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Motivation and Attitude as the Fuel to Develop English Language Classroom Activities: A Self-Determination Study

Motivación y actitud como el combustible para desarrollar las actividades de clase de inglés: Un estudio de auto-determinación

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Abstract

This research study assesses the levels of attitude and motivation that tenth-grade students manifest during English Language classroom activities. The study follows the Self Determination Theory to analyze these students' levels of attitude and motivation in the classroom activities proposed by an English Language teacher at a public school in Bogotá. Findings demonstrate that there are four different types of activities presented and developed by the participating teacher. The students express their levels of motivation with a high percentage in perceived competence, and their levels of negative attitude with a low percentage in pressure and tension. An emergent result displays teachers' imposition, students' attention, and obtaining rewards or punishments during the classroom activities process.

Keywords: **s**elf-determination theory**,** motivation, attitude, classroom activities, English language teaching

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73

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Resumen

Este estudio evalúa los niveles de actitud y motivación que manifiestan los estudiantes de grado décimo durante las actividades de clase en inglés. El estudio sigue la teoría de Auto-determinación para analizar estos niveles de actitud y motivación de los estudiantes en las actividades de clase propuestas por un profesor de inglés en un colegio público ubicado en Bogotá. Los hallazgos demuestran que hay cuatro tipos diferentes de actividades de clase presentadas y desarrolladas por el profesor participante. Los estudiantes expresan sus niveles de motivación con un porcentaje alto en competencia percibida y los niveles de una actitud negativa con un bajo porcentaje en presión y tensión. Un resultado que surgió muestra la imposición del profesor, la atención de los estudiantes y la obtención de premios o castigos durante el proceso de las actividades de clase.

Palabras clave: teoría de auto-determinación**,** motivación, actitud, actividades de clase, enseñanza de la lengua inglesa

Introduction

Two affective variables take part in classroom activities that English language teachers plan. Those are motivation and attitude. Motivation particularly refers to all those behaviors that a student has, either positive or negative, depending on the exposure to the English language. Attitude mostly refers to the set of portraying behaviors that a student possesses to achieve a goal[3].

According to Arnold (2000, as cited in Mena, 2013), the concept of *affective* involves "the aspects of the emotion, the feeling, the mood or the attitude that determine the behavior [...] a high spectrum of factors [...] which influence in the language learning" (p. 5). In other words, each variable complements the other and together they represent the individual part of students' behavior. In this way, each variable plays an important role in the English Language class by causing a response in learners' learning process.

One of our most difficult tasks, as English Language teachers and the researchers of the present study, in our closest settings (secondary schools during our pedagogical practicum in Bogotá, Colombia), is to raise students' interest and help them understand knowledge that they can acquire with this language outside the classroom. In order to give an account of this situation, we focus our interest on learners' affective variables (attitude and motivation); specifically, on tenth graders and their English language school teachers' planned classroom activities. The reason for this is that these affective variables may significantly influence students' English language learning process, as stated by Gardner and Lambert since 1959. English language teachers who teach in schools may

74

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[3]   Gardner and MacIntyre (as cited in Mitchell & Myles, 2004) understand motivation as "the desire to achieve a goal, the effort realized to achieve the mentioned goal, and the satisfaction obtained for achieving the goal" (p. 83).

account for these variables to benefit and facilitate their students' L2 learning process to some extent.

Additionally, while analyzing our classes, we noticed that each English language teacher can have their own didactics, which "includes propositions about a 'being' and 'must be' in the praxis of teaching" (Behares, 2004). Referring to the school we observed, we can say that the school has an emphasis on English, science and technology. The school promotes activities from different entities[4] for encouraging these areas in the students. The learning of these areas goes around the intention of effective communication, group work, and having autonomous learning. The school teachers are sometimes observed and have to make reports about their course advancements to the principal. According to the social context, the students need to be flexible, creative and adaptable depending on a constant change since they can take one of the mentioned activities each year. Besides that, there are relevant aspects that produce these learners' affective variables in their language learning, such as success, emotional state, and debilitated learning. The connection of the teaching process with the affective variables could develop teachers' didactics variability of classroom activities and a mismatch between teachers' and students' objectives.

Research Question and Objectives

We synthesized our research interest in the following question: What affective responses do 10th graders manifest within an English language teacher's classroom activities at a public school in Bogotá?

To give an answer to this question, we first need to characterize the activities planned by the school English's language teacher(s) and the way those activities are presented and developed for the participating students. Then, we have to determine the students' responses as regards motivation and attitude within those classroom activities. Finally, we can assess the levels of motivation and attitude in line with these teachers' classroom activities.

Conceptual Framework

There are three key concepts in our study: affective variables (motivation and attitude), EFL classroom activities, and English language teachers (teaching at the school level).

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[4]   These entities are, for example, technical courses from SENA (Servicio Nacional de Aprendizaje), classical music classes from Bogota's Philharmonic Orchestra, and physical training from IDRD (Instituto Distrital de Recreación y Deporte, to mention only three).

Affective Variables

There are plenty of authors who mention affective variables in their published papers (Brown, 2000; Guy, Cornik, & Beckford, 2015; Kiray, Gok, & Bozkir, 2015), but not delving much into how these variables partake of L2 learning in context. Most of the authors who have done research studies on this topic are psychologists (Deci & Ryan, 2008; Gardner & Lambert, 1972). They propose theories about how English language teachers may live knowledge about the affective dimension in L2 learning and teaching.

Zhu and Zhou (2012) state that *affect* "is the expression of one's inner world and attitude toward a certain thing, situation, or experience" (p. 33). The first affective variable, *attitude,* is positive "if a student is eager to learn a foreign language," and negative if the target language "is difficult and learning it is a waste of time; this negative attitude will inevitably restrain English learning" (p. 34). The second variable, *motivation,* is "a key element affecting students' learning process and it is this internal drive that will encourage students to reach their aims" (p. 34). For Zhu and Zhou, the affective variables emerge as important aspects in English language learning.

Complementarily, García (2013) uses the word 'variables' to refer to the aspects that affect learning a foreign language. She states that motivation is associated with interest, it is "the willingness that fosters the effort with the purpose of reaching certain goals" (p. 11). By considering this, García (2013) raises four types of motivation: intrinsic (personal interest), extrinsic (external incentives), integrative (interaction with the target community), and instrumental (usefulness of the learning). The author advises that English language teachers must consider them when teaching this language. Likewise, she says that with "favorable attitudes towards the language, the motivation will be better" (p. 12).

Henter (2013) states that any learning process depends on affective factors[5], which still contribute to the students' English language performance. Henter (2013) just states that *motivation* "appears as a predictor of the performance in a foreign language" (p. 374); she integrates a study based on Gardner in which she concludes that motivation "has a decisive influence on the result in tests of language" (p. 374). Subsequently, she affirms that attitude depends on the stimulus: The "negative attitude can become an obstacle to language learning" [...] and the "positive attitude can increase students' efficiency in foreign language classes" (p. 374). In general, for Henter (2013), motivation and attitude have an influence on the learner's English proficiency.

García (2013) defines motivation as being distributed among four types: intrinsic and extrinsic, and integrative and instrumental motivation. For this author, attitude is an aspect

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5   Henter (2013) does not specify what the difference between variable and factor can be, although she maintains the principles of changeability and influence of the concept 'variable' when she talks about factors.

that influences students' interest and helps with motivation. Complementarily, Henter (2013) states that motivation predicts students' performance; the attitude can be positive or negative, positive increases English learning, negative can be an obstacle for this. Zhu and Zhou (2012) do not classify motivation; they simply say that it helps to achieve the student's objective, thus it is internal. Attitude can also be negative or positive, negative if the student thinks that English is a waste of time.

Regardless of the variables, according to Fandiño (2008), and Núñez Pardo and Téllez Téllez (2009), the students are likely unaware of the role affective variables play in the process of learning a second language; it means they do not exactly know the relevance of their preferences, styles, motivation, attitude, and anxiety at the moment of learning. To give more support to this idea, Zhu and Zhou (2012) and García (2013) open a possibility to account for affective variables in language learning. They affirm that learning a second language can be developed by emotional involvement; for example, students can create an interest in the language by finding the motive connected to learn it.

EFL Classroom Activities

We define this second construct by what classroom activities can produce in the students. Taking into account that the activities are a fundamental part of class development, we delve into the construct from the look of external factors that make the internal factors (motivation and attitude) emerge.

Samperio (2017) affirms that classroom activities could have positive or negative consequences, which can be mediators to increase students' motivation. The author reflects upon the influence of classroom activities in the learning process and concludes the following:

> Activities used in the classroom are important to learning in many ways. In compulsory classes, these factors might influence the decision of willingly attending class. The importance of knowing the activities that students like to have or do in the classroom will bring about students' enjoyment within the classroom environment, thus leading to attentive participation. (Samperio, 2017, p. 53)

In this sense, Samperio (2017) emphasizes that activities should go according to students' likes; these create the possibility of teacher-student interaction in the classroom (Herazo-Rivera, 2010; Lucero, 2015). González-Humanez & Arias (2009) affirm that activities created based not only on students' linguistic needs, but on their likes and preferences, allow them to have meaningful improvements and positive attitudes in classroom interaction.

Through the study of instructional tasks, Doyle (as cited in Guvenc, 2017) mentions that "Learning activities are expected to enable students to develop their own learning strategies, and also aim at students' acquisition of the new knowledge through these activities" (p. 106).

77

Classroom activities need to be designed and applied appropriately as they must activate students' prior knowledge.

Guvenc (2017) found that a classroom activity is the essence of instructional teaching. In addition, she states that a classroom activity can be examined by two features (instructional task and formal structure) in which the success of the activity is closely related to the context of the class in which it is applied. It "affects the implementation of the event [that] is formed by the interaction of many factors, such as content, material, resources, student characteristics (i.e., motivation, learning styles, preferences, and readiness) and teacher's classroom management" (p. 107). It means that the students' context can influence those factors that are involved in the classroom activity. Thus, if teachers take into account those factors, they can "determine the educational needs of activity design and implementation."

Guvenc (2017) and Samperio (2017) then talk about classroom activities, but for Samperio, the teacher-student classroom interaction emerges from the activities planned according to students' likes. The class activities could also increase motivation. A point to discuss is that Samperio (2017) affirms that classroom activities not only increase students' motivation but also help maintain it. This premise indicates that motivation should always be present in the student. On the other hand, Guvenc (2017) concentrates on the function of classroom activities since they activate previous knowledge and provide new information.

English Language Schoolteachers / Teaching English at the School Level.

We introduce general knowledge of this last construct; firstly, by talking about a definition of teachers and their role inside the classroom. Secondly, the understanding of planning classroom activities is on display.

Cadavid Múnera, McNulty, and Quinchía Ortiz (2004) mention that "the teacher is mainly the model, class organizer and class controller" (p. 43). That means, teachers can establish the sequence of contents, design the activities, or even choose the interaction moments. Nevertheless, "teachers with either limited or unrelated educational preparation, and insufficient training and target language preparation are working against all odds" (p. 44). Although teachers may study the language and how to teach it, they lack preparation on teaching children.

Complementarily, Collazos, Guerrero, and Vergara (2001) explain that teachers "should not influence student learning by telling him/her what to do or how to think, but on the contrary, it must be done in such a way that it takes them to the main axis of thought"[6] (p. 6). This means that the style, the methods, and the techniques that language teachers use is for helping students in their learning process without impeding them to do it by themselves.

78

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[6]   El profesor "no debe influir sobre el aprendizaje del estudiante diciéndole qué hacer o cómo pensar, sino que por el contrario, debe ser hecho de tal forma que lo lleve al eje principal del pensamiento."

Furthermore, teachers are in charge of "create[ing] interesting learning environments and activities to link new information with previous knowledge"[7] (p. 5). Language teachers and teaching methodologies must address the encouragement of students to learn through the activities concurrently taking into account the process of the activities to have a clear picture of the relation between them.

Bastidas (2017) focuses on planning. He affirms, "teaching planning is an essential component in education because it serves to help educators make decisions in order to get the objectives and aims of a program in an economic, secure, and efficient way" (p. 12). Language teachers need to design their own course, unit, and lesson plans. In this case, the Colombian National Curriculum of English Learning from 6th grade to 11th grade suggests that there are "many ways to put this proposal into practice," in which "each institution has the autonomy to choose the methodology and the most convenient progression for their context" (National Curriculum - MEN, 2006, p. 20). Thus, covering the objectives, the contents of the units, the materials, the evaluation criteria and having clear the approaches, methods, and procedures that are going to be used are paramount in the implementation of this curriculum.

Furthermore, lesson planning, as a scheme for teaching English, requires a continuous improvement which needs a consistent design. That means, in the planning of learning activities, "the number of proposed hours in each module, the materials that will be used both for teaching and for the evaluation and design of class plans [are necessary]. In the same way, teachers [need] to identify their strengths and the improvement areas that serve as input to a teacher development plan" (National Curriculum - MEN, 2006, p. 28). Therefore, teaching planning points to the fact that teachers create their lessons based on the important elements that lead students to follow an improvement process.

Bastidas (2017) and the National Curriculum agree on the fact that teaching planning is important, which means that teachers have to take into account each aspect that is included in the curriculum design and be able to identify strengths and weaknesses to maintain an improvement process. Due to the implementation guidelines that teachers follow to the letter; they do not have the possibility of knowing their students and planning their classes from these insights.

Research Design

Our study is based on the Self Determination Theory proposed by the psychologists Edward L. Deci and Richard M. Ryan (2008). This theory is a quantitative and descriptive-analytical type of study, which represents a broad framework for the study of human

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[7]   "Crear ambientes interesantes de aprendizaje y actividades para encadenar la nueva información con el cono-cimiento previo."

motivation and personality. This theory of researching on motivation also addresses the interplay between the extrinsic forces acting on persons and the intrinsic motives and needs inherent to human nature. This theory is divided into six mini-theories[8]; however, we focus on the fifth mini-theory, Goal Contents Theory (GCT), because it focuses on the impact that extrinsic and intrinsic goals have on motivation and wellness, including the difference between them.

Data Collection

This study observes classroom activities of an English language class in order to determine the students' responses as concerns motivation and attitude. In that sense, observations are useful because, according to Schmuck (as cited in Kawulich, 2005, p. 4), they "provide [us] with ways to check for nonverbal expressions of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check how much time is spent on various activities" (p. 4). We used observation logs to capture the student's responses and behaviors according to the classroom activity.

We also implemented the questionnaire *Intrinsic Motivation Inventory* (Deci & Ryan, n.d.) since it is a measurement tool used to assess the students' experience related to the objective of the activity. The questionnaire contained twenty-nine close-ended and open-ended questions. Those questions are divided into sub-scales[9]. This questionnaire followed three steps: Firstly, applying the questionnaire to determine the levels of motivation and attitude before the session; then, describing the classroom activities and students' behavior to see the students' responses to them. Finally, applying the same questionnaire at the end of the session with the aim of assessing the levels of motivation and attitude after the classroom activities.

Both the observations and the questionnaires were implemented in five sessions. *We assessed the students' levels of motivation and attitude in line with the classroom activities presented by the school's English language teachers.* The interpretation of the answers in the Intrinsic-Motivation-Inventory questionnaire was based on the scores given to each of the scales. The results were compared with the information documented in the observation logs.

Data Analysis

The principles of the Self Determination theory were also followed for the data analysis. According to Deci and Ryan (n.d.), a high score of an established aspect in the Intrinsic Motivation Inventory questionnaire indicates high levels of motivation or attitude in that

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[8]   (1) Cognitive Evaluation Theory (CET), (2) Organismic Integration Theory (OIT), (3) Causality Orientations Theory (COT), (4) Basic Psychological Needs Theory (BPNT), (5) Goal Contents Theory (GCT), and (6) Relationships Motivation Theory (RMT).

[9]   Interest/enjoyment, perceived competence, effort/importance, pressure/tension, perceived choice, relatedness, incentives/punishments, and living experiences.

aspect. For example, a high score on the aspect of *pressure/tension* indicates that the person taking the test felt more pressured and tense during an event; a higher score on *perceived competence* means that the person felt more competent, and so on with the established aspects.

By following these principles, the first step was to collect the questionnaires (before-after) from each student, to count the answers, and to calculate a general average with the purpose of tabulating the information from each item in an Excel spreadsheet (One tab by session). The second step was to identify the three highest results (general and individual) and the two lowest ones (general). The third step was to analyze the general results and make a comparison between general and individual results to gather the differences and similarities among them. Finally, we checked the answers of the open questions to see the variability of each one. With these procedures, we assessed students' levels of motivation and attitude that were a consequence of the classroom activities planned by the school's English language teachers.

To complement the insights from the questionnaires, we organized the information collected with the observation logs. First, the classroom activities observed were listed according to the order in which they were presented by the teacher. The students' reactions were listed and classified according to the moment of the classroom activities in which those were expressed. Only the aspects that presented observed reactions were listed. In a table, we organized the aspects with the corresponding activities found. Finally, we analyzed which reactions were coherent or incoherent with each aspect. All this information was organized to determine students' responses connected to motivation and attitude within those classroom activities, and to further compare this listed information with the graphic analysis.

Results

We present the results according to the information collected in the five sessions observed. The first part corresponds to the type of classroom activities designed, presented, and developed by the EFL teacher. In this part there are four kinds of activities (Talking about globalization, practicing skills, group work, and extra topics). The second part has two divisions: Students' motivation and students' attitude, and their relation with the classroom activities. The third part presents the aspects that we can see as emerging during the classroom activities (Teacher's parameters, students' attention, and obtaining rewards). Finally, through the five graphics, the students' levels of motivation and attitude are presented with evidence of the highest item (Perceived Competence) and the lowest item (Pressure/Tension).

Classroom Activities

It gives an account of the types of activities presented and developed by the teacher in the English Language sessions observed. They are presented in different ways, but usually developed in six different manners, to wit: (1) giving instructions during the class (teacher

81

repeated it many times), (2) indicating who participates, (3) interrupting the class to scold students, (4) giving points (see below - obtaining rewards), (5) using a loudspeaker or a whistle, and (6) speaking English and Spanish at the same time (teacher and students). All these activities take place either in the teacher's classroom, outside the classroom, or in the dance classroom.

There are four types of activities that the teacher designed and implemented in the English class, as well as the way these activities are presented and developed.

Talking about Globalization

It involves all the activities about globalization and the environment. This type of classroom activity is presented by writing the lesson objectives, eliciting students' background, and asking questions. The following notes give an example of this:

"The teacher mentions the topic of the class (Globalization) and explains the order of the activities that students are going to do" [Log Activities-Session 1. Instructions-Data collection available in folder]

Thus, the EFL teacher mentions the topic, explains what the students have to do, and gives feedback at the end of the activity.

Practicing Language Skills

The teacher implements different resources at different moments of the sessions in which the students can practice their language skills. The participating EFL teacher focused on listening, speaking, writing, and vocabulary. The teacher presents the activities by using different resources or strategies. In this way, she uses a video to practice listening, a debate to practice speaking, having the students write about the class topic to practice writing, and using a word search to practice vocabulary. The following notes give an example of this:

"When she gives a general idea, she asks the students to know what they think that can be related with those concepts". (The participation is mandatory). [Log Activities-Session 4, activity 1-Feedback, item 3- Data collection available in folder]

82 This example shows how the students can practice speaking (sharing ideas) and listening (watching a video) skills.

Group Work

It refers to all the activities that students can develop in groups. The participating EFL teacher usually presents the group work activity either on a project or with competitions. The following notes from the observations give an example of this:

"Students start working on the project by groups (Knowing what to say and the decoration)" [Log Activities-Session 1, activity 2-About the project, item 2-Data collection available in folder]

This example shows the integration of students when they are working in groups.

Extra Topics

It gives an account of the activities and topics that emerged in the classroom but that do not make up part of the main topic. There is an unspecified way to present the extra topics. The following notes from the observations give an example of this:

"The teacher shares the class with the dance teacher because students need to practice a dance. However, the condition is that some steps must be explained in English." [Log Activities-Session 5, clarification-Data collection available in folder]

This example shows that some topics come from activities belonging to another subject but that require more time to be finished.

All four types of these activities designed and implemented by the teacher in the English language class are developed in a similar way by nominating, repeating the instruction, interrupting the class, giving rewards, using a loudspeaker or a whistle, and speaking in both English and Spanish.

Relationship between the Types of Activities and the Students' Affective Factors (Motivation and Attitude)

We give an account of students' responses during the English class according to the activities mentioned before, as well as the connection with motivation and attitude.

The activity called *talking about globalization* has two distracting elements: Cell phones and students, and they show interest by sharing ideas; in the case of attitude, students used to show worry, pressure or tension. In the activity of *practicing skills,* students try to do the activity although they feel lazy or do not understand it; about attitude, there is a lack of confidence when they have to talk in front of the others.

In the activity of *Group work*, there are three responses in terms of motivation: Students show preference for working in groups and they help each other to do it well or gain points, but when it is individual, they do not help the others. In terms of attitude, they feel frustrated when they do not do the activity well and the students rush the others in order not to get distracted. In the last activity, *Extra topics,* regarding motivation, when the teacher is not in the classroom, the students feel confused about the activity, while someone else takes control. In attitude, as the teacher is not in the classroom, the

83

students do not feel pressure; however, they sometimes do not feel identified with the activity and when they do the activity, they concentrate on it.

Students' Motivation

It gives evidence of students' levels of motivation during the development of the classroom activities presented in the English language classes observed. Those levels emerge and are influenced by classroom environment interests and factors such as students' focus, classroom work, and control figure.

Interest: Shocking Elements

In terms of motivation, we found that the students, in the classroom activities related to talking about Globalization or Environment, feel interest in the topic when they have the possibility of sharing their ideas about it. However, we can notice that the students can be distracted by two elements, by their cellphones to listen to music or watch videos and by themselves using their bodies (making faces) to call their classmates' attention.

Students Focus or Are Absent-Minded

There are two types of students during the classroom activity, the students that pay attention and the ones who are distracted. Although there are some students who show signs of laziness or do not know something about the classroom activity, they try to do it by themselves or by using other resources such as their cellphones or asking the teacher; and even when they are doing the activity, they are concentrating on it and are more participative. Therefore, those students who do the classroom activity (paying attention or sharing ideas), in spite of their laziness, are focused; however, those who have sleepy faces or remain confused (absent-minded) are doing other things which are not related to the current classroom activity.

Classroom Work/Individually or in Groups

The students feel more attraction for group activities. When they have to work in groups, they help each other and try to do their best with the objective of doing the work well and earning points. Likewise, when the activity is in terms of competition, they feel excited and take it seriously, but they take into account that it is just a healthy competition and do not take it personally when they lose. However, when the activity is individual, they do not try to help others, they just focus on their own work.

Control Figure

In terms of motivation and a relation to different topics (see above Classroom activities-extra topics), students get confused when there is not a figure who instructs them (A figure

who says to them what to do and how to develop the activity). Likewise, there is an emotional change in students when someone else takes the role of being the teacher reviewing their classmates' work.

Taking into account the open questions from the questionnaires[10], there are three main important results: First, the students see the classroom activity as a way of advancing in their classroom projects and learning more English language in terms of vocabulary or grammar; although they do not think beyond it, they focus on getting a score or passing the subject. Second, the few students who answer differently see the topics of the classroom activity as an opportunity to know more or learn about the new topic that will possibly be important in their future; hence, they will appreciate things more and develop their skills. Third, the classroom activity for the students could help them break the routine: interacting with their classmates or having a good time with them. Therefore, students' motivation can also depend on the way the students see the classroom activity, according to their needs, knowledge, experiences, or future expectations[11].

Students' Attitude

Students' attitude is manifested during the development of the classroom activities presented in the English language classes observed. It is noticed in students' behavior such as uneasiness, self-confidence, thwarting, and doing the classroom activities just because they have to (see below).

Students' Uneasiness

There are moments in the classroom activity in which the students' attitude turned negative. When the students have to participate as an obligation, they worry about doing it because it implies sharing their opinions or replying to the others' opinions. Additionally, when the classroom activities require a lot of effort such as moving from one place to another or repeating the activity up to the best result, the students feel tension or exhaustion while doing the activity.

Self-confidence

85

Activities of practicing skills, such as listening to a video, having debates or writing a short text, require the students to be exposed to talking in front of their classmates; for that

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10   The two open statements are:
- I think this activity is important to do because it can...
- I think this activity could help me to…

[11]   We synthesized all the students' answers of the two open questions.

reason, unsure students express nervousness. On the contrary, there are students who feel proud when they participate and show self-confidence no matter the type of activity.

Thwarting

In activities of group work, such as projects or competitions, in which students cannot do as well as they expect, their attitude turns low, showing frustration. Likewise, when the group does not concentrate on the classroom activity and gets distracted, some students try to rush the rest for doing the activity in order to finish it on time.

Doing the Classroom Activities Just Because They Have to (Session 5)

Students used to do all the activities that the teacher planned for them, for instance writing a paragraph about an activity done at school (which is not necessarily related to the topic of the class), or practicing some dance steps for a presentation; it did not matter if the teacher was or was not in the classroom with them. However, students feel more relaxed when they are doing the classroom activity. In addition, although students do the activities, they do not feel completely identified with them because the way in which they do or express themselves about the activity does not show an affinity with it, so they do it just because they have to. Likewise, when the students concentrate on the activities they are doing, they show a serious face; however, it does not mean that they are angry or feel pressured.

Taking into account the open statements from the questionnaire[12], the students have different ways of showing their feelings. The common answers are "Good" and "Happiness"; this is the way they express how they feel before and after the classroom activity. However, different answers such as: feeling bored, worried, normal, anxious or tired indicate that students' attitude turns into bad feelings, [13] depending on the moments of the classroom.

Emergent Aspects in the Classroom Activities

Teachers' imposition, students' attention, and what the students receive during the English language classroom activities are the emergent aspects observed during the five sessions. The teacher has parameters that students have to follow to receive a reward or even a punishment in the development of the classroom activities.

Teacher's Parameters

The classroom activities can be involved in a process in which a series of parameters are presented. The teacher already has some rules in the classroom including during the

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[12]   The open question is: "I feel before/after _____ doing the classroom activity."

[13]   We synthesized all the students' answers to the open statements.

development of the classroom activities. In this way, when the teacher is not in the classroom, the students are conditioned to behave according to the teacher's parameters, so they know that they have to be quiet and not to go out of the classroom. Likewise, when a student does not follow these parameters and his/her behavior turns in a way with which the teacher disagrees, the teacher confronts the student until the teacher gets the student to do what the teacher wants without contradiction.

Students' Attention

Usually, when the teacher gives the instructions of the activity, the students pay attention. However, they do not always understand well what they have to do. In those cases, they feel lost doing the classroom activity or they start to do what they want. It means, they do not do the classroom activity as the teacher said but in the way they want or they do other things which are not related to the topic, such as speaking with the others taking the expected time that was directed to do the activity.

Obtaining Rewards

When the teacher gives the instructions of the activity, and the students understand well what they have to do, and do it as they expect, they feel proud. They show happiness and make expressions with their body demonstrating pride. Furthermore, the teacher gave points to students when they participated, completed or won classroom activities of competition. However, the monitor helps the teacher to register the points of the classroom activity. In this way, when the students know that they deserve the point and the teacher does not give it to them, they start clamoring for it because they know that the teacher gives points for doing a specific action during the classroom activity.

Students' Levels of Motivation and Attitude during the Activities

It represents the students' position during the classroom activities in terms of their levels of motivation and attitude. For this, we used the five graphics that include the five sessions and the items of the questionnaires. The results of the Intrinsic Motivation Inventory Test show that the highest item in all the sessions (before and after) was *Perceived Competence* which indicated the students' perspective of their performance during and after the classroom activity. Likewise, most of the students thought that they were very good, but a few of them thought they were very skilled before and after doing the activity. On the other hand, when the students compared themselves to their classmates, they did not feel competent, though they felt satisfied with their performance.

On the contrary, by using the same graphics the lowest item was *Pressure and Tension* which indicates how forced, strained or uneasy the students feel/felt before and after the

87

activity. Thus, most of the students do/did not feel tense, anxious, and pressured before and after doing the activity.

Conclusions

The 10th graders manifest two affective responses: high and low levels of motivation, but low levels of negative attitude within the English Language Teacher's classroom activities of talking about globalization, practicing skills, group work, and extra topics. The way in which the English language teacher presents these classroom activities is by showing the lesson objectives, eliciting students' background, and asking them questions. The teacher develops these classroom activities in six different manners: nominating, repeating the instruction, interrupting the class, giving rewards, using a loudspeaker or a whistle, and speaking in both English and Spanish.

The students' responses in terms of motivation emerge and are influenced by classroom environment interests and factors such as students' focus, classroom work, and control figure. Additionally, the students' attitude involves factors such as uneasiness, self-confidence, thwarting, and doing the classroom activities "just because".

Through the assessment of the students' levels of motivation and attitude made with the questionnaires, the highest item in the sessions was perceived competence (how well the students consider they are during and after the classroom activity). The lowest item was pressure and tension (how forced, strained or uneasy the students feel/felt before and after the activity).

There is a result that arises during the research study in which the specific aspects emerge during the classroom activity: teachers' imposition, students' attention, and obtaining rewards or punishments. This result demonstrates the parameters that appear during the development of the English Language teacher's classroom activities.

Finally, having knowledge about these aspects is beneficial for English language schoolteachers because they can advance their teaching practices by taking into account the way the variables of motivation and attitude help students feel comfortable within the classroom activities. Subsequently, our study benefits the school where the study takes place because the findings can improve its processes of elaboration of the syllabi of English language courses; the teachers give more relevance to the affective responses and this allows them to plan classes according to their students' preferences.

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89

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90

Appendix. Questionnaire to assess the levels of motivation and attitude Intrinsic Motivation Inventory

Before / After

Name: _____

Date: _____

For each of the following statements, please indicate how true it is for you, using the following scale:

Glossary
• Performance: Rendimiento
• Skilled: Hábil
• Anxious: Ansioso
• Pressured: Presionado
• Tense: Tenso
• Distant: Distante
• Trust: Confianza
• Reward: Recompensa o premio
• Punishment: Castigo
• Resources: Recursos
• Behavior: Comportamiento

1 2 not at all true	3 4 somewhat true	5 6 very true

1. I am going to enjoy doing this activity very much.	1	2	3	4	5	6
2. I think I am going to be very good at this activity.	1	2	3	4	5	6
3. I am going to put a lot of effort into this class activity.	1	2	3	4	5	6
4. I feel very tense before doing this activity.	1	2	3	4	5	6
5. I do not really have a choice about doing this activity.	1	2	3	4	5	6
6. I feel really distant from this teacher.	1	2	3	4	5	6
7. I will do this activity because I will get a reward	1	2	3	4	5	6
8. I will feel strongly identified with the classroom activity that I am going to do.	1	2	3	4	5	6
9. The activity will not have my attention at all.	1	2	3	4	5	6
10. I think I am going to do well at this activity, compared to other students.	1	2	3	4	5	6
11. I am going to try very hard on this activity.	1	2	3	4	5	6
12. I feel anxious before working on this activity.	1	2	3	4	5	6
13. I feel like I have to do this activity.	1	2	3	4	5	6
14. I feel like I can really trust my classmates.	1	2	3	4	5	6
15. I will try to control my behavior while doing the classroom activity.	1	2	3	4	5	6
16. The activity will be very interesting.	1	2	3	4	5	6
17. I will feel satisfied with my performance on this activity.	1	2	3	4	5	6
18. It is important for me to do well on this activity.	1	2	3	4	5	6
19. I feel pressured before doing this activity.	1	2	3	4	5	6
20. I am going to do the activity because I want to.	1	2	3	4	5	6

91

21. I would like a chance to interact with my classmates more often in English.	1	2	3	4	5	6
22. I will do this activity to avoid a punishment.	1	2	3	4	5	6
23. I will be very skilled at this activity.	1	2	3	4	5	6
24. I am going to do the activity because I have to.	1	2	3	4	5	6
25. The result of the classroom activity will be important for me.	1	2	3	4	5	6
26. I want to see different resources for the activity.	1	2	3	4	5	6
27. I think this activity is important to do because it can:						
28. I feel _____ before doing the class activity.						
29. I think doing this activity could help me to:						

92