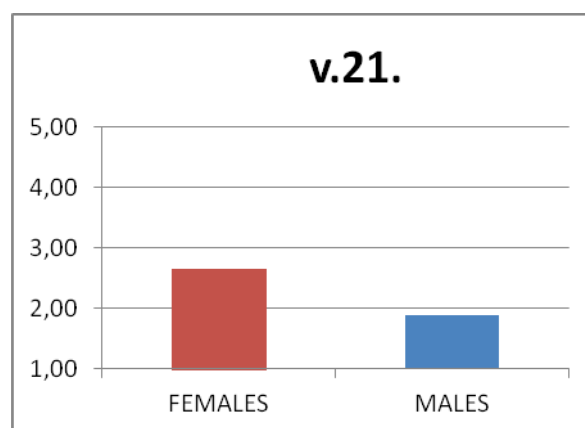


Fig.44. Gender difference in v.21

v.23. Relaxation

We see how students show a low degree of relaxation about the study of English, something predictable as the majority of them cannot speak a word in English after all these years. I suppose you cannot feel relaxation in that situation, being aware that you cannot master English at all. In this case, it is boys who show to be more relaxed. This may be because they tend to be less responsible than girls as it will be shown more in detail later on.

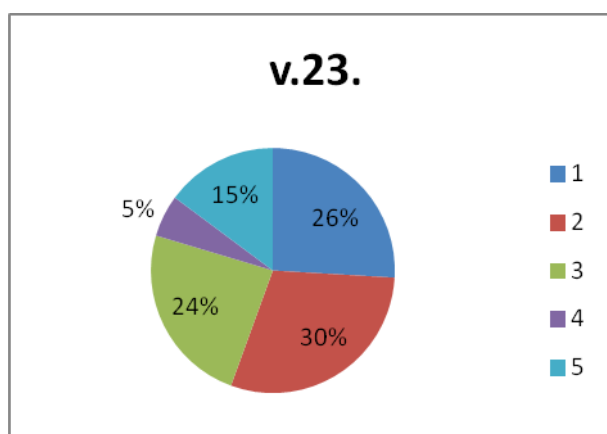


Fig.45. Percentages of v.23. relaxation

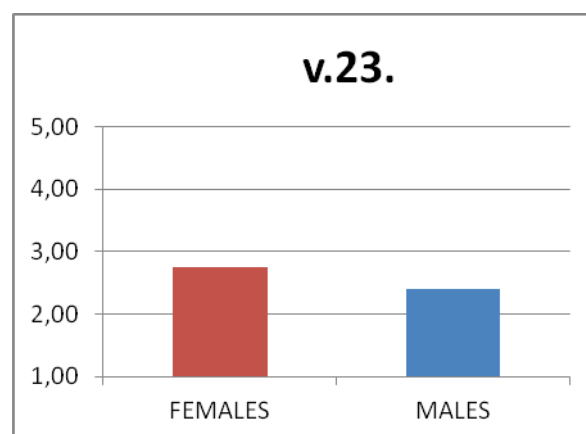


Fig.46. Gender difference in v.23

v.24. Anxiety, nervousness

According to this research, students do not experiment great anxiety or nervousness after all these years in the study of English or after having studied English so far. Boys seem to show a slightly higher degree of this emotional reaction. The reason could be in the fact that female learners normally feel more confident than male ones as it has also

been studied in this research (see mean in v.25). Even so, they do not present a meaningful difference in this respect.

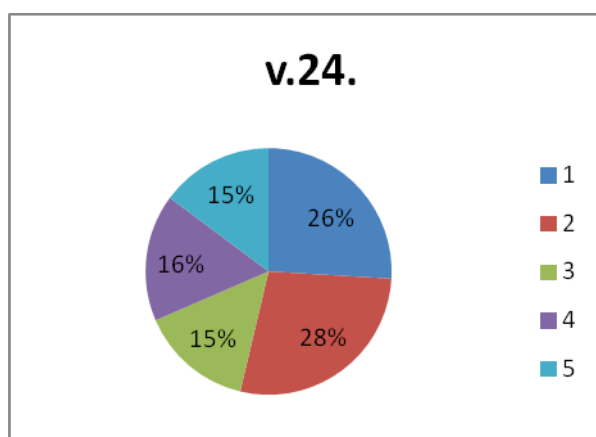


Fig.47. Percentages of v.24. anxiety

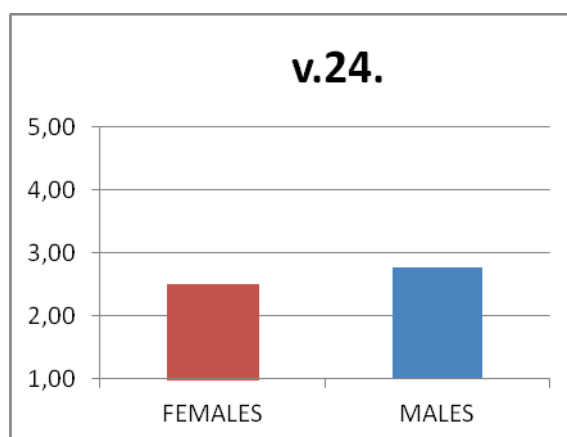


Fig.48. Gender difference in v.24

v.27. Self-esteem

It seems that students' self-esteem after having studied English for so long is not at all high but we cannot say it is low. As we can see again, girls have a higher self-esteem and the reason could be the same mentioned before, that of self-confidence. If they feel more confident, this will help in a way their self-esteem increase. Anyway, we should say the difference between genders is very salient here either.

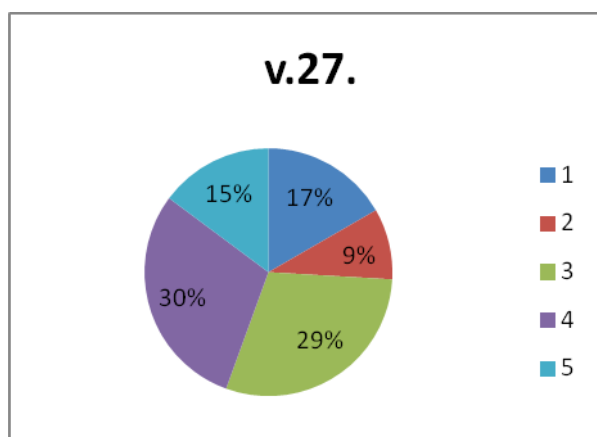


Fig.49. Percentages of v.27 self-esteem

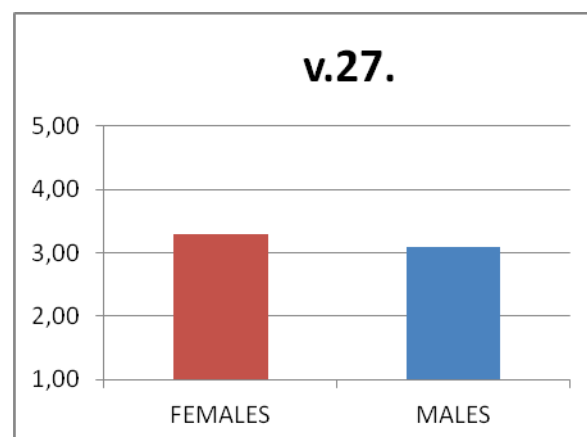


Fig.50. Gender difference in v.27

v.28. Indignation

Students do not seem to feel much indignation as it is one of the lowest degrees got among all the emotional reactions presented in this research. As we can see in the graph below, there is little difference between genders being boys who show to some extent a bit more indignation.

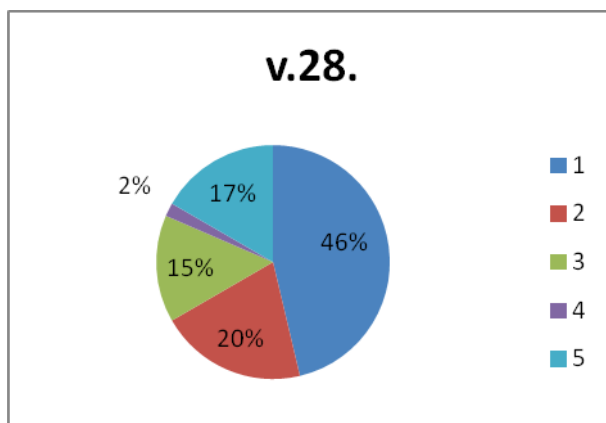


Fig.51. Percentages of v.28 indignation

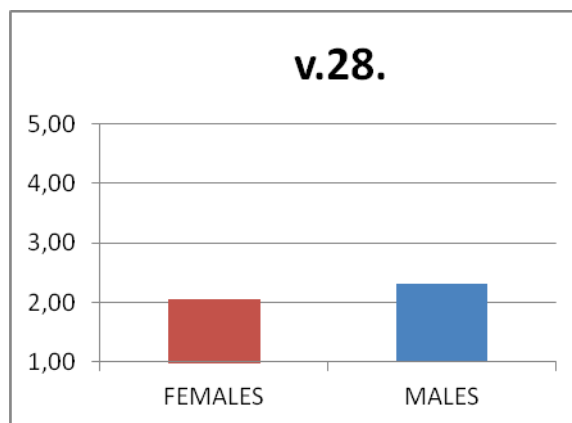


Fig.52. Gender difference in v.28

v.31. Responsibility

At first sight, we can see a striking gender difference in this variable. As we mentioned above, female learners show greater responsibility than male ones. On the whole, this variable has got one the highest degrees on its respective table (3). This can be associated to the age since girls are usually more mature than boys in adolescence. This fact is also reflected in the field of English learning.

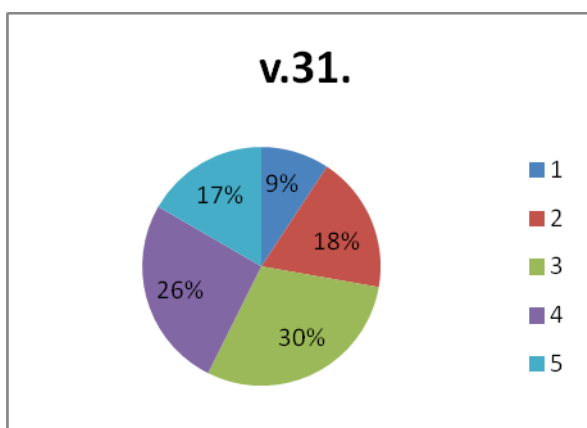


Fig.53. Percentages of v.31. responsibility

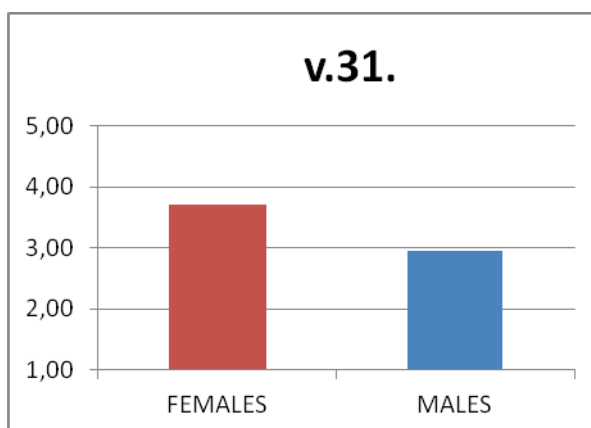


Fig.54. Gender difference in v.31

v.34. Interest

It is nice to see how students show a higher degree of interest than other emotional reactions since this is one of the most important things when studying a foreign language. Even though they have a low level of English, we can see that they show interest towards it. The reasons could be found in all that surrounds them. That is, how English is considered and seen in their environment as we will see more in detail later on.

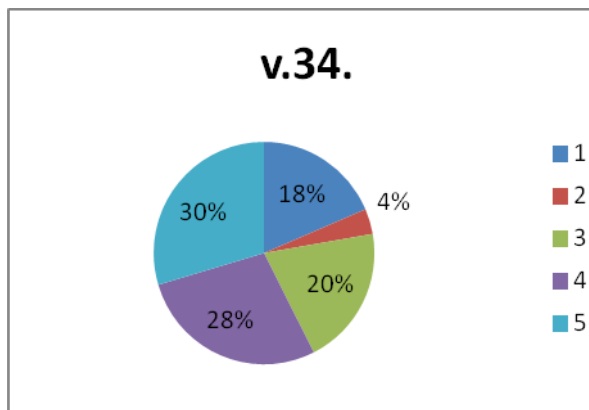


Fig.55. Percentages of v.34. interest

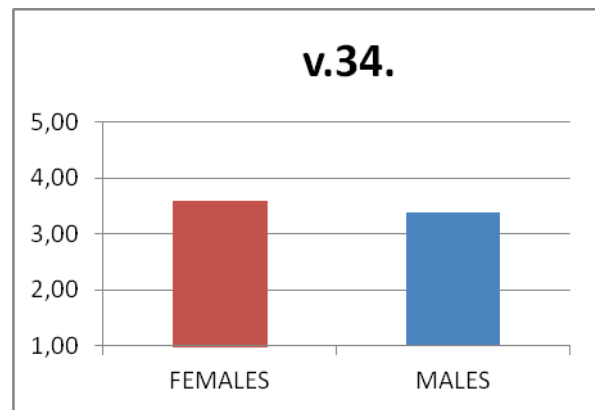


Fig.56. Gender difference in v.34

v.36. Desire to make an effort

This is also a surprising result as students show higher motivation in making an effort than in other reactions as we saw before. This is good news since we know it is one of the most important aspects for goals achievement and so motivation increase. As the graph indicates, girls present a considerable difference with boys. It can be because girls usually like languages more than boys or at least this is why I could observe during my internship period in the high school where girls were in general more attentive as well as it was demonstrated by the aforementioned studies about gender difference in L2 learning. The next variable (v.37) also demonstrates this idea.

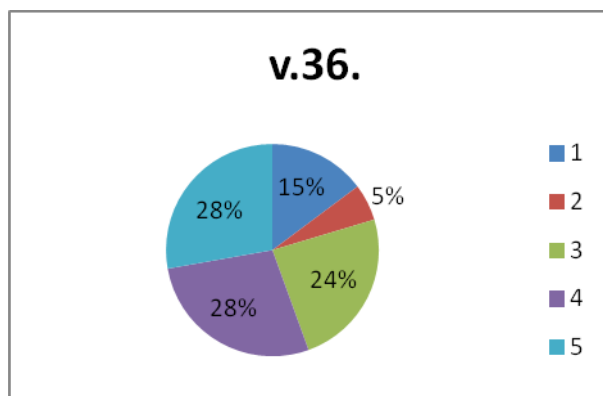


Fig.57. Percentages of v.36 effort

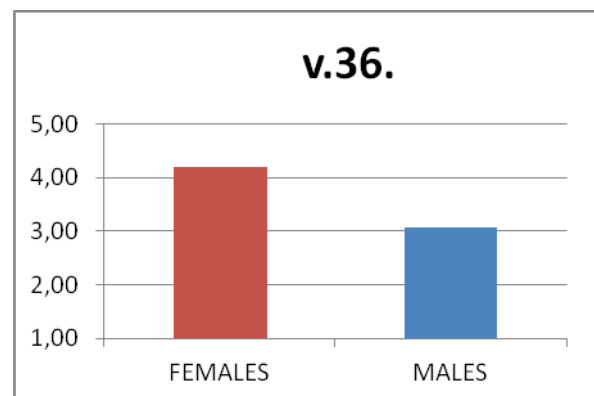


Fig.58. Gender difference in v.36

v.37. Desire to study the L2

As we mentioned before, girls are usually more interested in languages than boys. We can see it reflected on the graph below. While boys show indifference towards the L2 study, girls indicate that they would like to study the L2 (English in this case). This is likely one of the reasons of their higher motivation towards English.

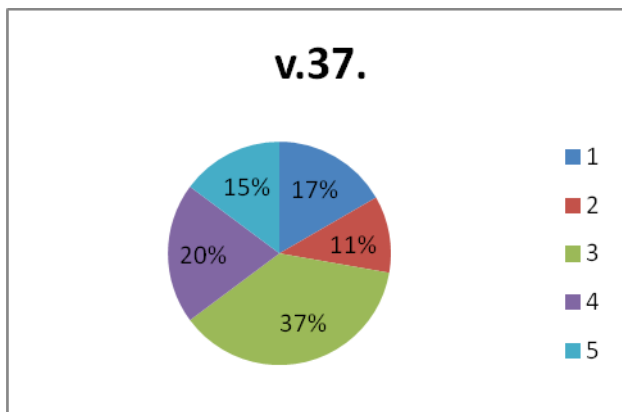


Fig.59. Percentages of v.37 study of the L2

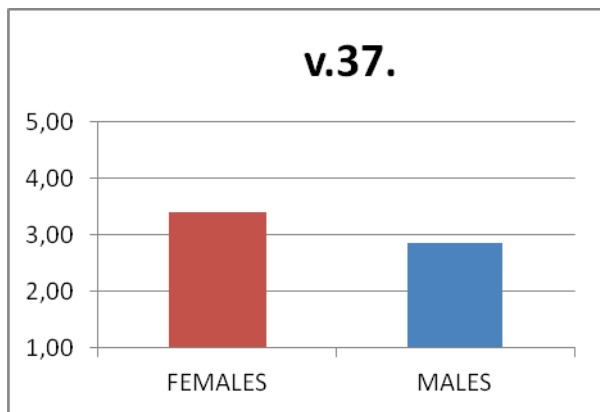


Fig.60. Gender difference in v.37

v.38. Desire to communicate in the L2 out of the classroom

When it requires communication with others in the L2, girls seem to be more motivated than boys. As in the previous variable, the difference here is significant. While boys keep indifferent, girls show greater motivation towards using English out of the classroom. After this, we can conclude and reaffirm that females are more in favour and interested in learning foreign languages.

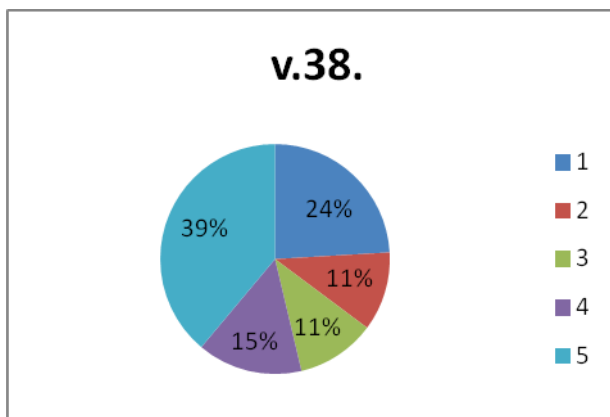


Fig.61. Percentages of v.38 communication

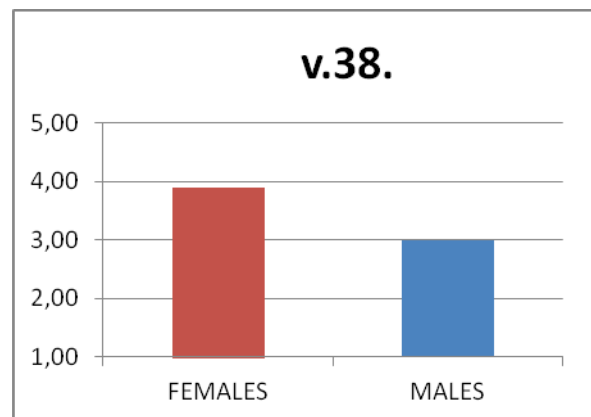


Fig.62. Gender difference in v.38

▪ Favourable Attitudes towards...

VARIABLE	TOTAL MEAN	FEMALES	MALES
39	3,35	3,85	3,06
40	2,96	3,85	2,44
41	3,22	3,85	2,85
42	3,35	3,25	3,41
43	2,81	2,40	3,06
44	2,94	3,30	2,74
TOTAL	2,57	3,42	2,93

Table 4. Specific and total mean of variables v.39 – v.44

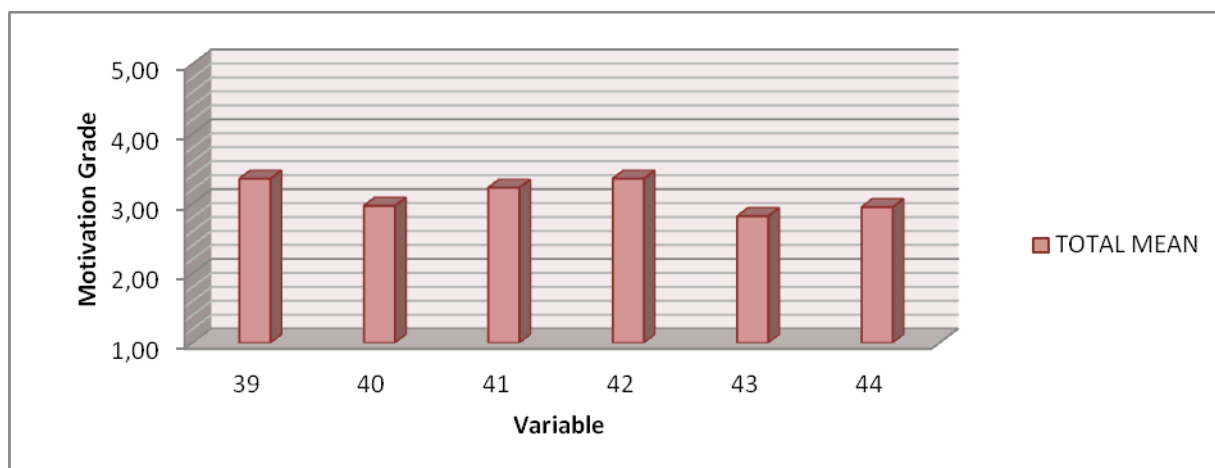


Fig.63. Total mean of variables v.39 – v.44

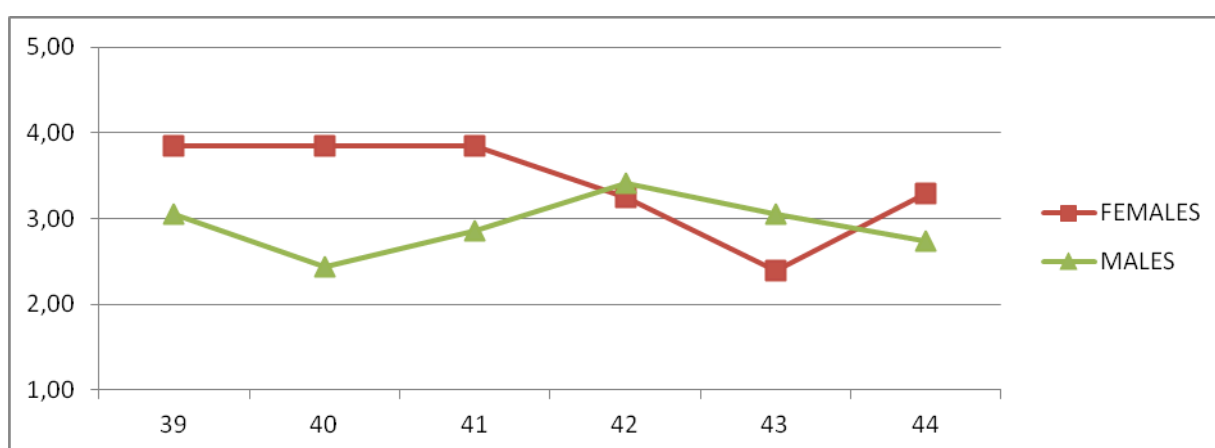


Fig.64. Gender difference in variables v.39 – v.44

Respecting the attitudes students have towards all those aspects related to English, we notice much difference between genders and the total mean is not very high. Overall, girls keep still higher degrees of motivation and better attitude than boys as we can see in the graphs:

v.39. the L2

The previous conclusion that girls like languages more than boys is also reflected by this variable where they show greater motivation towards the L2 and boys remain indifferent once again.

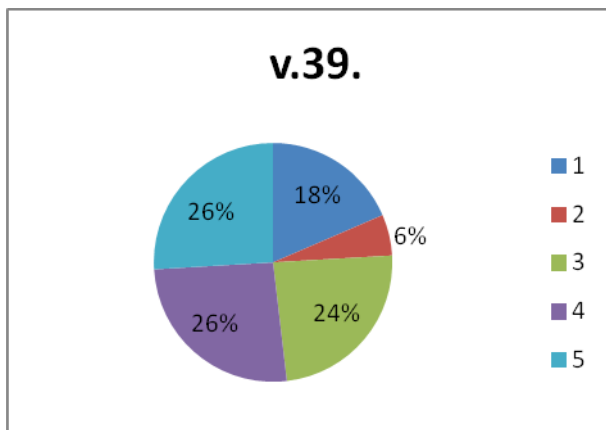


Fig.65. Percentages of v.39. the L2

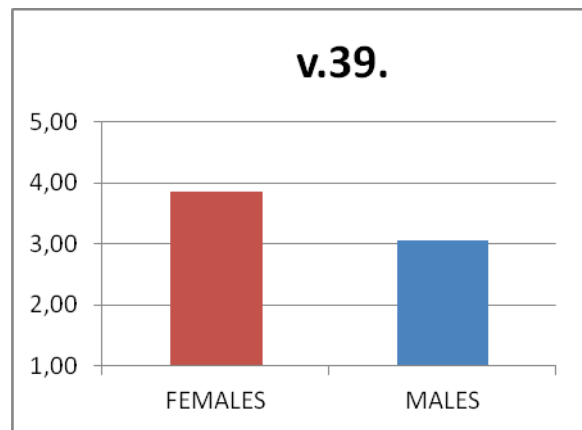


Fig.66. Gender difference in v.39

v.40. The British people

As female learners are generally more interested in English as well as more attracted by the same, we see how they also show a positive attitude towards those things related to this language as they reflect in this graph where the gender difference is considerable.

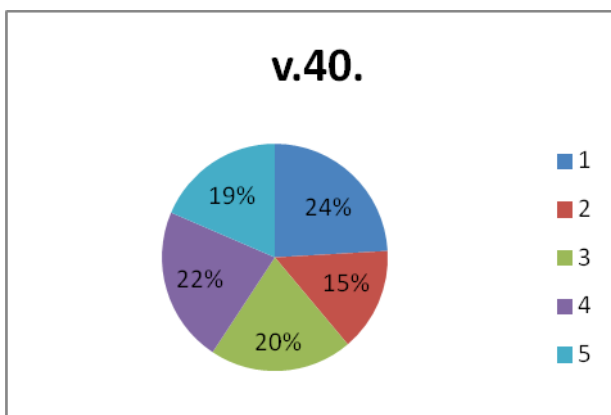


Fig.67. Percentages of v.40. British people

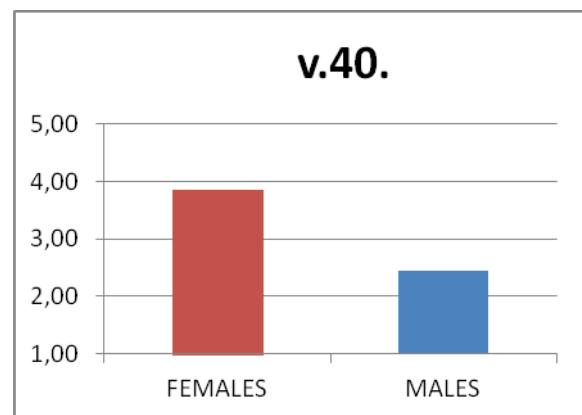


Fig.68. Gender difference in v.40

v.41. Americans

It seems that boys feel some more attraction towards Americans than British people. Maybe, from my experience, the reason could be that American culture usually set a stronger focus on our surroundings as for instance through their movies, restaurants, computer games, and the like. Then, students may be more familiar with American stuff and people though in the case of girls, their attitude remains in the same position for both.

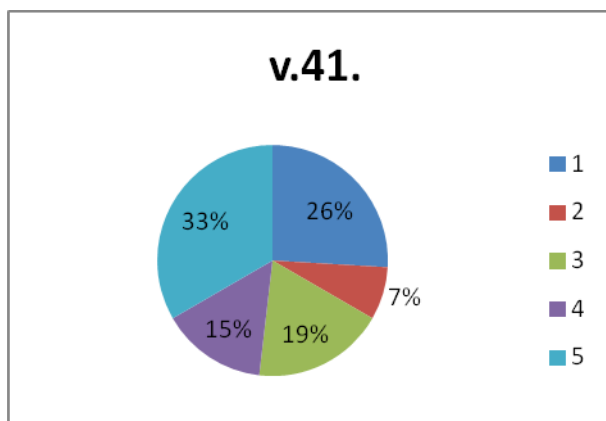


Fig.69. Percentages of v.41. Americans

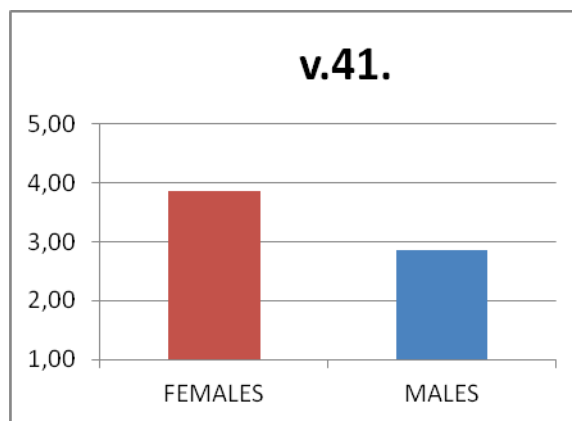


Fig.70. Gender difference in v.41

v.42. English-speaking countries

Despite the fact that boys generally show worse attitude towards English, with respect to English-speaking countries they slightly present a more positive attitude than girls. Travel issues can be one of the reasons since the majority of students I spent six weeks with admitted having ever travelled abroad. In general, both genders present the highest degree of motivation in this variable.

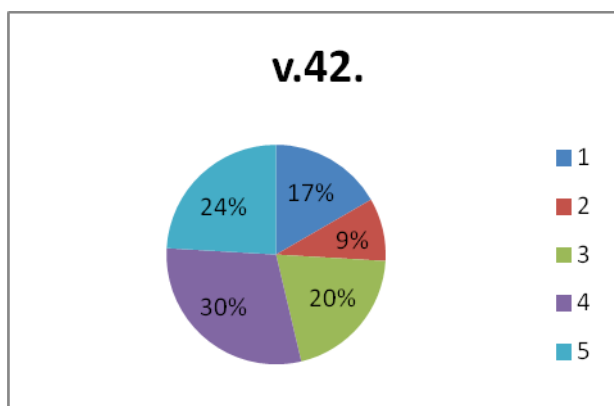


Fig.71. Percentages of v.42. E-speaking countries

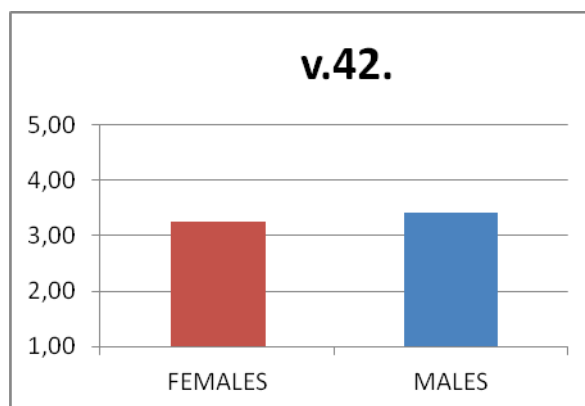


Fig.72. Gender difference in v.42

v.43. The sources of English information

With respect to sources of English information males present a more positive attitude than girls but as we can see in the respective graph, the difference is not very salient. From my experience, I dare to say that boys are usually more familiar with computer games or at least they generally pay more attention to them and many of the different mean.

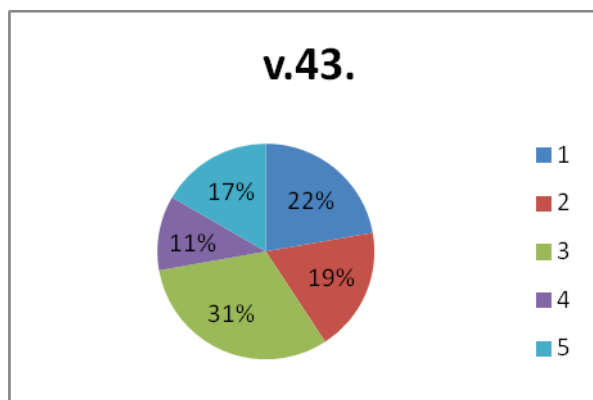


Fig.73. Percentages of v.43. English sources

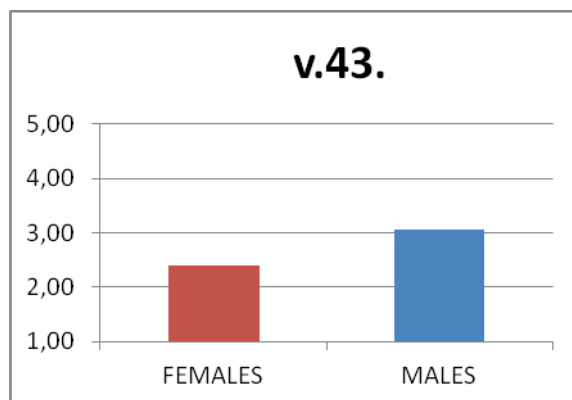


Fig.74. Gender difference in v.43

v.44. Communicative situations in the L2

Aforementioned variables and studies showed how girls are more interested in languages. The result of this variable supports such idea as they present a better attitude towards communicative situations in the L2 than boys. It seems that putting English into practice in real situations is more valued among females.

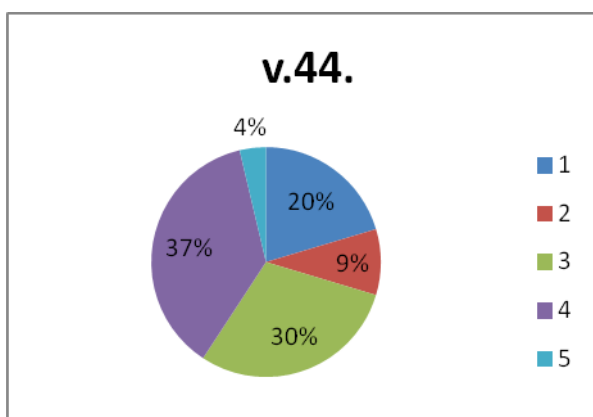


Fig.75. Percentages of v.44. communication

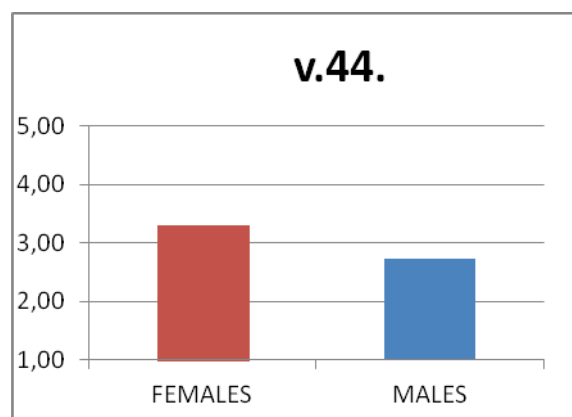


Fig.76. Gender difference in v.44

4.3 Environment influences on the students' motivation (Objective 4)

VARIABLE	TOTAL MEAN	FEMALES	MALES
45	3,61	3,80	3,50
46	2,74	2,50	2,88
47	3,24	3,25	3,24
48	1,54	1,60	1,50
49	2,72	2,75	2,71
50	3,44	3,55	3,38
51	3,91	3,90	3,91
TOTAL	2,57	3,05	3,02

Table 5. Specific and total mean of variables v.45 – v.51

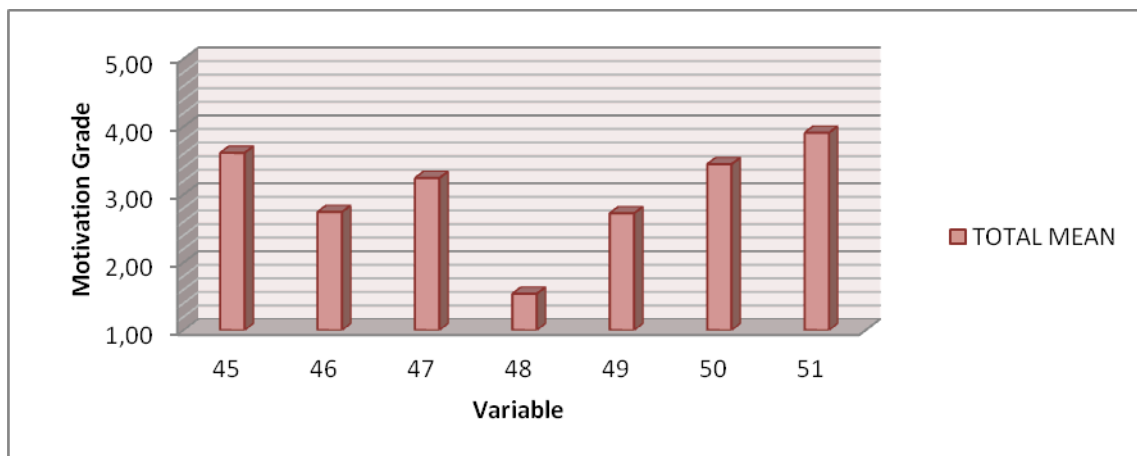


Fig.77. Total mean of variables v.45 – v.51

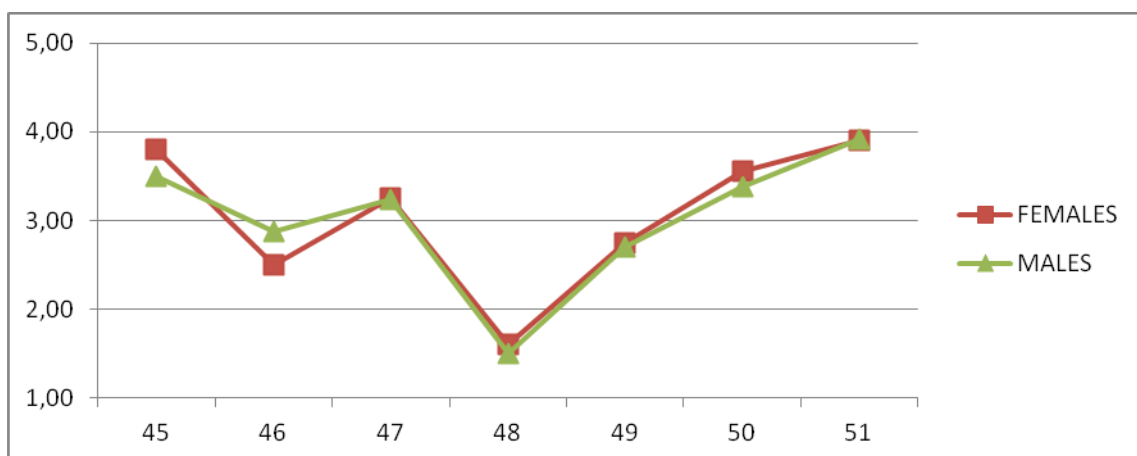


Fig.78. Gender difference in variables v.45 – v.51

As we know, the student's environment plays an important role concerning his/her idea, opinion, and attitude towards English since it will be those things surrounding the student what will influence on his/her major desire to study the language. The following graphs reflect what influences students to a major degree of motivation and what has hardly any influence on them. With respect to gender difference, we see how males and females do not differ much in their opinions.

v.45. Parents and relatives

Parents' influence on students seems to be significant. Their influence is one of the things that increase students' motivation towards English most.

According to most of the students' opinion, their parents make great emphasis on the importance of learning English. As they state, English is nowadays quite necessary to find a good job either in Spain or in foreign countries.

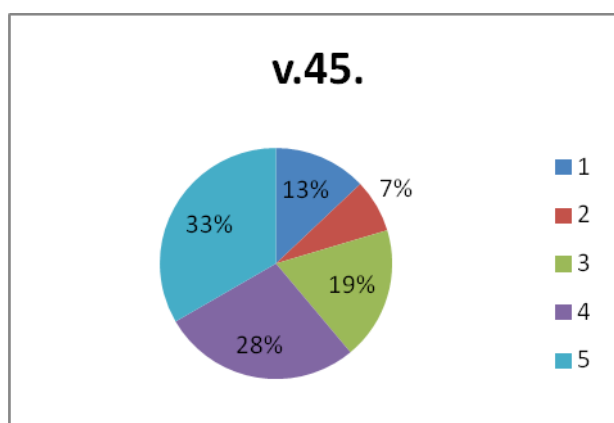


Fig.79. Percentages of v.45. parents and relative

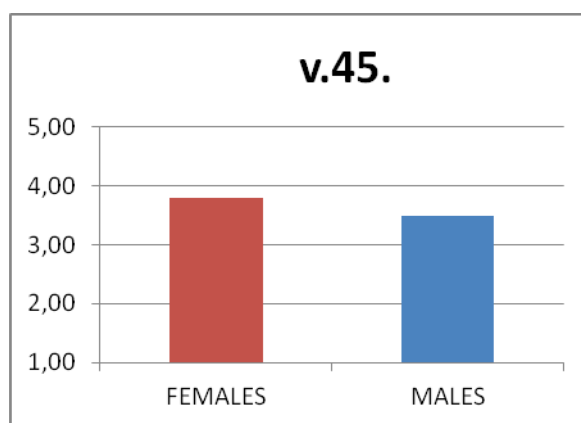


Fig.80. Gender difference in v.45

v.46. Television

Though television is not one of the most influential aspects on student's motivation towards English, they state that it sometimes motivates them to watch TV shows in English with subtitles. Some girls state that television motivates them because there are many celebrities who only speak English and this makes them to feel more attraction towards the language itself.

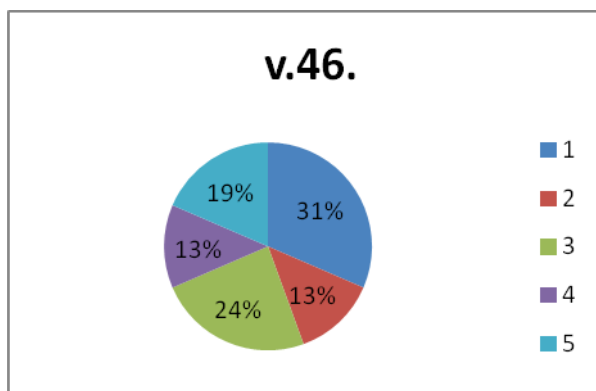


Fig.81. Percentages of v.46. television

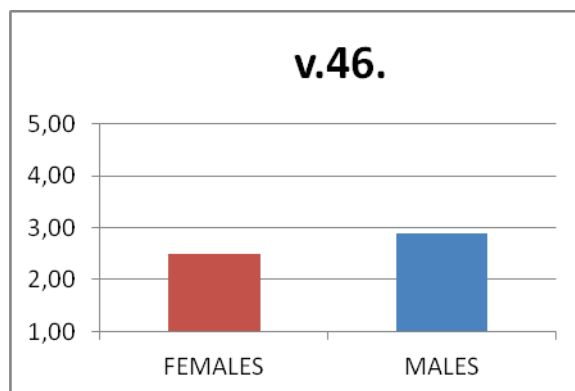


Fig.82. Gender difference in v.46

v.47. School

Out of all the variables school seems to be also one of the most influential factors on student's motivation. We do not find gender difference in this respect.

As they state, the teacher usually transmits both his interest in them to learn English and his effort for students to understand as much as possible. In general, they say their school gives much importance to English as it follows a plurilingual programme and extra school activities are often carried out in English.

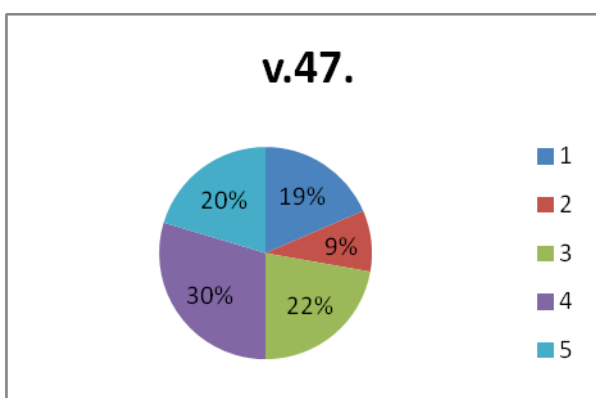


Fig.83. Percentages of v.47. school

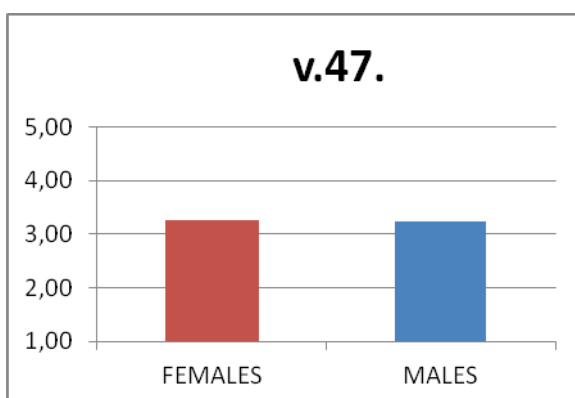


Fig.84. Gender difference in v.47

v.48. Press

We do not find much influence of the press on students' motivation as the majority of them admit they do not really read the press and nothing related to it.

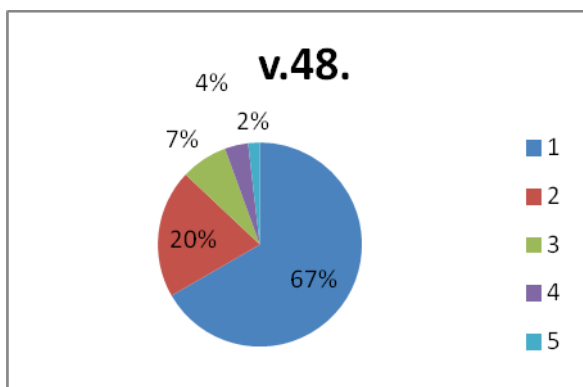


Fig.85. Percentages of v.48. press

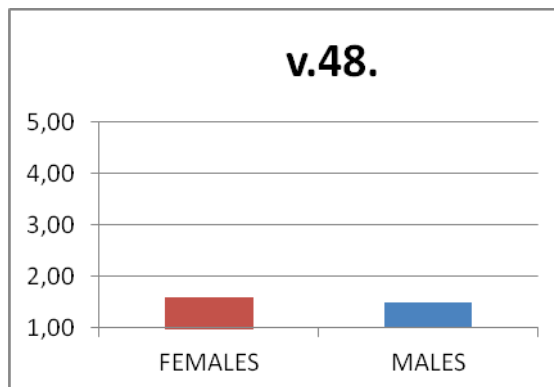


Fig.86. Gender difference in v.48

v.49. Cinema

It seems that cinema does not influence much on student's motivation. As they state, original movies would be much more interesting than translated ones but as they all are translated to Spanish unlike in other countries, they do not feel the need of learning English for watching them. However, this variable does not show so low results as in the previous one (press).

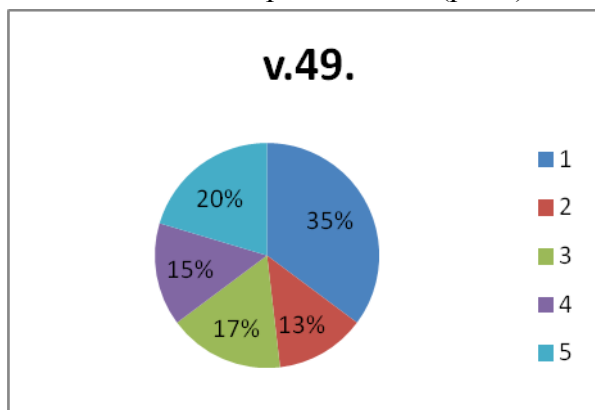


Fig.87. Percentages of v.49. cinema

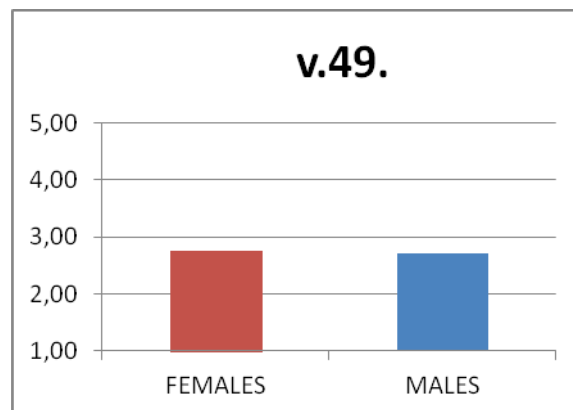


Fig.88. Gender difference in v.49

v.50. Internet and social networks

Internet and social networks seem to motivate students to a large extent as this source is nowadays one of the most usual at homes.

According to their opinion, they find many English words on the internet so they sometimes have to make an effort to understand English and this motivates them. Students also state to use expressions coming from English when chatting via internet such as LOL (laughing out loud). They seem to like this sort of expressions.

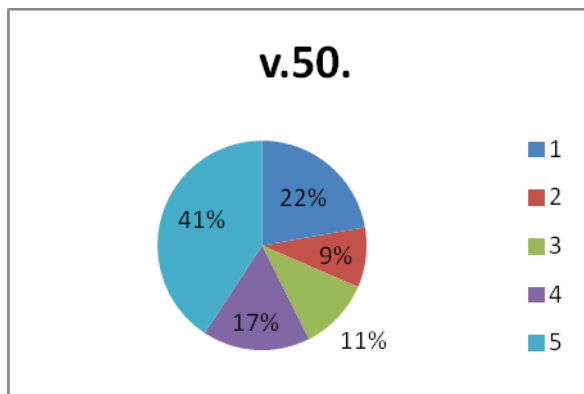


Fig.89. Percentages of v.50. internet

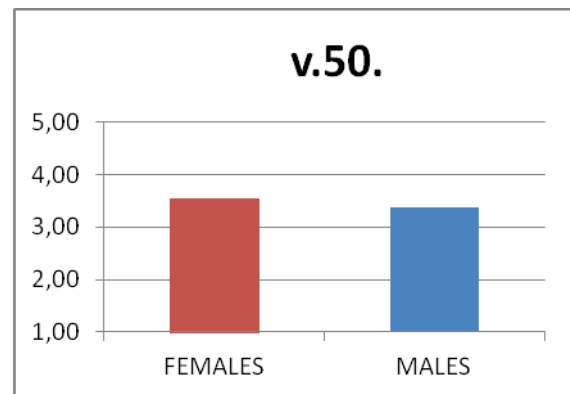


Fig.90. Gender difference in v.50

v.51. Music

According to the general results respecting the environment influence on students' motivation, music is what motivates them most.

As the majority of students state, they like listening to English music and they would love to understand the lyrics. This motivates them to study new vocabulary and English in general.

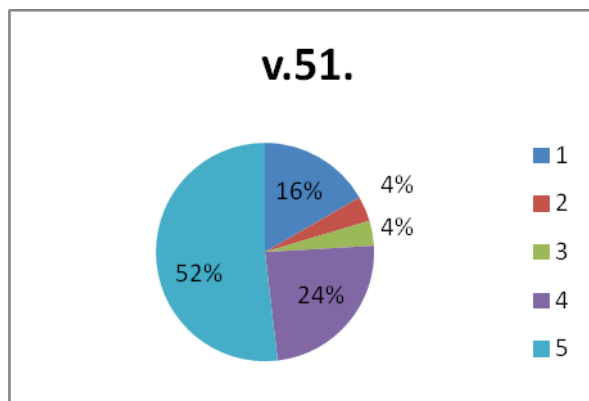


Fig.91. Percentages of v.51. music

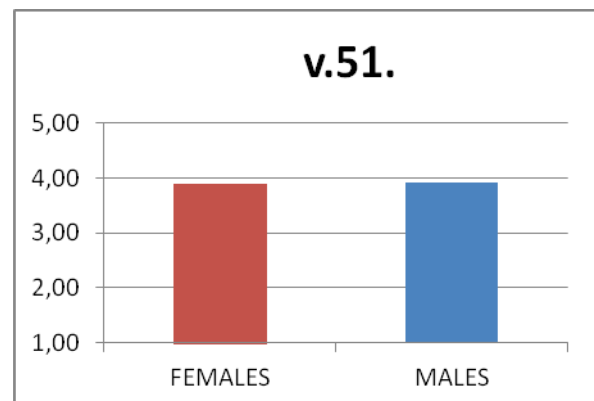


Fig.92. Gender difference in v.51

5. CONCLUSION

After having thoroughly studied the results of this research as well as both some of the most traditional teaching methods and more recent approaches, the **main conclusion** from this overview is that motivation, as the different results have shown, is a further complex issue which cannot depend on a single factor but on multiple ones. Then, we can say it is impossible, as teachers, to make emphasis on a specific issue in our classes for increasing motivation as many factors must be taken into account. As it is, we must always try to look for among all these factors the way that leads to the maximum motivation possible on our students since as this study shows they are globally little motivated in English classes. To do so, we have on the one hand to take into consideration the different traditional teaching methods as well as the most recent ones so that we can compare and analyze what will be the best way for teaching our current students. On the other hand, we know that most of the traditional methods mentioned are proved to be a failure, so we should rely more on recent ones as they seem to show great expectancies of success and they are furthermore not proved to be wrong so far as we could see in the international CLIL research where students who took programmes where this method was implanted showed higher degrees of motivation than those who followed traditional methods. Thus, we should let these new approaches demonstrate if they can eventually change what has always been wrong in L2 instruction.

With respect to the global results of this research, we can confirm that current students are not motivated in the study of English as a second language. It is sad to see how most of students show indifference towards the L2 and this is why we must try to avoid students' attitudinal decline towards this language.

Concerning the degree of **students' motivation about the activities developed in class**, the main conclusion we can reach is that students are not bored of English classes themselves but of the way that English classes are given. They insist over and over that they would like to study English in a more entertaining way. In addition, many of the reasons they give have to do with the difficulty of the activities so they find English boring because of its difficulty as well.

In this first analyzed part, we see how students give more importance to activities where active participation or working with partners is required. They make great emphasis on playing games in the classroom for learning English as this is not usual in their class and they admitted to learn and enjoy English more when games take place in the lessons. Watching video records and films are also attractive for students, which is again unusual in this class instruction as well as in many others. Internet is also one of the most motivating things for learners in English learning but most of the teachers do not use new technologies since they are familiar with traditional textbooks and as they state, they spend much time preparing exercises that require internet. Then, students'

opinion is not taken into account in this sense. It is seen that what is done in traditional English classes, (reading on the textbook, listening to dialogues on the book, doing grammatical exercises, writing activities, etc.), is exactly what learners hate the most and what is still being done in the majority of schools. Something wrong is clearly happening, then why do not we hear their voices? They may have the clue for their own increase of motivation.

Teachers do not generally listen to the students' voice, opinion, which has to be one of the priorities since it is to motivate them our main objective. So we must pay attention to their requirements and ideas as it will facilitate the instructor the best way of increasing motivation through his/her teaching.

Pronunciation is one of the least aspects taught in English as a second language while I consider it to be essential and as it has been proved through this research, learners are much in favour of learning pronunciation as they admit it is so relevant for learning a foreign language. About studying culture concerning English speaking countries, students do not show great motivation since culture issues are not normally treated in class. So it would be important to introduce learners to this culture as it can lead learners to feel more attraction towards its language.

With respect to the **emotional reactions** that students feel after having studied English for several years, the results showed significant effects in favour of female students, so the main conclusion is that females are generally more interested in English and they present more positive reactions and attitudes towards it than males. Anyway, the global interest in studying the L2 is not low. The FL class is usually an artificial environment and the focus is usually the language itself so this may negatively influence our students' desire to learn this language. Despite of this fact, they do not broadly show negative reactions towards English even though they cannot speak it after all these years of instruction. Thus, we have to take advantage of this positive attitude and pay more attention to motivation aspects in our instruction.

Students also show interest in communicating with others in English outside the classroom and we can do our best for these things to happen. I insist that hearing their voice is essential if we want they become more motivated than they are now.

As students globally have a positive and favourable attitude towards English speaking people and countries as well, we should introduce them to these things, for example, organizing language exchanges as we know there are many of them in Granada. Often, the answer and part of the solution is in our hand and we do not see it, because we do not hear their opinion, and we usually base our teaching on traditional theories leaving behind the students' ideas and contribution.

Finally, respecting **influential factors**, parents and relatives, school, music, and the internet are the factors that influence more positively on student's motivation towards the English learning. The importance of English appears to affect positively the majority of people's attitude which provides students major degree of motivation as it is usually

focused as a possibility of access to the job market regardless of social classes as nowadays, English is necessary in the majority of work fields.

6. PEDAGOGICAL IMPLICATIONS

Recommendations to take into account in L2 instruction

Finally, one of the objectives of this study is to provide some recommendations to take into account in L2 instruction from my experience, point of view, and obviously, after having analyzed the general results of this research.

As I have previously suggested I consider the **Communicative Approach** essential for learning a L2. Then, taking into account the three main principles that Richards and Rodgers (2001) pointed out, students should be encouraged to do a set of communicative tasks aimed to develop their own communicative abilities and strategies, that is, their communicative competence. In each unit, these tasks will lead students to the design and realization of a final task, in which they have to develop all the contents and items dealt with along the unit in an autonomous way.

All the activities proposed in the units of work should take into account the students' hobbies and interests and providing them with meaningful and realistic situations. The activities should be meaningful and realistic and students must be involved in classroom situations which they will probably have to face when using the foreign language in real life. This fact, along with the **authenticity** of the materials, that can be also adapted for use in the classroom but always keeping real style and formats, and the use of **new technologies**, will help increase student's motivation as they showed great interest in using new technologies for studying English.

Moreover, as they remarked on the difficulty of the activities, the activities should be planned according to different levels of complexity and difficulty in an attempt to cope with the variety of levels in the classroom, that is, with the diversity in the class. In that way, the specific individual needs of all the students will be satisfied. You can work with the same material but with different levels of complexity. This will allow them to follow the class in a positive way and, above all, to increase their motivation which is what we are following.

Furthermore, the **main objective** that activities should have is to show the students how to learn, how to revise the contents, how to check their progress and finally how to develop appropriate strategies to use the English language efficiently.

It is important to point out that our role as teachers is going to be that of a facilitator and moderator of the teaching-learning process. The teacher should facilitate the students' learning, organize the learning process, motivate them, and of course evaluate them. The teacher should reflect upon the teaching-learning process in an attempt to

check and improve it continuously. Thus, students must have a **central** and **active role** in the teaching learning process and we should take into account the previous knowledge and individual characteristics of each student, since it is essential for the successful development of new ideas. In addition, it would be relevant that the teacher promote students' **autonomous learning** through self-managing activities so that they can in a way build up their own learning as it can also increase their motivation as well as responsibility.

Cooperative learning, based on the **negotiation of meaning** with others, will be one of the aspects to take into account in order to favour communication. Students have to learn to work in group, which means to be aware of a collective responsibility as part of that group, respect other partners' opinions and points of view and do one's best in order to reach a common agreement when doing some activity in order to develop it in a successful way. As we could see in this research results, group work usually fosters motivation among students and it is a good way to avoid monotony facilitating their learning. In group activities it is necessary to exchange the roles among the learners and foster their active participation in the different communicative situations proposed. This implies a flexible spatial organization which facilitates an efficient work in pairs or groups, so in order to promote cooperative learning we must be careful with the organization of space within the classroom. As we already know the **U shape** distribution in the classroom is the best option if possible because in this way you can have good eye-contact with the students and also they can have it among them facilitating in this way interaction. Moreover, with such a distribution there is more space available when performing role-plays or other communicative exchanges.

But even though we consider that the communicative approach is the most appropriate one, this does not mean that we only rely on this method for the classroom practice. The idea of a single and unique approach is not viable for the achieving of our objectives so the use of one approach or the other, or even the mixture of some of them, will depend on our students' characteristics and needs.

After having said that, we should firstly provide students with activities and tasks closely related to their previous knowledge in a gradual way by firstly providing them an initial test as well as the so-called warm-up activities. In this way, the students will revise and consolidate those contents and items previously acquired in former levels, (the previous knowledge). Thus, we will know the situation in which our students are, that is, we will have a starting point in order to later develop the new contents to be acquired. Thus, following Krashen's **input hypothesis** (I+1), we will facilitate them a **comprehensible input** so that they can progress correctly and may be able to develop their cognitive abilities to understand and use the language in different contexts. It is also important to take into account his theory about the **natural order** of the acquisition of grammatical structures. Then, as we have mentioned before, the different levels in the class must be kept in mind and act consequently.

The activities should be sequenced in such a way that the four skills are worked on an integrated way, giving priority in the first sessions to the receptive skills (listening and reading) and in the last sessions to the productive skills (speaking and writing). In other words, we will put more emphasis on **input** in the first sessions of the different units and on **output** in the following ones. We should make sure that the four skills are dealt in all the sessions in a higher or lesser degree.

The **target language (English)** should be used as the main vehicle of communication in the classroom, although students' mother tongue can also be used but only in very specific situations, as for example when teaching a new grammatical structure or when translating a difficult term. English should be gradually introduced by giving simple instructions at the beginning of the year and requiring students to use it to ask for such simple things like going to the toilet, for instance. A plain use of English from the very beginning can frustrate them seeing that they cannot understand a thing.

We should also try to promote the use of English not only between the teacher and the students, but also in the interaction among them. Once students get used to using the target language in the classroom, they overcome their fear to make mistakes and feel more self-confident every time they use it.

Thus, we must convince them that **errors** are no longer considered as failures, but as part of the learning process by avoiding constant correction as long as effective communication is taking, so they will be tolerated as part of this process. However, there are some moments in which we will have to make use of error correction. In this case, we must do it in a natural way and promoting **self-correction**, helping the student do it, and in case it does not work, we can ask the other students to try to correct that error. If the correction is not made in this way, the teacher will do it, but it is important to point out that he/she must do it always with tact and consideration with respect to the students.

When using English, **accuracy** and **fluency** will be more or less stressed depending on the type of activity. In general, writing tasks will require more accuracy and speaking tasks more fluency, although depending on the situation we will emphasize fluency (e.g.: in a conversation as the main purpose is communication) or accuracy (e.g.: when reading aloud a text, a sentence or a single word). A good quote by B.F. Skinner that perfectly exemplifies my attitude in relation to the making of mistakes is the following one: "A failure is not always a mistake, it may simply be the best one can do under the circumstances. The real mistake is to stop trying." (*Beyond Freedom and Dignity*, 1972)

Finally, I would like to make emphasis on the idea that a teacher should take into consideration the students' opinion, ideas, suggestions and the like for the realization of the different activities as it will be the key to foster their motivation. For example, in the case of this research results, students remarked learning the language through a more entertaining way such as playing games in the classroom, watching video recordings or

films, doing projects, etc. Then, as long as students' preferences are reasonable, they must be taken into high consideration in our instruction.

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8. APPENDIX

MOTIVACIÓN DE LAS TAREAS DE CLASE

© Daniel Madrid (1999): *La investigación de los factores motivacionales en el aula de idiomas*.
Granada: Grupo Editorial
Universitario (p. 98)

Colegio:	Idioma:
Curso: Sexo: M F.....	Fecha:

Las siguientes actividades me gustan, me interesan y me motivan para el aprendizaje del inglés en el grado que indico a continuación:

5 = *mucho* 4 = *bastante* 3 = *término medio* 2 = *poco* 1 = *nada*

- (.....) 1. Ejercicios por **parejas** con el/la compañero/a de clase.
¿Por qué?
- (.....) 2. Actividades por **equipos** con los compañeros de clase.
¿Por qué?
- (.....) 3. Consultar folletos, sacar información, recortar dibujos, usar periódicos y libros para elaborar murales y otros trabajos (**projects**)
¿Por qué?
- (.....) 4. Ver grabaciones en **video** adaptadas al nivel de los alumnos.
¿Por qué?
- (.....) 5. Oír **grabaciones** en casete: los diálogos del libro u otros textos.
¿Por qué?
- (.....) 6. Oír y cantar **canciones** en la lengua extranjera.
¿Por qué?
- (.....) 7. Realizar **juegos** en clase para el aprendizaje de la lengua.
¿Por qué?
- (.....) 8. Ejercicios con **medios visuales** (posters, murales, fotos y recortes) y **nuevas tecnologías** (internet, TICs, etc.).
¿Por qué?
- (.....) 9. Ejercicios **orales** e interactivos entre profesor y alumnos.
¿Por qué?
- (.....) 10. Ejercicios **orales** siguiendo el **libro de texto** y basándose en los dibujos e ilustraciones.
¿Por qué?
- (.....) 11. Representar y **dramatizar** diálogos y situaciones.

- ¿Por qué?
- (.....) 12. Ejercicios de **comprensión oral**: audición de grabaciones con la ayuda de dibujos pero sin leer los textos.
¿Por qué?
- (.....) 13. Actividades de **expresión oral** con la lengua extranjera.
¿Por qué?
- (.....) 14. **Leer** los diálogos y lecturas del libro de inglés.
¿Por qué?
- (.....) 15. Actividades **escritas** ya sea en el "*workbook*" o en la libreta.
¿Por qué?
- (.....) 16. Ejercicios de **pronunciación**.
¿Por qué?
- (.....) 17. Actividades de **vocabulario** (palabras estudiadas y nuevas).
¿Por qué?
- (.....) 18. Ejercicios de tipo **gramatical**.
¿Por qué?
- (.....) 19. Comentarios, preguntas y reflexiones sobre la vida y costumbres de los hablantes de la lengua extranjera (**cultura**).
¿Por qué?

2. MOTIVACIÓN FINAL

Después de haber estudiado la LE durante todo este tiempo, teniendo en cuenta tu experiencia personal y tus vivencias tanto en clase como fuera del aula en relación con las situaciones de aprendizaje y el uso de la LE, ¿cómo te sientes? ¿En qué grado has experimentado los aspectos emocionales siguientes?

5 = *muy alto* 4 = *alto* 3 = *término medio* 2 = *bajo* 1 = *nada*

REACCIONES EMOCIONALES:

- (.....) 20. Satisfacción
 (.....) 21. Insatisfacción
 (.....) 22. Frustración
 (.....) 23. Relajación
 (.....) 24. Ansiedad, nerviosismo
 (.....) 25. Seguridad en ti mismo
 (.....) 26. Competitividad
 (.....) 27. Autoestima, autovaloración
 (.....) 28. Indignación
 (.....) 29. Sorpresa
 (.....) 30. Aumento de competencia
 (.....) 31. Responsabilidad
 (.....) 32. Autorrealización personal
 (.....) 33. Mayor autocontrol
 (.....) 34. Interés
 (.....) 35. Ganas de atender en clase

- (.....) 36. Ganas de esforzarte
 (.....) 37. Ganas de estudiar la L2
 (.....) 38. Ganas de comunicarte con la L2 fuera de clase.

ACTITUDES FAVORABLES hacia ...

- (.....) 39. la L2
 (.....) 40. los británicos
 (.....) 41. los americanos
 (.....) 42. los países de habla inglesa
 (.....) 43. las fuentes de información en inglés.
 (.....) 44. las situaciones de comunicación en L2

3. INFLUENCIA DEL AMBIENTE EN LA MOTIVACIÓN DEL ALUMNO

Indica en qué grado te motivan los siguientes factores de tu ambiente más inmediato; es decir en qué medida influyen en tu actitud, interés y esfuerzo, en la clase de inglés:

5 = *mucho* 4 = *bastante* 3 = *término medio* 2 = *poco* 1 = *nada*

- (.....) 45. Los padres y familiares
 ¿Por
 qué?
- ..
- (.....) 46. La televisión
 ¿Por
 qué?
- ..
- (.....) 47. La escuela
 ¿Por
 qué?
- ..
- (.....) 48. La prensa
 ¿Por
 qué?
- ..
- (.....) 49. El cine
 ¿Por
 qué?
- ..
- (.....) 50. Internet y las redes sociales: *facebook, twitter*, etc.
 ¿Por
 qué?
- ..
- (.....) 51. La música
 ¿Por
 qué?
- ..