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**FINAL PROJECT REPORT**

**THEME:**

**Systematization of Experiences – Motivational strategies related with the  
instruction of EFL directed toward problematic students at Unidad Educativa  
Rumipamba' Public School**

**PREVIOUS TO OBTAINING THE TITLE OF:**

**LICENCIADO EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**LINES OF RESEARCH:**

**Languages, literary y oral proficiency related to the level of motivation**

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**IBARRA, January – 2023**



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## **SUMMARY & KEYWORDS**

In the first encounter with the Rumipamba students, it was noted how little they cared about learning the language and, rather, mostly focused on completing activities and getting the necessary grades to pass the subject. There are few examples of students who actually take part into the class and make visible progress throughout the duration of the process, but these students were already cooperative and focused on their studies. The real change was noted when some of the ‘reckless’ students from each classroom started paying attention and actually participated in class because they were able to retain more information.

When students are introduced to new language, the first thing that comes to their mind could be how difficult it may be or how long will it take for them to learn it. Regardless, they do not ask themselves the real question: “How did I learn Spanish in the first place?” by thinking it is a matter of grammar structures, rules or repeating they do not realize that language is part of communication. After conducting these studies inside this establishment, it was reckoned how monotony and lack of support from both parents and teachers can really affect how a student behaves in class and what information they retain.

After analyzing the results, as well as the experiences detailed in this document, it is deemed necessary to pay mind to the students’ necessities; apart from the SEN ‘Special Educational Needs; and preferences as well as their complete understanding of the topic or subject. Mostly, to ensure they keep their attention in class and are actually interested on what is being discussed in class, changing approach from time to time or giving students more options to learn English in how ever way they want or are able to, seeing as how- if it were up to them- they would actually ‘love to learn English’.

### **Key Wōrds**

Motivation – Approach – Strategies – Emotional Support – Affective Filter – Domestic abuse.

## **RESUMEN/ABSTRACT**

The lack of interest towards the acquisition or learning of another language present in the younger generations is surely preoccupying, and although it may not be a “new” problem for non-English speaking countries, times have changed and with them new methods and strategies have been developed in order to asses these ‘constant’ problems.

Needless to say, the main issue has not been addressed properly, be it for lack of ‘ability’ from the teacher, ‘cooperation’ from the students and parents, or just because the proper implementation and overall strategy did not adapt with the context or environment where it was applied, or with whom it was applied.

When you first read the title of this research, the first thing that comes to mind is: “easy, more games, less homework”. And although it may be true- to some extent- in some cases. It cannot be farthest from the truth, and what will be presented in this work Will only be but just a spec of insight into the vast depths of this unknown world we call education.

To clarify, it is not that the results from this research are scarce or uneventful, but rather, there are just so many aspects to consider and even more realities from different students all over the globe. It would be faster to create a time machine than to actually create an educational model that fits all and every necessity or context students might experience.

## **INTRODUCTION**

With this paper, we hope to obtain a clearer view of the positive, and negative, aspects of the whole process experienced during the Pre-professional practices (PPP) whilst analyzing which characteristics of the strategies, methods and approaches used during this practicing time could be improved or completely changed. To assure that, in future opportunities, we can achieve a positive outcome and produce an impact on students to motivate them into developing their skills to the limit and learning as much as they can, by using the methodologies and procedures developed basing ourselves on this systematization

This document will serve as an example of how this specific educational establishment prepares and guides their students, while also showing the effectiveness of, not only the strategies and activities implemented by the practicing students. But also their performance as teachers, by paying attention to the interactions with students, besides their use of English and how they attempt to motivate students into integrating the targeted language into their daily life.

It was decided to use a qualitative methodology, since all aspects and circumstances documented in this systematization need to be deeply analyzed, so as to assure a complete and clear comprehension of this whole process. While also recurring to documenting and referencing material to clear any doubts and provide better solutions and a comprehensible summary for anyone who might find this paper useful for their future projects or teaching practices.

Pointing out the positive aspects of this experience as a whole, having spent quality time with students who presented problems with the language and helping them lose their fear of

English was surely one of the highlights of the pre-professional practices, not to mention the fact that getting used to both the schedule and the class-planning/managing skills required when actually teaching in a college

All in all, it was a fruitful experience that helped the practicing student grow and learn more about the professional life that is sure to come. On the other hand, one aspect that could be considered 'negative' from this whole ordeal, would be the fact that there were times at which, both teachers and students, showed an attitude of 'unimportance' towards the prospect of learning another language, deeming it as a 'secondary ability', and mainly sticking to the traditional class plans and the subjects specified in the mandatory English book, leaving no space for creativity, confidence or even freedom of using the language and talking about topics they are interested in, only following rules and staying still.

To conclude this 'short' introduction, it is necessary to mention that, even though there may be not enough support from the government; or even the establishment itself. When it comes to teaching students how to practically use their skills and knowledge in real life situations, by making them experience that situation so they can learn their natural response to it, and correct any mistakes and keep trying. For this, students should have the chance to express themselves in and outside the classroom, putting their skills to work and seeing the real utilities of learning something new.

## **CHAPTER I: DESCRIPTION OF THE INSTITUTIONAL CONTEXT**

### **Learning strategies for low performance students**

Normally the teachers, and the strategies used in class to aid students in acquiring a better understanding of the class, are only taken into account while doing research, without actually developing strategies that students, on their own. These can be practically used in class, or outside, in order to help them improve their learning process, such as: distributing their time, studying schedules, group practices and many other options that can be of use for when there may be difficulties when trying to understand the teacher, the methodologies or even with the topics and content. Everything changes and education should not be an exception.

It is for this reason that, even after concluding the practices and having acquired significant and proactive knowledge; that will prove to be useful in future instances; the totality of the experience gained throughout this process could be considered so little when compared to the expectations, and achievements, to be accomplished once the time comes to apply effective teaching strategies and interact with students that may present different behaviors, conditions, and even; in some cases; lack of knowledge due to poor adaptation of the curriculum, the teacher's procedures, or learning disorders/disabilities.

Having mentioned this, it is crucial to introduce Bhaoshini & Suganya, (2021) research, which importance lies in the fact that the strategies and methods used to learn English as a second language mentioned in it, are the ones used by the students, rather than focusing on ways teachers could improve their teaching methods. This paper focuses on helping students, and making the best out of what they got in public establishments. Additionally, it remarks the importance of proper social and affective methods used by students in order to 'cope'

with the difficulty of some tasks or requirements for the regular English tests. All of this, while giving actual proof of the results of this research, and documenting factors that may have been ignored during the planning phase.

### **Pronunciation importance in class**

To start off with this topic, there is a question that should be answered first, is pronunciation really the problem? After interacting with many students and teachers alike, it was concluded that, yes, pronunciation is an important part of learning English (especially if you want to express yourself correctly and without fault), but it is not the most important aspect of the whole process of acquiring a new language.

Instead, we should be focusing more on developing proper communication skills, basing ourselves on what (Ocampo-Rodríguez et al, 2019) stated, claiming that, “nor accent nor intonation are strong points to consider because what really matters is the communication” so that, even if they do not know the correct pronunciation of words or grammar structure, they are able to understand and express a ‘message’ through the use of the targeted language, alongside many other communicational skills that can be helpful for this (gestures, body-language, mimics, etc.) so that they can communicate with other people without the fear of mispronouncing a word, and just share new experiences with new people.

### **Importance of the affective filter**

After having experienced first-hand how to deal with a diverse class where every student has his or her own problems, making it hard to try and reach them individually; even though it would be the ideal option; since, normally, these classrooms consists of twenty to thirty students and only one teacher per subject, this leaves the educators with no other option but to look for 'general' ways to approach the class, not even considering; not on purpose of course; those students who may 'suffer' from any disability or problem that may hinder them from maintaining the same studying and participating pace as the rest of their classmates.

Considering this, and what Krashen stated in his *affective filter* study, when we are teaching someone, we have to consider not only their learning skills or level of intelligence; although those are other important factors; but also, the person's feelings and thoughts, their personal qualities and defects, their likes and dislikes, so when we are met with a challenge from them, we know how to approach and 'persuade' them into forming part of the activity by appealing to these factors.

### **Positive assessment in class**

As sustained by Shu-Yun, Gwo-Jen, & Morris, (2020) the correct use of positive assessment during classes can create an impact on students, helping them remember the information acquired during the day and even feel more confident about their progress, making it clear that the students' attention and motivation is totally dependent on how the teacher addresses their doubts and 'rewards' their answers.

Hence, the relationship between teachers and their students should be considered important, so as to assure the positive development of said relationship and give students a space where they feel confident enough to exchange more information with their teacher and, unconsciously, practice their speaking skills more since they will be more open to the chance of participating in class and voicing out their ideas or opinions about certain topics

### **Effective use of positive assessment to improve English skills**

And it is not only a matter of changing the methodologies and strategies used in class, but also changing the way teachers implement them and how they see the language too, for there are many English teachers that only see English as a secondary tool in their professional life and settle for a regular level of English instead of looking forward to improving their proficiency with it each day by teaching and learning everyday along with their students.

Considering what (Shu-Yun, Gwo-Jen, & Morris, 2020) propose, that the correct use of positive assessment during classes can create an impact on students, helping them remember the information acquired during the day and even feel more confident about their progress, making it clear that the students' attention and motivation is totally dependent on how the teacher addresses their doubts and 'rewards' their answers.

Communication is the key to all personal, or professional, relations, thus, it is necessary for each and every one of us to be able to share an idea or piece of information with anybody who may need it or is asking for it. Students should not learn how to systematically respond to questions, since if they found themselves in a regular situation where someone asks a question that was not in their lessons, they will not be able to respond accordingly and will probably feel unsure about their level of English, and could end up fearing the language.

This is why this investigation is important for younger and actual generations, its main objective being analyzing and correcting obsolete methodologies that may be hindering the students' progress, as well as changing the way teachers approach these problems and how they implement the new methodologies.

### **Incidence of teaching and learning strategies used with dyslexic students**

One thing to point out about the educational system and its restrictive guidelines, is the fact that their perspective of 'dealing' with a delicate situation, is either sending students with too many difficulties at a 'regular' educational institution to a special establishment where they will be alienated from the rest of society and will only interact with the people they are allowed to interact with.

Attempting to promote inclusion and empathy when the traditional structures of educational institutions has been kept the same for over a decade, only changing small infrastructural things, like ramps, braille signs and assigning a psychologist who can help them with any personal problem they may present.

Nonetheless, real measures have not been taken, classes where students can voice out any thought they might have without fear of being silenced or laughed at for it being 'irrelevant', more than one teacher so that managing more than twenty students does not become a burden and they can also enjoy their time teaching, while also being able to divide their attention between students to ensure that all doubts are cleared apart from using innovative, interactive

and familiar activities/materials so that students with special necessities can catch up with the process by being more interested in what is going on in class.

Not to mention, the need for more psychological support, close tutoring and familiar intervention with some students who can tend to present problematic attitudes towards teachers and students alike, often targeting those peers who may not be able to defend themselves or are physically weaker than them, but it will not really mean a change if we do not pay attention to the other students as well, since it is a small society and each member should be able to comprehend each other's situation.

Being mindful of everyone passing through problems, just like themselves, becoming aware that they are really not alone and can find a place to 'belong' with their peers and teachers, a place where they can all improve different skills depending on what they are more inclined to do and not following a specific path to reach a specific goal.

We should not seek to accomplish teaching students to be respectful only inside school or when an adult is present, we should insert that belief or thought into their minds through practical exercises, picturing daily scenarios where they might find themselves involved in, making them practice how would they interact with a person with different syndromes or helping them become more empathetic by having them share personal experiences with each other, uniting them, so that being a good person comes natural for them and they do not need to be under constant pressure to do so.

### **Catching the attention of dyslexic students**

We can determine that the dyslexic students' attention span, as previously explained, is very little, since their mind is always working and processing all that is happening, and while it may be seen as an advantage, it does not help when patience, calmness and attention is required, considering what Castillo et al (2022) came to know in their investigation, moreover, we should also contemplate that motivation is a key factor when dealing with this kind of students, since if they don't feel motivated or their attention isn't caught by the teacher and the topic they're treating, they won't even try to understand what is being taught and just try to finish as soon as they can, wrong or right, just as Naranjo (2021-2022) proved.

It is for this that we should take into account what Castillo et al (2022) mention in their investigation, pointing out that "traditional techniques and activities can demotivate students, since they may become repetitive and 'boring' for them", mostly because these techniques and methodologies base themselves on memorizing and repeating methods, which require the students attention; which was already mentioned, is very low; as well as their memory, which can also be highly affected by this syndrome, since, same as their attention span, students are not able to focus on a certain topic or 'thing' for more than two minutes, always looking for something new to do, forgetting what they were doing or listening just minutes ago

As (Quijije, D., & Angélica, C, 2022) sustain, the senses, of students with dyslexia could be hindered in some cases, since they won't use them at a 100% capacity, nevertheless, this also means that the senses and abilities that do work correctly, can be developed even more. This, could be considered a "Collateral advantage" since, as mentioned before, students that 'suffer' from dyslexia, and have been properly instructed on how to acquire and express information efficiently, can come to present an improvement in their cognitive skills, since,

all the while they were developing their communication abilities, they could already understand all topics and subjects that were given to them and even comprehended it without any help. All due to the fact that having something holding them back made the learning process harder, but harder means better.

To have a clearer view of what we are referring to when we mention this, in order to be able to properly prepare and teach the next generations, practicing teachers should acquire the necessary knowledge to create an effective learning environment for their students, and for this to occur, as (Arias-Medina, 2019) states “teachers require certain characteristics such as respect for the students, enthusiasm, high expectations for all students, deep knowledge, skillful leadership, and professionalism in all areas.”

## **CHAPTER II: DESCRIPTION OF THE EXPERIENCE TO BE SYSTEMATIZED**

### **Experience**

Whilst completing the recollection process in Rumipamba's public school, it was brought to attention the fact that many students; from different levels; presented problems when trying to understand English classes, moreover, the approach used by the teacher when 'confronting' these "problematic" students proved to be hindering their learning process. Mostly, because most students did not understand the language or even the most simple terms or topics, which only helped increase the preoccupation regarding their learning and teaching process.

The reason behind the low level of English present in this establishment can be due to a 'misuse' of methodologies or a deficiency with the kind of approach used by the teachers. Not to mention the fact that some 'English' teachers have no formal instruction with English, relying entirely on the modules given by the government and leaving no room for innovation.

Moreover, the constant use of 'traditional' teaching methods, such as direct and grammar translation methods, only serves to partially develop their English skills by focusing mainly on their reading and writing abilities, using repetition and memorization to 'attend' the remaining two skills, speaking and listening if it is even practiced so as to say.

Motivation plays a crucial role in the learning process, regardless of the subject or language being taught. In EFL classrooms, where students are learning English as a non-native

language, motivation becomes even more significant due to the potential challenges and the necessity of effective communication skills.

Here's why motivation is important in EFL classrooms:

1. **Engagement and Participation:** Motivated students are more likely to actively participate in classroom activities, discussions, and assignments. Their engagement leads to better understanding and retention of the language.
2. **Perseverance:** Learning a new language can be challenging, and motivation helps students persevere through difficulties. When students are motivated, they are more likely to put in the effort required to overcome obstacles.
3. **Language Exposure:** Motivated students often seek out opportunities to use and expose themselves to the language outside the classroom. They might read books, watch movies, or engage in conversations in English, which enhances their language skills.
4. **Confidence Building:** Feeling motivated can boost students' confidence in their language abilities. This confidence encourages them to speak and write more freely, ultimately improving their communication skills.
5. **Goal Setting:** Motivated learners are more likely to set clear goals for their language learning journey. Goals provide direction and purpose, and achieving these goals can further enhance motivation.



6. **Positive Learning Environment:** Motivated students contribute to a positive classroom atmosphere. Their enthusiasm and engagement can have a ripple effect on their peers, creating an environment conducive to learning.
7. **Long-term Commitment:** Motivation sustains interest in the language over the long term. This is especially important in language learning, where consistency and continuous practice are key to improvement.
8. **Cultural Exploration:** Learning a language often involves exploring the culture associated with it. Motivated students are more likely to show interest in cultural aspects, leading to a deeper understanding of the language.

Teachers play a significant role in fostering motivation in EFL classrooms. They can use various strategies to promote motivation, such as:

- **Relevance:** Making the content relevant to students' lives and interests.
- **Variety:** Using diverse teaching methods, materials, and activities to keep the classroom dynamic and engaging.
- **Positive Feedback:** Providing constructive feedback that highlights students' progress and achievements.

- **Clear Objectives:** Setting clear learning objectives and explaining how they relate to real-life situations.
- **Involvement:** Involving students in decisions about their learning process, allowing them to take ownership.
- **Challenging Tasks:** Assigning tasks that are challenging but achievable, fostering a sense of accomplishment.
- **Celebrating Progress:** Recognizing and celebrating milestones and achievements in the language learning journey.

Overall, motivation is a driving force that influences the success of language learning in EFL classrooms. It not only enhances language proficiency but also contributes to the overall enjoyment and effectiveness of the learning process.

Having considered this, it was only natural that the first objective was to pay more attention to the strategies and methods used by the teacher during class, paying close attention to their interaction and ‘approach’ with “problematic” students.

The entirety of this research goal is collecting useful data to serve as a basis for future research, as well as preparation for future experiences. Making an example for future

examiners who can use this paper as proof to improve, disprove or add more useful information that can help us get a better understanding of what we are dealing with and how to effectively address it.

Or even teachers, who are experiencing troubles approaching their students and getting them excited about learning another language. For this, another objective would be to develop a basis on which strategies, approaches and methodologies work best with these students at their age.

The entirety of this research was elaborated throughout the duration of the experience in Unidad Educativa Rumipamba, at La Esperanza sector in the city of Ibarra. The time delimited for this activity is from October 28<sup>th</sup>, 2022 until the finishing term of the last semester by the end of February, 2023, and will be concluded by the end of this term. Counting with 66 students (8<sup>th</sup> “A”, 9<sup>th</sup> “B”, 10<sup>th</sup> “A”) ranging from the ages of 13 to 15 y/o.

Mostly using data collection strategies; note taking, short interviews, observation, applying a survey and conducting a focus group with some students from each grade. All of this to ensure that the results shown and opinions or recommendations given are unbiased and are based on diverse points of views and experiences.

Apart from this, it is of dire importance to focus on a student's level of motivation and how effective the strategies and activities used in class were. Throughout the duration of the whole recollection and immersion process, all instances and occurrences will be noted down and considered for the conclusions of the investigation.

This systematization will be mainly focusing on how proper motivation and interaction can result in students feeling more interested in the subject, as well as stimulating their use of the language inside and outside the classroom with the use of tools and activities that may be interesting for them.

### **Systematization Objectives**

- To serve as bibliographic and scientific basis for future works, providing practical experiences that show the effectiveness of these methods and approaches with students.
- Develop motivational strategies that fit the necessities and capabilities of students in the U.E. Rumipamba, serving as aid to both teachers and students of 8th, 9th and 10th grade, with the acquisition and improvement of their English skills.
- To analyze which could be the main causes of the lack of motivation in the 8th, 9th, and 10th grades of this establishment, helping with the development of strategies that ‘treat’ these factors.
- To publish this scientific work, in order to make it known to the public and obtain a bachelor's degree.

### **Central aspects of interest in the experience**

Getting to know the educational process used in this establishment, as well as how English classes are conducted regularly by teachers. Additionally, students' opinions and experiences will also be taken into account and will actually be the most important data of all, since all educational strategies, approaches or methodologies revolve around the student's progress and the teacher's objective is, mainly, helping them reach their highest potential.

Improving motivation among problematic EFL students can be challenging but rewarding. When dealing with students who are struggling or reluctant to learning English, it would be helpful to consider the following aspects to help boost their motivation:

1. **Individualized Approach:** Understanding that each student is unique. Take the time to identify their interests, learning styles, and personal goals. Tailor your teaching methods and materials to align with their preferences.
2. **Relevance:** Connect the language learning content to their real-life interests and needs. Show them how English can be useful and applicable in their daily lives.
3. **Small Achievable Goals:** Break down the learning process into small, achievable goals. Celebrate their progress and successes, no matter how minor. These successes can build their confidence and motivation.

4. **Positive Feedback:** Provide specific, constructive, and positive feedback. Highlight their strengths and areas of improvement. Avoid excessive criticism, which can demotivate struggling students.
  
5. **Variety of Activities:** Introduce a variety of engaging activities that cater to different learning styles. Incorporate games, interactive exercises, group discussions, multimedia resources, and hands-on projects to keep their interest alive.

Remember that improving motivation takes time and consistent effort. Be patient and adapt your approach based on the individual needs and progress of each student. By focusing on these aspects, you can help problematic EFL students develop a more positive attitude towards learning English.

More importantly, this research is just a small step of a full staircase that is education, since it is only three courses, out of many in only one establishment, and so on till we consider that we live in a world full of different ways to learn or to teach.

The strategies or conclusions drawn from this research are aimed towards this specific group of students, although it could be used for similar cases, the end results may vary depending on diverse factors. Hence, it is crucial to keep in mind that each student can have different necessities, opinions and dreams to accomplish, not to mention that each and every one of us lives a different life full of different problems, so empathy is principal for these kinds of research.

**Justificación**

Understanding that we may have to take the long run, instead of taking shortcuts, with education is the single greatest achievement a teacher can accomplish. Being humble enough to admit that we cannot always get along with all students and that some may need a little push to be interested in the subject. Taking the time to get to know your students, what motivates them and their opinions on the classes as well as recommendations to improve as a team, instead of just thinking what is easier for only one.

Here are some aspects that could be improved or ‘looked at’, after analyzing and reflecting on this research’s results. After all, this experience was not only helpful and fruitful for the researcher, but it also serves as an example for upcoming research or discussions.

1. **Informing Pedagogy:** The research can provide valuable insights into effective teaching methods and approaches for motivating students who are facing challenges in learning English. Teachers can benefit from evidence-based strategies to better engage and support these students.
2. **Improving Learning Outcomes:** By identifying and implementing motivational strategies that work, educators can contribute to improved learning outcomes for problematic EFL students. Increased motivation can lead to better language proficiency, communication skills, and overall academic achievement.
3. **Addressing Educational Inequalities:** Some students might face more barriers to motivation due to personal, cultural, or socioeconomic factors. Research in this area

can help identify strategies that address these inequalities, promoting a more inclusive and equitable learning environment.

4. **Enhancing Student Well-Being:** Motivation is closely tied to students' emotional well-being. When students feel motivated and engaged, they are likely to experience higher levels of self-confidence, satisfaction, and a sense of achievement, leading to improved mental health.
  
5. **Supporting Language Acquisition:** Learning a new language can be daunting, and struggling students might be at risk of giving up. Effective motivational strategies can help keep them engaged throughout the language acquisition process, leading to more successful language learning.

Moreover, the impact of this research on motivational strategies for problematic EFL students can extend to a broader social level in several ways. Research that identifies effective strategies to motivate struggling EFL students can contribute to reducing educational disparities. It can help bridge the gap between students who might be at a disadvantage due to various factors and those who have more resources and support.

Implementing motivational strategies that cater to the needs of all students, including those facing difficulties, promotes inclusivity and diversity within the education system. This creates a more equitable learning environment where every student has the opportunity to succeed. Effective language learning involves not only acquiring the language itself but also understanding the culture it represents. When struggling EFL students are motivated to

engage with the language, they can better communicate with people from different linguistic and cultural backgrounds, promoting cross-cultural understanding.

As the world becomes more interconnected, language skills are increasingly valuable for job opportunities and global interactions. Motivated EFL students are more likely to develop the language skills necessary for success in an international job market, contributing to the overall competitiveness of the workforce.

Motivated students who successfully overcome challenges in language learning can experience enhanced self-esteem, confidence, and a sense of achievement. These positive outcomes can extend beyond the classroom and positively impact their social interactions and relationships. Language proficiency is linked to civic engagement and participation in society. Motivated EFL students who can effectively communicate in English might be more likely to engage in community activities, advocacy, and other forms of social involvement.

When students experience success and satisfaction in their language learning journey, they might develop a positive attitude toward lifelong learning. This can have a long-term impact on their personal and professional growth.

In summary, research on motivational strategies for problematic EFL students can have far-reaching societal effects, from promoting equality in education to enhancing cross-cultural communication and fostering a more engaged and informed citizenry. It has the potential to create a positive cycle of empowerment and skill development that extends beyond individual learners and contributes to the betterment of society as a whole.

### **CHAPTER III: RECAPITULATION OF THE PROCESS LIVED**

Starting off with the first encounter within the institution and the students. It was mainly due to a ‘vinculation’ process developed over the duration of the 7th semester of this career, which involved me and four other classmates. We decided to divide ourselves so that four of us would stay with the highschool students and the other one would stay with the younger children. I was partnered with my classmate Nicole Arellano, the English teacher teacher Melida Salcedo in charge of the 8th “A”, 9th “B” and 10th ”A” grades during fridays.

Once all the groups were established, we started by introducing ourselves to the students, and getting to know how things worked out inside the classroom with the English teacher during her class-hours. After the first observation week, we proceeded with the application of the activities and strategies that had been planned after having seen the level of students and determining which kind of approach would be more beneficial for both parties.

We mainly continued using the memorization method, since the students were already used to it, but we also applied a kind of communicative-translation method. This merely served to improve their vocabulary and helped them familiarize with the correct use of English and how some sentences can change so radically if you put the right words in the wrong order. We also used our time to help students be keener to the thought of learning English, as well as realizing how some students, regardless of how you approach them, did not seem to pay any mind to what was being taught.

This kept on happening for the continuing weeks, flashcards, games, going outside the classroom or even having long conversations regarding diverse topics seen in their ‘module’ did not seem to have any effect on these ‘particular’ students. Of course, we would not let

that hinder our progress with the rest of the students, but also, we wanted to help them at least realize they can be capable of understanding the class if they pay attention for more than one minute, by having them listen and repeat some of the readings in their ‘modules’.

Making a brief recollection on the use of the ‘modules’, a constant setback experienced inside the classroom was the fact that some students, either did not have their modules printed out or they did not bring it to class that day. Apart from that, the composition of modules seemed too simple and repetitive, presenting the topic, a reading paragraph and some activities that had the same structure as the past unit.

Of course, this ‘helped’ the students acquire some vocabulary and grammar knowledge through the constant repetition of sentences and structures. Nevertheless, by being so repetitive in its composition and constantly changing the subject class after class there was no time for most of the information to be ‘absorbed’ and end up boring students and corner them to copy all activities if they find it too hard or if it is similar to what they already did in the last unit.

Unfortunately, due to the schedule established with the University and the college, the only available day to go to Rumipamba was on Friday so the time needed to make a significant change on how we use the information in these modules and apply it in a practical way, was scarce.

Going back to the students, halfway through our vinculation activities in the institution we had less problems with the class development; compared to how things tended to work out at the beginning; with the main difference being the students' attitudes towards both of us.

They would participate more and ask questions more frequently during class, being talkative and showing they were feeling comfortable while completing activities, since all questions were answered swiftly, thoroughly and helped the students assimilate the information easier by using a familiar context to explain it, or by visualizing the example using the surroundings.

Nevertheless, there were still instances where the same group of students from each course would suddenly choose to stop paying attention. Losing their focus or getting too confident with our way of giving class that they saw fit to stand up or talk about anything else while the rest of the class was working.

We did not try to be too strict or demanding with them, being comprehensible and sympathetic with some of their situations, but there were times when they would take advantage of our attitude and try to pass over the instructions or activities given during classes or event tests.

Hence, we opted to take a more 'familiar' approach for them. Having seen how Ms. Melida worked with them, we knew we would have to be more strict and start being less compliant with the students, if we actually wanted them to start picking up the pace of the classes.

Sadly, it seemed to be only working with the students that already proved their proficiency with the language, whilst the rest of students only complained and would choose to copy or not doing anything at all since they 'did not understand what they had to do'.

It was obvious they were already accustomed to the traditional way of teaching, or rather, to being called out in front of the class for their bad attitude or not completing an exercise correctly, or even for their bad situation at home and pointing out their bad choices regarding their social circle. There are moments and places for everything, but for this kind of situation, students should feel safe to talk about their problems, not surrounded by kids with the same problems who rather laugh at them than be empathetic or share their feelings too.

If we analyze their attitude better, we can realize that their real objective is not to be 'problematic', but rather, an attempt to draw attention towards that bad behavior or lack of skills and knowledge.

Having this in mind, and nearing the end of our vinculation process, we started having a more personalized way of teaching, trying to make sure that all students understood the class and were able to complete the scheduled activities. Suffice to say, it was not the most optimal of approaches, since it took way too much time; and although the results with the students seemed to be improving; it only delayed the class and the completion of the unit or activities at hand. One positive aspect to point out, would be that students would start paying attention more, even if only to avoid being caught off guard with a question or with a reading paragraph.

By the end of our cycle, we managed to establish a good relationship with the students and teachers, and realized that all students had made some progress and actually started to be more interested in English and the benefits of learning another language. Students would actually ask how to pronounce some words and even how to refer to some traditional topics, places, dishes and activities, as well as communicational and learning tips. Although, it was not the case for all courses.

The one course that proved to be the most “complicated” was the 8th grade, not because of their level, but rather, their energetic attitude and constant disregard of authority was the main obstacle between us.

Eitherway, they had some level of justification since the teacher told us they were students with special necessities (intellectual disabilities, emotional difficulties, domestic violence, etc), and would often refer to their situation at home so casually it only served to wonder how used to it they were. Needless to say, we did not demand a lot from them but rather tried helping them pay more attention and focus on what they had to do.

After some consideration, it was decided that the main problem for the systematization of experiences would revolve around the strategies used in class to motivate “problematic” students into being more proactive in class and increase their learning progress. All of this, by taking into account the process experienced last semester, along with some individual experience that would serve as comparison to the first encounter with the students.

First off, some specific background knowledge was needed, mostly regarding motivational strategies or approaches that could work with most, if not all, students in this institution. Evaluating how the last experience developed, it was deemed necessary to pay closer attention to the personal and psychological aspects of the students. Krashen's affective filter seemed like a reasonable option, seeing how most of these students; in the older grades, tended to be really shy and would not talk about how they were feeling.

This was the contrary with the younger students in 8th grade, they needed a more ‘hands-on’ kind of strategy that can make them redirect all their energy towards completing an

specific task or accomplishing one of their goals while acquiring practical knowledge in the process.

More importantly, by taking into consideration (Abdullah, et al, 2019) *“motivational strategies would not be applicable in any classroom without creating a helpful, interactive, engaging, and enjoyable environment.”* It is safe to say that students needed to learn how to relate with one another, so there would be no fear of expressing themselves or to let their discomfort be known.

In addition to this, another approach that took Krashen’s work as a basis for its development was found. Leisure Language Learning (LLL), would prove to be a great option, not only for students that already liked the language, but also for those who needed some kind of ‘incentive’ to learn the language. Mainly by considering the hypotheses of (Webster, 2023) that *“an LLL primarily learns the foreign language independently, that is, outside of a classroom setting, and for the primary purpose of pleasure and self-fulfillment, seeking the intrinsic reward of the language learning experience.”*

The main cause of this proposal is raising the motivation level of students, along with their interest towards English, by providing them with the necessary knowledge and guidance to engage themselves on a self-sufficient learning progress. In other words, both the tools and instructions as to how to use them will be provided to the students so that they can use them during their ‘leisure time’ out of their own will, instead of as an obligation.

One clear example of this, would be using music as a means to practice both their vocabulary and grammar knowledge as well as their pronunciation, either by using basic platforms

(YouTube, Spotify) or through more ‘challenging’ and entertaining platforms (Lyricstraining, LingoClip).

Regardless of this, none of this would meet any success, if the primary ‘developing’ environment of the students (their homes) is not the most ‘adequate’ for this kind of process. Be it for lack of support from family members, or due to a lack of resources, each and every student situation should be taken into deep consideration. Hence, a survey and focus group were the main considerations as a data recollection method, to ensure a thorough understanding of the situation.

Furthermore, it was reckoned that getting to know the teacher's opinion and prolonged experience with these students could surely help obtaining a more detailed understanding of the situation of some students. Along with this, it can be a useful addition to know what kind of approach they usually take when met with a ‘problematic’ student and the outcome of their intervention with said students. Mostly using this as reference for future situations or investigations, being of use to analyze a situation faster and more efficiently so that both teacher and students are on the same page.

In response to these needs, it was decided that a more personalized approach would be of use to the research, giving us the chance to talk more closely with both the students and the teachers. Thus, a questionnaire was opted to obtain a general view of the students' response to the process lived during English classes and their view of the language.

In order to acquire a better understanding of what the students thought of the English teacher and vice versa, a focus group and personal interview were chosen respectively. Ensuring that either party had the chance to express themselves as freely and honestly as possible, as well

as having the chance to get to know the situation of the students so as to determine if outside factors have an even greater effect on the students' learning progress, in addition to their levels of motivation during English classes.

Once the survey questionnaire and both the focus group and the personal interview script were done, all that was left was to apply these inside the targeted institution with the previously mentioned classes (8th “A” - 9th “B” - 10th “A”). A meeting was adjourned with the director of the establishment, and it was decided that the immersive process would start on May twenty sixth, meaning there would be two whole weeks to review the situation in class and notice if there had been any kind of improvement or change after the end of our last visit to the establishment.

Suffice to say students reacted well to our reintroduction, at least the ones that had been involved in our last immersion, whilst the rest of students under the tutelage of teacher Melida were collaborative and at least payed attention to both of us as teachers, needless to say, the introduction had been a success and paved the way for a fruitful experience. On monday twenty ninth, classes would start with both ninth courses “A” and “B”, Their attitude was nothing out of the ordinary, some distracted or ‘funny’ students of course, but taking into account that the “A” course had not been involved in this process before it is comprehensible that they would be defensive at first.

A constant lack of attention was present in the classroom, where some students did not even make an effort to pay attention, and instead, opted to chat among themselves while the teacher continued on with the lecture or writing on the board. Although it may not seem as a big problem, one invariable factor that could be affecting the students' English learning progress, could be the detail that most of the conversations, questions, answers and explanations were done in Spanish rather than English.

The second hour came in, and a chance to witness how the teacher dealt with problems appeared when a student from 9th “B” told the teacher he had forgotten his module and did not want to join any other classmate to complete the activity, the student would then proceed to sit down and scribble in his notebook and silently cry. The teacher, on the other hand, decided to call out the student in front of the class and tell him he should be more responsible with his things and that he should see how to keep up with the class.

Afterwards, students would not cease to laugh or make comments about their classmates' situation, the teacher just proceeded to keep going with the activity and read her paragraph. It was then that some intervention had to be made, reminding both students and professor that it is important to be empathetic and that we are not free of imperfections, then tried to convince the student to join another one so that he could complete the activity, regardless, he insisted on scribbling in his notebook.

Class continued and students ceased to laugh and actually tried to reach out to their classmate, but to no avail. By the end of the class the students had not done anything and the teacher told him to be more brave, to not let himself be down anymore, tried asking the reason behind his attitude, but got no response. After classes the teacher mentioned that this is not something unusual, but that it is really preoccupying thinking about these students' situations, and that preoccupation only increases with the crime rate and drug use escalation in that area.

Tuesday thirtieth classes would be developed with both courses tenth “A”-”B” and eight “A”, classes transpired just as usual and the teacher went on to give them some tips for the upcoming partial tests. Needless to say, even if there were grades at risk, students' tendency

to chat among themselves rather than paying attention to the activity made itself present shortly after opening the book.

The big difference being how in this class, most students showed certain eagerness to participate in class. Even so, there were still some of them who would 'rely' on their classmates and enjoy their 'free time' just chatting or interrupting class. Shortly after these occurrences, the teacher would call them out and tell them to catch up with the rest of the class, afterwards the researcher would check their work and realize they either had all blank, all wrong answers or just a plain copy of each other's work.

Even though, compared with other courses, both tenth grades had a good amount of students who proved their proficiency with the language and will to learn. But, also presented students who had some learning difficulties or were not worried about learning at all, since their basic knowledge of English consisted of a few words and a sentence saying their name.

On Wednesday thirty first and Thursday first, no special occurrences were noted and classes developed as usual, although the researcher was advised to prepare for Friday since, apart from developing the data recollection process of this investigation, he would be in charge of taking the partial test to each of the courses that were involved in the study. By that time, all the information that was needed to make some minor adjustments to the questionnaire of all the tools had been acquired and all that was left to do was apply them and obtain the data.

## **CHAPTER IV: BACKGROUND REFLECTIONS**

On the day prior to applying the data recollection methods, the focus group was programmed to be developed with a specific group of students, the personal interview to be conducted with both English teachers and a general survey for all courses. Sadly, there was an unexpected drawback when the English teacher in charge, Melida Salcedo, informed the researcher about a medical appointment she had in Quito right on that Friday, July second, leaving him to supervise the development of the partial tests that were scheduled to that same date for all courses.

This, apart from significantly reducing the time to proceed with the recollection of data, it also meant that students would be ‘tired’ from the previous test and their answers would be a bit more vague or “rushed” so to say. Be that as it may, there was no time to make yet another mistake during this research, so it was decided to proceed with the application of the research instruments and complete this stage of the investigation.

Morning came, and thanks to an inconvenience the night before, it had been settled to go early in the morning in order to be able to print out the necessary instruments, scripts and documents. All was going according to plan, until the printer in the cyber-cafe got jammed and had to be ‘quickly’ fixed by the owner. Thankfully, a teacher had been available at the time and went to the eighth grade course to develop the partial test, so there was time to apply the research tools and be in time for the next course, unfortunately, not everything went as planned.

All documents were printed, and the teacher who was taking the test told me the great majority of students had already finished it. Only a few students were in the classroom, some of those who were part of the focus groups, so it was imperative that they finish the test as

soon as they could but they did not seem to understand anything, even when the answers were told to them repetitively.

At last, the test was done and all students were called in so that the procedure and objective of the survey could be explained and the group of students could be advised about the focus group and how much time it would; approximately; take. Suffice to say most surveys were answered correctly, and swiftly, since the researcher was there to provide any assistance and answer every questions students might have, nevertheless, by the time of analysis it would be noticed that some of the surveys from this course were not answered correctly or fully, making those samples ineligible.

When it was time to commence with the focus group, the preselected students were called outside the classroom and taken to the room where the whole process would be conducted. The parameters were explained, the purpose and nature of the study as well as reminding them to be completely honest and unbiased throughout the 'conversation'.

Thanks to an unexpected problem with the script, and lack of equipment, a decision was made to guide the conversation and obtain the targeted information in the most natural way possible. First, an introduction between the researcher and the students was due, afterwards they were made aware that the whole 'interview' was going to be recorded for research purposes and so, the conversation would begin. It goes without saying that the whole focus group was conducted in Spanish, so students would feel more comfortable answering the questions and everyone could understand each other easily.

Transcription of the whole conversation:

Bueno para empezar quiero decirles que este conversatorio es para informarles sobre mi tema.

La investigación está orientada a cómo los profesores damos clases, para llegar a ustedes. Y yo he notado que no les interesa tanto la clase de Inglés y mi pregunta es ¿Por qué? Esto no es para decirle ustedes tienen que mejorar, determinar si es una falencia en la técnica de la enseñanza por los maestros o es una situación del estudiante, con su atención u otra condición que no les permite aprender.

Para ello les he traído varias preguntas, no están direccionadas a ninguno, el que quiera me responde, lo hacen de uno en uno y luego el que desee puede agregar algo.

1. ¿Cómo son las clases de Inglés para ustedes?

1era Respuesta: un poco aburridas.

E- ¿por qué?

-Porque yo no entiendo nada (1)

(2) y entiendo una parte y otra no

E: Entiendo, y la licenciada habla la mayor parte de la clase en español, es decir la parte en la que habla en Inglés no la entienden?

(todos asienten con la cabeza)

Pero ¿Todos ustedes traen diccionario?

Respuesta: todos levantan la mano

E: y lo utilizan?

Respuesta: a veces sí, a veces no, la licen no nos deja sacarlo. Para hacer oraciones a veces. Para los exámenes no nos deja

Respuesta: a veces ni el teléfono nos deja sacar.

E: bueno eso si es un problema.

2. En cuanto a tareas que les envían. ¿Ustedes las realizan o les ayudan en casa?

Respuestas: 4 estudiantes afirman que utilizan el traductor. A 2 estudiantes les ayudan sus hermanos mayores. 1 estudiante no cumple las tareas (de ninguna materia), afirma porque no quiere hacerlos,

E: en tu casa no te dicen que los hagas?

El último estudiante informa que la mamá sale a trabajar y no hay quien le revise, mientras que a él sí.

E- “ ó sea a ti si te revisan” y te reprenden si no lo has hecho?

Respuesta: a veces, “me pegan”,

E: ¿Los pegan si no lo hacen?.

Respuesta de todos: sí. (3 respuestas: mamá, 1 respuesta: hermana, 1 respuesta: los dos).

E: Bueno, no deberíamos normalizar eso pero no debemos hablar en contra de los padres,

están en una edad en la que no deben hacerlo. Pero también tienen que saber que eso está mal, se que se pueden sentir mal a veces, pero no lo normalicemos. Bueno sigamos con las preguntas.

3. ¿Cómo se sienten con las estrategias que utiliza la profesora, digamos haciéndoles memorizar vocabulario, poniéndoles las palabras y que anoten, poniendo todo en el pizarrón y que ustedes anoten, ¿se sienten bien con eso? O ¿Cómo preferirían que se de la clase?

Respuesta 1: No

Respuesta 2: Hacerlo un poco más fácil, como utilizar el diccionario.

Respuesta 3: Cambiar a otras estrategias para aprender.

E: ¿Cómo te gustaría aprender más? O ¿Cómo crees tú que aprenderías mejor?

Respuesta: usando más el módulo, más el diccionario y la tecnología.

Respuesta 4: igual que los demás, con el diccionario.

E: ¿ leerían el diccionario o el módulo?

Respuesta: si

Respuesta 5: Utilizando el traductor, el teléfono y el módulo

Respuesta 6: el módulo.

4. ¿Qué opinarían de unas clases en las que les pongan videos interactivos, en los que ustedes puedan estar hablando o respondiendo, como se habla en inglés? Así como juegos en los que se habla puro inglés. Ustedes creen que utilizando los medios de interacción como televisión, libros, películas, juegos, ¿podrían aprender mejor el inglés?

Respuesta 1: a veces sí, pero no se les entendería todo

Respuesta 2: con la tecnología creo que aprendería más, así como las matemáticas.

E: ¿Has utilizado alguna aplicación o algo para aprender? Mi mamá no me deja ir a clases.

E ¿pero si has ido a clases de inglés o cursos y no te gusta?

Respuesta: No

Respuesta 4: mi mamá me puso en un curso.

E: ¿ Alguno de ustedes está en cursos de inglés u otros a parte del colegio?.

Respuestas: 1 alumno si, de boly; otro dice de música, otro niño dice de voley y futbol. Un alumno asiste a clases de música e inglés, explica cómo lo hace.

5. ¿Se relacionan bien con la licenciada?

Respuesta 1: no se lleva bien desde hace mucho tiempo, explica lo que pasó en alguna clase, en el que la profesora reprendió al estudiante en cuestión por no haber traído el módulo y por estar juntándose con jóvenes mayores.

Respuesta 2: ni bien ni mal

Respuesta 3: mal, porque siempre me habla, él hace que me hable

Respuesta 4: bien y me cae bien

Respuesta 5: antes nos decís mis bebés, mis chiquitos, ahora nos dice guambras carajos, por lo que algunos no hacen el deber

Respuesta 6: no me cae bien, no responde más

6. ¿Se distraen en clases?

Respuesta general: sí. Más o menos

E: ¿por qué? ¿Conversan con alguien? ¿Están haciendo algo? ¿Porque tienen algún problema en casa?

Respuesta 1: me molestan, como él, mírelo

Respuesta 2: porque no atiendo

Respuesta 3: me distraigo, haciendo otros deberes ( de otras materias)

Respuesta 4: falta de atención, me pongo pensar en otras cosas, así

Respuesta 5: no se entiende, al parecer dice me distraigo

7. ¿Se sentirían más motivados, si las clases no se impartieran dentro del aula y les dijeran vamos a aprender de la naturaleza.

Respuesta 1 no, no hacemos caso

Respuesta 2: no, porque nos vamos a poner a jugar y nos distraemos más

Entonces, ¿ya han tenido experiencias de este tipo?

Sí,

E: es decir, para ustedes estar afuera es para jugar, no para estudiar.

Respuesta de estudiante: sí.

Siguiente pregunta

8. ¿Tienen algún problema en casa que no los deja concentrarse bien en clases? (si es que desean compartirlo)

Respuesta 1: Solo vive con su mamá y trabaja hasta las 7 u 8pm

Respuesta 2: no tengo problemas, vivo con mi mamá y mi padrastro de vez en cuando (porque trabaja)

Respuesta 3: vivo con los dos, me llevo bien, solo me pegan cuando no hago los deberes

Respuesta 4: vivo con los dos, a veces mi mamá sale a trabajar, pero igual me dice que yo haga mis tareas solo porque ella debe hacer las tareas del hogar, y si puedo hacerlo solo. Si me piden ayuda en las tareas de la casa. Mi hermana me pega porque yo la pego.

Entrevistador

interviene y dice: está bien porque jamás se levanta la mano a una mujer, estudiantes responden: “pero si ella nos pega”, Entrevistador dice: “no importa por más que te pegue, nunca

se levanta la mano a una mujer”

Respuesta 5: Vivo con mis padres, menciona que discuten por el teléfono, ya que tiene horario para usarlo, me peleo con mis hermanos pequeños y los mayores me pegan

Respuesta 6: vivo con mis padres y hermanos, pero la mayor parte de tiempo estoy encerrado en mi cuarto, me llevo más o menos con mis hermanos, nos peleamos.

Vamos a la última pregunta

9. En cuanto al inglés. ¿Les gustaría aprender a hablar en inglés o que les gustaría aprender? no solo relacionado al idioma, ¿qué les gustaría aprender?

Respuesta de 3 alumnos: dicen que si les gustaría aprender inglés, uno de ellos dice que si si fuese a otro país lo aprendería.

Entrevistador plantea: y si lo aprendes desde hoy, porque tu no sabes si en el futuro vas a viajar,

Estudiante responde que si le gustaría

Respuesta de otro estudiante: si, pero no mucho, solo lo básico.

Respuesta de último estudiante, si quisiera aprender inglés

Participantes: Miguel Galan, Luis Carlosama, Jhon G, Bob Males, Andy Escola, Jony Suarez

In the end, after having heard students expressing their realities, it was hard not to let emotions overwhelm the interviewer. Seeing as how they would constantly be under pressure by either their parents, siblings or even the establishment itself, their attitude in class was understandable. Nevertheless, it was unjustified, it was mentioned and noted that it would be better to direct their energy and focus to something that is equally entertaining as it is educational.

Moreover, since they were constantly under a constant cycle of 'abuse', young learners tend to be more susceptible and can often lean towards an 'easy way out' of their problems. Either by ignoring their problems, or by taking a problematic attitude, so as to push away everyone and “stay safe”. This, most certainly, poses a problem for the whole learning process, seeing how students do not even have their families support to begin their language learning process, discouraging them from even trying to learn more about themselves and what they like, apart from acquiring many useful skills, only because they did not have any examples at home.

It was time to go with the ninth grade. Sadly, after the first focus group session the interviewer's phone ran out of battery and he had no other option than to ask students for their help to record the whole session. The duration of the test for this course was surely faster than the last one, but the students who had been selected were having problems with the last questions.

The procedure for the application of the survey was the same as before, explaining the purpose and process that would be followed in order to answer the questions correctly and without any misunderstanding. Students were done, the interviewer asked if they had any question before he picked up the surveys, some raised their hands and asked about the gender and class selection and how they should answer one question.

Finally, the focus group, all things were done and ready to start, the parameters were explained and the student's phone was recording already. The structure for this focus group was the following, and in Spanish, so the conversation can be fluent:

#### Explicación introductoria para la sesión de grupo

- a) Se grabará la entrevista: por lo que se sugiere que los participantes se sientan cómodos y eso ayudará a obtener buenas respuestas de cada uno.
- b) Por favor que hable una sola persona a la vez y levante la mano para indicar quien desea hacer uso de la palabra.
- c) Si usted tiene una opinión diferente a la de las demás personas del grupo, es importante su oportuna intervención tras solicitar el turno de palabra.

4/La estructura básica de las preguntas se ha configurado de la siguiente manera:

A continuación, se puede visualizar la guía de preguntas.

- Primera fase:

#### Rompiendo el hielo

- a) Se realizará preguntas a los participantes:

¿Cómo prefieren que les llamen?

¿Cuál es su ocupación?

¿A qué dedica su tiempo libre?

¿Se siente a gusto formando parte de la Unidad Educativa  
Rumipamba?

- Segunda fase:

Preguntas generales o de apertura

1. ¿Les gusta participar en las clases de inglés? ¿Cómo normalmente se sienten en la clase de inglés?
2. ¿Cuáles dirían que son sus impedimentos para poder aprender inglés?
3. ¿Qué opinión tienen ustedes sobre el inglés? ¿Sienten que aprender inglés es importante o valioso para su futuro?
4. ¿Cómo describirían su relación con el profesor de inglés?

Preguntas específicas o de segunda ronda

5. Si ustedes fueran el profesor de inglés, ¿qué cambios harían en la clase de inglés?  
(¿actividades, tareas y por qué?
6. ¿Con qué habilidad tienen más problemas en la clase de inglés? ¿Por qué?  
(¿writing, reading, listening, speaking?
7. ¿Qué recursos utilizan ustedes para la práctica del inglés fuera de clases? (con música, películas, series o videojuegos)
8. ¿De qué forma se te haría más fácil aprender inglés? ¿Cuál de las siguientes han sido utilizadas por su profesor dentro de las clases de inglés?

Preguntas de cierre

9. ¿Les gustaría recibir clases más dinámicas y más motivadoras mediante el uso de nuevas estrategias que se adapten a sus necesidades educativas?

10. ¿Qué recomendaciones le darían a su profesor de inglés para que pueda hacer las clases más entretenidas e interesantes?

Opcional

11. ¿Qué tendría que hacer el profesor para llevarse mejor con ustedes durante las clases?

Conclusively, and dismally, when it was time for the student to send the interviewer the video after the session he said he did not have data in his phone so he had to either get the school's wifi- which was very unlikely- or wait to get back home and then send me the video. The latter was chosen, and the students went off to their next class, little did the examiner know, that would be the biggest mistake of that day.

To sum up the situation, the student's phone 'crashed' and had to be rebooted, thus erasing the video from his phone. The information recollected could be 'refilled' in the model shown beforehand from memory, but it would not be as reliable or as accurate as the recording. Furthermore, it would take all credibility off of this research, so it was decided to simply 'omit' this focus group but use the data from memory for the conclusions and recommendations, as well as to model a better approach for English classes.

Following, after the conversation with the ninth grade group, the questioner went with the next and final group, the tenth graders. For this class there was not going to be another teacher in the class while students were taking the exam, so the examiner had to be more diligent with the test than in the last two courses.

It had been one hour and half of the other and yet students were still not done with the test, regardless of the examiner being clear that they had to do the test and then fill a survey- apart

from the focus group- some students still had their test blank. When it was already time to give the test, some students did not even put their names on it and took the opportunity; and the crowd; to start copying, only earning themselves a note saying ‘copy’ on their test and removing points from their grade.

Coincidentally, and woefully, the same went for the survey completion. After the introduction, explaining and constant reminding that if there was any doubt or question, students could raise their hands and ask away, there were still some students who took almost the whole time and still did not put their course or the gender and did not answer some questions. Thankfully, the questioner was able to correct some of these, mainly the ones he noticed right away and was able to call them out before they left.

Finally, the time came to conduct the last focus group session, introductions were made and the whole aforementioned ‘conversation structure’ was applied, these are the answers to the questions:

<b>Question</b>	Jordan	Janerly	Maria	Alexander	Gorky	Bonilla
<b>1</b>	No entiende la clase	No entiende la clase	Asustada por no entender la clase	Asustado, por no entender y por la licenciada	No entiende la clase	No entiende la clase
<b>2</b>	No entiende	No entiende	No entiende	Tiempo de estudiar	Si estudia, pero no entiende del todo	Concentración



<b>3</b>	Si, porque quiere viajar por el mundo	Sí, porque quiere ser azafata	Muy importante, quiere ser psicóloga	Si, porque quiere estudiar turismo.	Si, porque quiere estudiar turismo.	Si, porque quiere estudiar turismo.
<b>4</b>	Se llevan bien con la profesora y les gusta su manera de dar clases. (por obvias razones)	Se llevan bien con la profesora y les gusta su manera de dar clases. (por obvias razones)	Se llevan bien con la profesora y les gusta su manera de dar clases. (por obvias razones)	Se llevan bien con la profesora y les gusta su manera de dar clases. (por obvias razones)	Se llevan bien con la profesora y les gusta su manera de dar clases. (por obvias razones)	Se llevan bien con la profesora y les gusta su manera de dar clases. (por obvias razones)
<b>5</b>	Hablar con extranjeros, videollamada o excursiones	Agregaría más material interactivo y 'moderno'	Mas material interactivo.	Hacer las clases en inglés y aumentar el uso del mismo dentro de clase.	No responde, por miedo o vergüenza o no tenía respuesta	Más listening
<b>6</b>	Escritura, por la diferencia entre la pronunciación y la escritura	Escritura, por la diferencia entre la pronunciación y la escritura	Escritura, no posee inteligencia lingüístico-verbal	Escritura, no posee inteligencia lingüístico-verbal	Escritura, diferencia de pronunciación y las vocales	Listening, no entiende todo lo que se dice, pero si tiene cierta idea.
<b>7</b>	Clases particulares	Curso temporal de inglés	Escucha música en inglés	Películas y música en inglés	Música	Música
<b>8</b>	Más horas de práctica. No se practica mucho dentro de	Escuchando música y practicando la pronunciación y uso de inglés. La	Practicando más, leyendo y escuchando . La mayoría de clases se llevan a	Leer mas libros y practicar con música.	Películas y escuchando música, practicando y leyendo más. Y si se puede, conociendo y	Hablando y acostumbrándose al idioma



	clase el uso de inglés.	mayoría de clases se llevan a cabo en el aula, y gran parte de tiempo en español.	cabo en el aula, y gran parte de tiempo en español.		hablando con nativos.	
<b>9</b>	Sí, unánime.	Sí, unánime.	Sí, unánime.	Sí, unánime.	Sí, unánime.	Sí, unánime.
<b>10</b>	No responde, pero "concuerta" con su compañera.	Usar más herramientas virtuales y dar más explicaciones sobre los temas a tratar. Al mismo tiempo procura que todos los estudiantes hayan entendido y no se queden atrás.	No responde, pero "concuerta" con su compañera.	No responde, pero "concuerta" con su compañera.	No responde, pero "concuerta" con su compañera.	No responde, pero "concuerta" con su compañera.

Now, this is surely more professionally looking than the first conversation, mainly because the model was actually followed this time around and thus, could be analyzed and presented orderly. The method used to analyze this information is simply based on making inferences from their answers and applying them to the parameters set in this research, presenting all information, regardless of its nature.

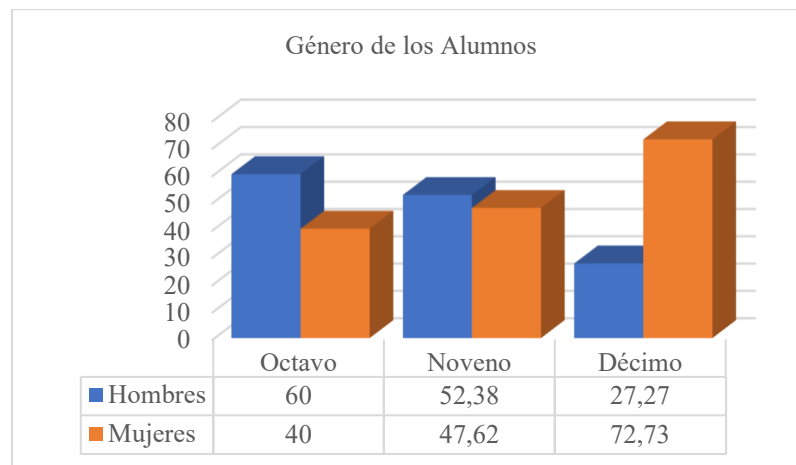
Having said this, it is in order to present the results obtained from the surveys, as well as the analysis and conclusions made from them. It is wise to advise that some notes in the results analysis from the survey are presented in Spanish due to them being written in Spanish, and to make it more ‘understandable’.

**Tabla 1** Gender of students

Género	Octavo		Noveno		Décimo	
	f	%	f	%	f	%
Hombres	12	60	11	52,38	6	27,27
Mujeres	8	40	10	47,62	16	72,73
Total	20	100	21	100	22	100

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la Unidad Educativa Rumipamba.

**Ilustración 1** Gender of students



## Analysis and Interpretation

Table and Figure 1 show the gender of the students of the Rumipamba Educational Unit, where it can be seen that in the eighth grade there are 60% males and 40% females; in the ninth grade 52% are males and 43% females, while in the tenth grade there are 27% males and 73% females.

As can be seen, there is a higher percentage of female students in relation to male students in the eighth, ninth and tenth grades of the Unidad Educativa Rumipamba.

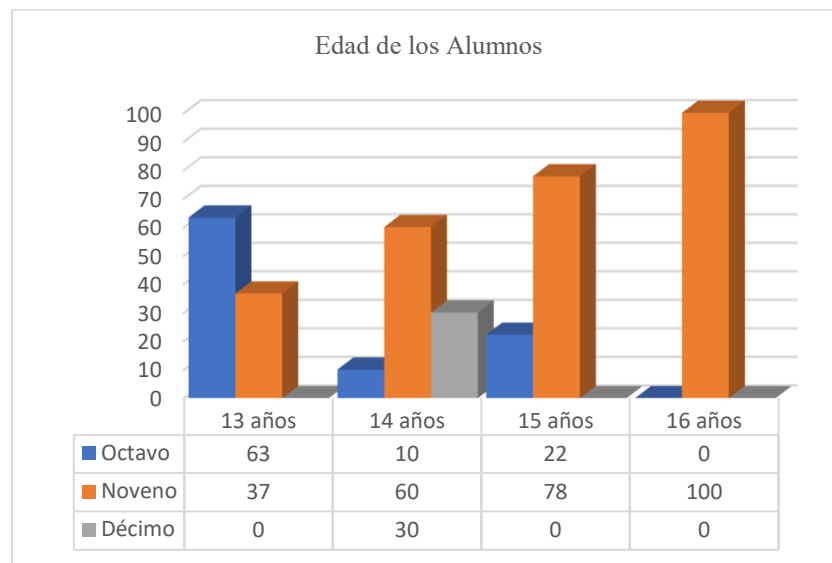
**Tabla 2** Age of students

Edad	13 años		14 años		15 años		16 años	
	f	%	F	%	f	%	f	%
Octavo	19	63	1	10	0	0	0	0
Noveno	11	37	6	60	4	22	0	0
Décimo	0	0	3	30	14	78	5	100
Total	30	100,00	10	100	18	100,00	5	100

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la unidad Educativa Rumipamba.



**Ilustración 2** Age of students



### Analysis and Interpretation

The highest average age of the students in the grades investigated at the Rumipamba Educational Unit corresponds to 15 years in the ninth grade, followed by 63% of students with 13 years in the eighth grade, and 60% with an age of 14 years in the tenth grade, as can be seen in the table and figure two.

The majority of students are in the age ranges according to the levels of education in Ecuador.

Pregunta 1.- ¿Cuál dirías que es tu nivel de inglés actual?

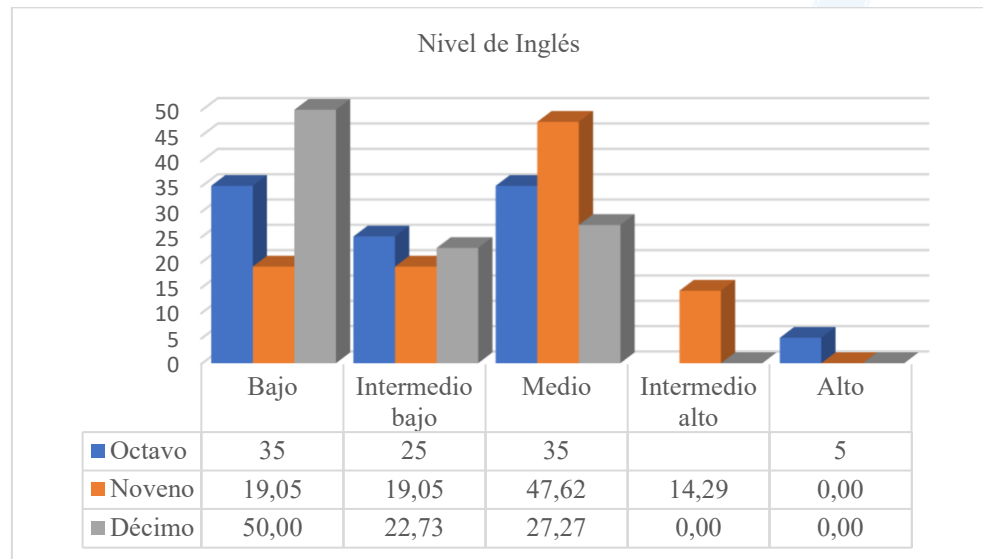
**Tabla 3** English level

Nivel de ingles	Octavo		Noveno		Décimo	
	f	%	f	%	f	%

Bajo	7	35	4	19,05	11	50,00
Intermedio bajo	5	25	4	19,05	5	22,73
Medio	7	35	10	47,62	6	27,27
Intermedio alto	0	0	3	14,29	0	0,00
Alto	1	5	0	0	0	0
TOTAL	20	100	21	100	22	100

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la unidad Educativa Rumipamba.

**Ilustración 3** *English level*



### Analysis and Interpretation

With respect to the current level of English of the students of the grades investigated in the Rumipamba Educational Unit, the table and figure 3 show that in the tenth grade 50% is low; 47.62% indicates that it is medium and corresponds to the ninth grade students; 35% is medium according to the eighth grade students.

The statistical data show that there is a low level of English in the students investigated; English is currently one of the most important languages worldwide, therefore, it is important for young people to learn it, which will be useful in their professional future.

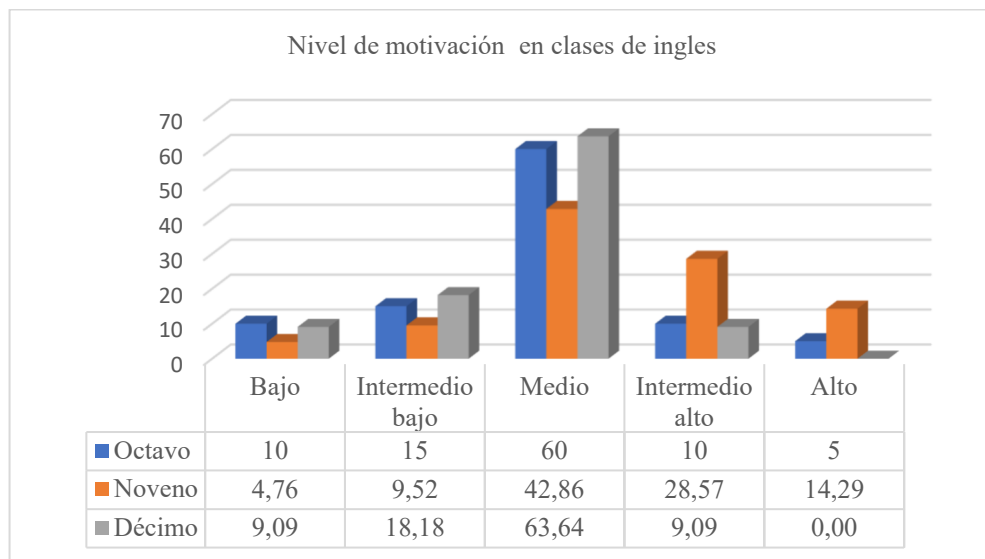
Pregunta 2.- ¿Cuál es tu nivel de motivación o interés durante las clases de inglés?

**Tabla 4** Motivation level

Nivel de motivación	Octavo		Noveno		Décimo	
	f	%	f	%	f	%
Bajo	2	10	1	4,76	2	9,09
Intermedio bajo	3	15	2	9,52	4	18,18
Medio	12	60	9	42,86	14	63,64
Intermedio alto	2	10	6	28,57	2	9,09
Alto	1	5	3	14,29	0	0,00
Total	20	100	21	100	22	100

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la unidad Educativa Rumipamba.

**Ilustración 4** Motivation level



### Analysis and Interpretation

With respect to the level of motivation during the English classes, the table and figure 4 show that 63.64%, 60%, and 42.86% of the students in the tenth, ninth, and eighth grades have an average level of interest in English, respectively.

As it can be seen, the level of interest in English classes is not good, which can be inferred that the strategies applied by the teacher are not adequate for learning the English language.

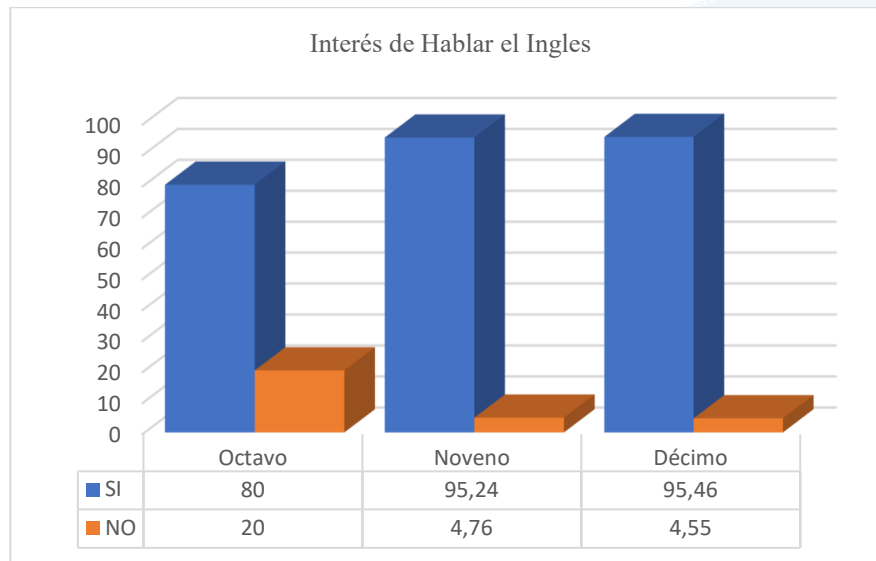
Pregunta 3.- ¿Te gustaría entender y hablar inglés como un nativo?

**Tabla 5** Interest in speaking English

Interés de hablar inglés	Octavo		Noveno		Décimo	
	f	%	f	%	f	%
Si	16	80	20	95,24	21	95,46
No	4	20	1	4,76	1	4,55
Total	20	100	21	100	22	100

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la unidad Educativa Rumipamba.

**Ilustración 5** Interest in speaking English



## Analysis and Interpretation

When asked if they would like to understand and speak English like a native speaker, the surveyed students indicated with 95.46, 95.24 and 80% that they would like to speak English, as can be seen in the table and figure 5.

It is notorious that the students aspire to understand and speak English, in the last decades there is an increase on the part of young people to learn a foreign language, such as English, in the same way parents from an early age take their children to English courses.

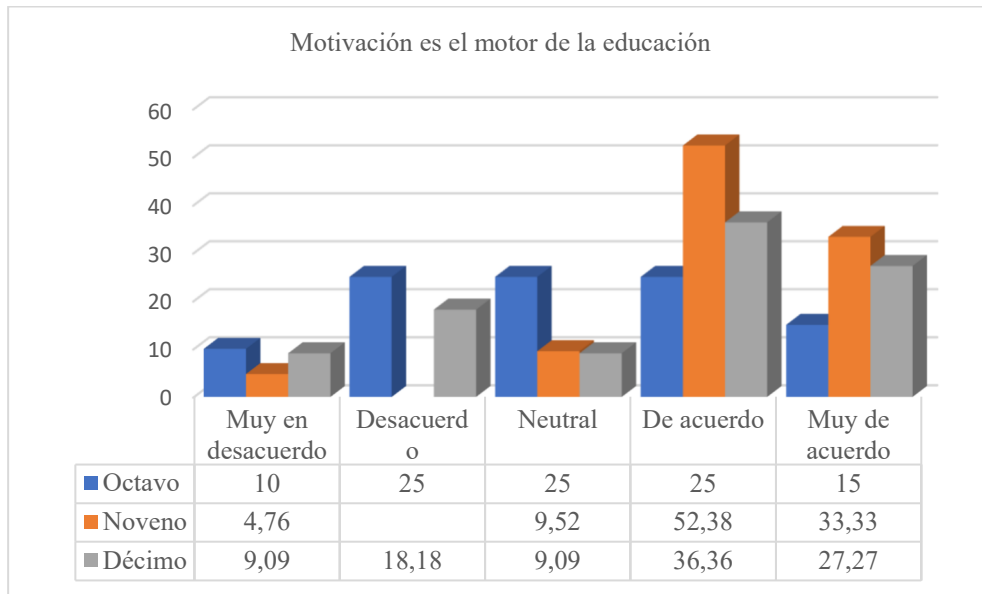
Pregunta 4.- ¿Qué tan de acuerdo estás con la oración: “La motivación es el motor de la educación”?

**Tabla 6** Motivation in education

Motivación en la educación	Octavo		Noveno		Décimo	
	f	%	f	%	f	%
Muy en desacuerdo	2	10	1	4,76	2	9,09
Desacuerdo	5	25	0		4	18,18
Neutral	5	25	2	9,52	2	9,09
Desacuerdo	5	25	11	52,38	8	36,36
Muy de acuerdo	3	15	7	33,33	6	27,27
Total	20	100	21	100,00	22	100,00

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la unidad Educativa Rumipamba.

**Ilustración 6** Motivation in education



### Analysis and Interpretation

The students of the educational unit investigated with respect to how much they agree with the premise that motivation is the engine of education; the table and figure 6 shows that 52.38% of the ninth grade students agree with this statement, 36.36% of the tenth grade students agree, while 33.33% and 27.27% of the tenth grade students strongly agree.

Motivation in the teaching-learning process is the driving force, and for this it is necessary that teachers encourage the teaching of English.



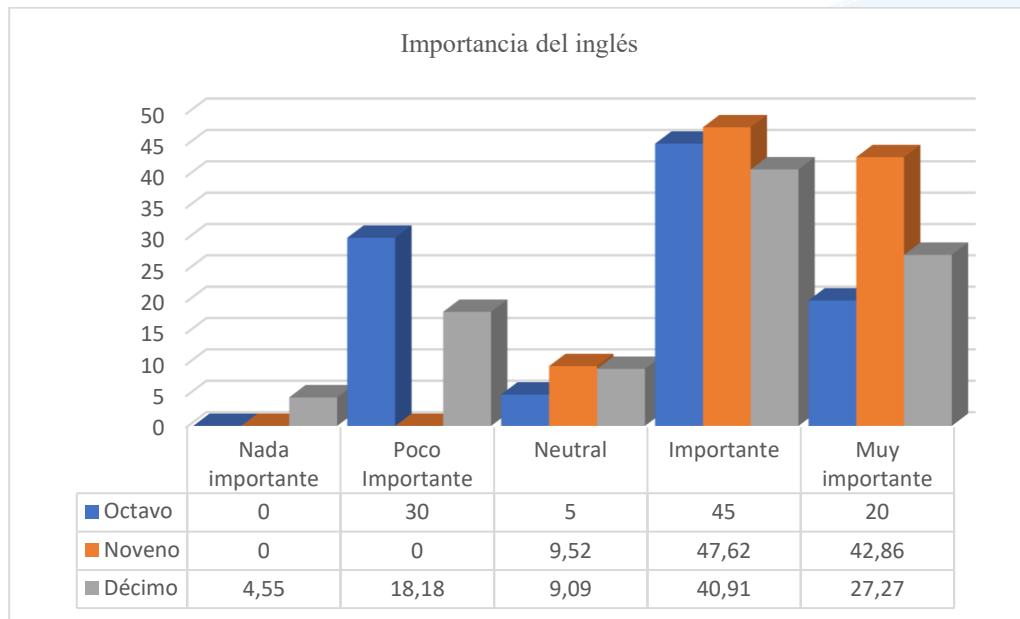
Pregunta 5.- ¿Qué tan importante es el inglés para ti?

**Tabla 7** Importance of English

Importancia del inglés	Octavo		Noveno		Décimo	
	f	%	f	%	f	%
Nada importante	0	0	0	0	0	4,55
Poco Importante	6	30	0	0	4	18,18
Neutral	1	5	2	9,52	2	9,09
Importante	9	45	10	47,62	9	40,91
Muy importante	4	20	9	42,86	6	27,27
Total	20	100	21	100,00	21	100,00

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la unidad Educativa Rumipamba.

**Ilustración 7** Importance of English



## Analysis and Interpretation

The importance of English for the eighth, ninth and tenth grade students of the Rumipamba Educational Unit is important with 47.62, 45 and 40.91% respectively, as shown in the table and figure 7.

Nowadays we live in a globalized world, so it is essential to learn other languages, English being one of the main languages that allows us to communicate with the world.

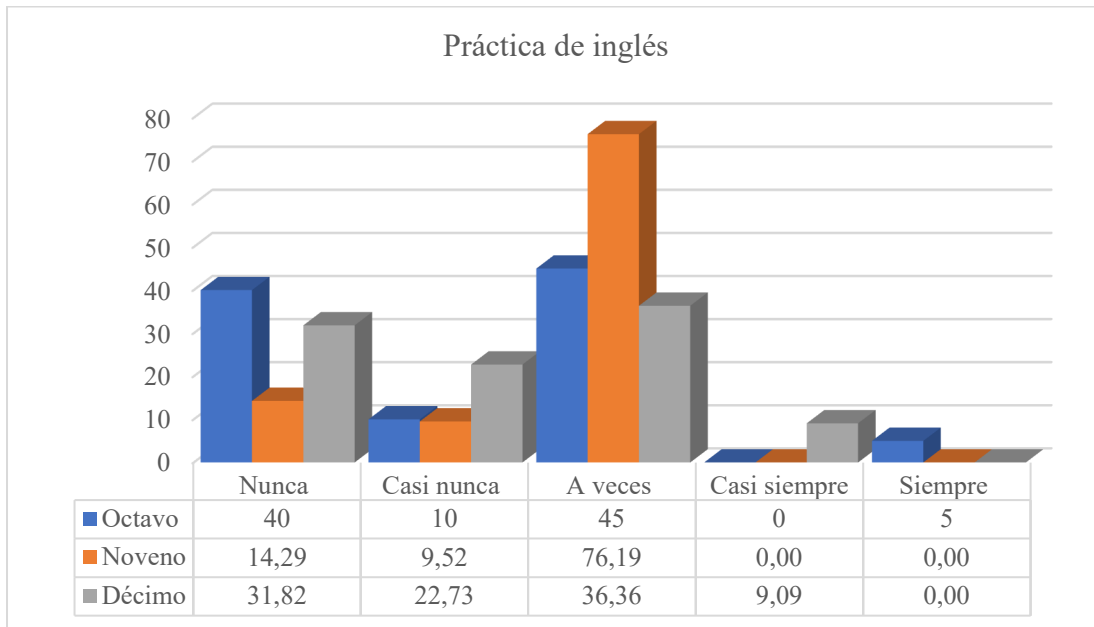
Pregunta 6.- ¿Prácticas o consumes inglés, en tu tiempo libre?

**Tabla 8** English practice

Pregunta 6	Octavo		Noveno		Décimo	
	f	%	f	%	f	%
Nunca	8	40	3	14,29	7	31,82
Casi nunca	2	10	2	9,52	5	22,73
A veces	9	45	16	76,19	8	36,36
Casi siempre	0	0	0	0,00	2	9,09
Siempre	1	5	0	0,00	0	0,00
Total	20	100	21	100,00	22	100,00

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la unidad Educativa Rumipamba.

**Ilustración 8** English practice



### Data Analysis

Eighth, ninth and tenth grade students of the Rumipamba Educational Unit. Regarding whether they practice English in their free time 76.19% and 36.36% of ninth and tenth graders sometimes practice English, while 40 and 31.82% of eighth and tenth graders never practice it, as can be seen in the table and figure 8.

In order to encourage the speaking of the English language, it is important to practice constantly, this allows students to improve their learning. On the other hand, nowadays, practically anywhere in the world there are people who speak this language, therefore, practicing it is of utmost importance, to be able to understand and communicate.



Pregunta 7.- ¿Cómo sueles practicar o consumir?

In this question it can be indicated that the eighth, ninth or tenth grade students of the investigated educational institution mention that most of them say that they practice English during class hours at school.

Another group of students indicate that they practice it by listening to music in English and reading books from their school, in the same way they indicate that they practice it in the English courses they attend outside of school, a minimum amount of them indicate that they speak it at home.

The way of practicing English is an important factor because it allows the students to understand that this language has characteristics and it is important to understand the grammar, the grammatical context in which each word is used.

Pregunta 8.- ¿Cuándo es hora de inglés, cómo te sientes:

The students said that they feel good, enthusiastic and happy during English classes, another group of students said they feel bad and bored, and very few expressed that they find the class indifferent.

In order for the students to have a positive attitude in English classes, it is important that the teacher demonstrates mastery of the language in the curricular activities, and that the

teaching methodology is active with linguistic skills and systems to encourage the student to learn.

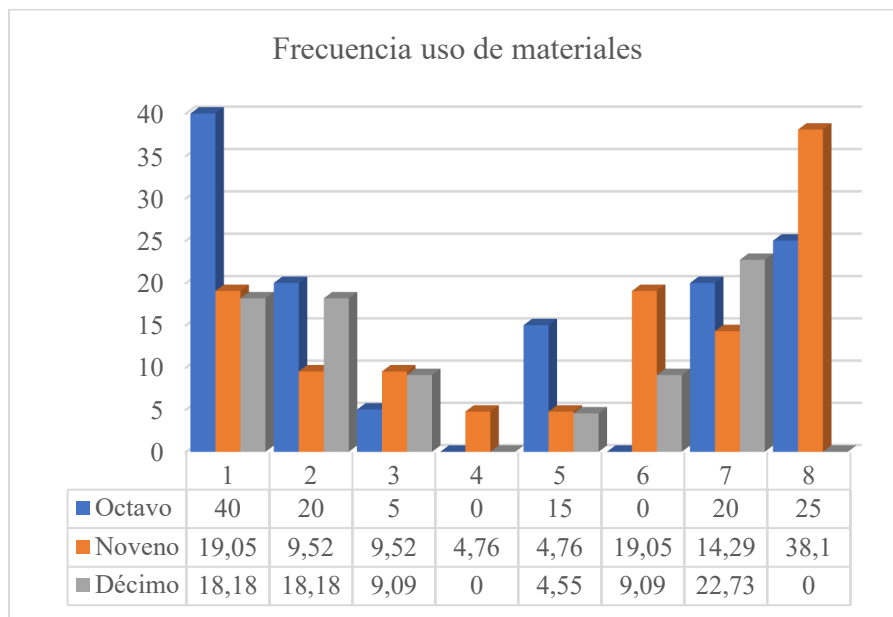
Pregunta 9.- ¿Cuáles de estos materiales son usados dentro de clase con frecuencia?

**Tabla 9** Materials Used

Materiales usados	Octavo		Noveno		Décimo	
	f	%	f	%	f	%
Cuentos o ilustraciones	8	40	4	19,05	4	18,18
Música, canciones, rimas	4	20	2	9,52	4	18,18
Juegos de mesa o tradicionales	1	5	2	9,52	2	9,09
Material audiovisual	0	0	1	4,76	0	0
Tecnología	3	15	1	4,76	1	4,55
Flashcard o posters	0	0	4	19,05	2	9,09
Manualidades	4	20	3	14,29	5	22,73
Otros	5	25	8	38,1	0	0

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la unidad Educativa Rumipamba.

**Ilustración 9** Materials Used



Nota: 1= Cuentos o ilustraciones; 2=Música, canciones, rimas; 3= Juegos de mesa o tradicionales; 4= Material audiovisual; 5= Tecnología; 6= Flashcard o posters; 7 = Manualidades; 8 = Otros. datos obtenidos de la unidad Educativa Rumipamba.

\* Es necesario indicar que en este particular se observa los porcentajes por cada una los ítems consultados, es decir que por ejemplo los alumnos de octavo grado señalan que el 40% utilizan cuentos o ilustraciones, en este mismo ítem, el 60% restantes no emplean, valor no reflejado en la tabla ni figura

### Analysis and Interpretation

This table and Figure 9 indicate the use of materials to learn English with higher frequencies, and it is observed that 40% of eighth grade students use stories or illustrations for their English classes, 38.1% of ninth graders use other materials, 22.73% of tenth graders use handicrafts, and 19.95% of ninth graders use stories or illustrations and Flashcards or posters.

In English language teaching, the use of didactic materials is important, as they contribute to learning, and it is necessary for teachers to select the correct materials.

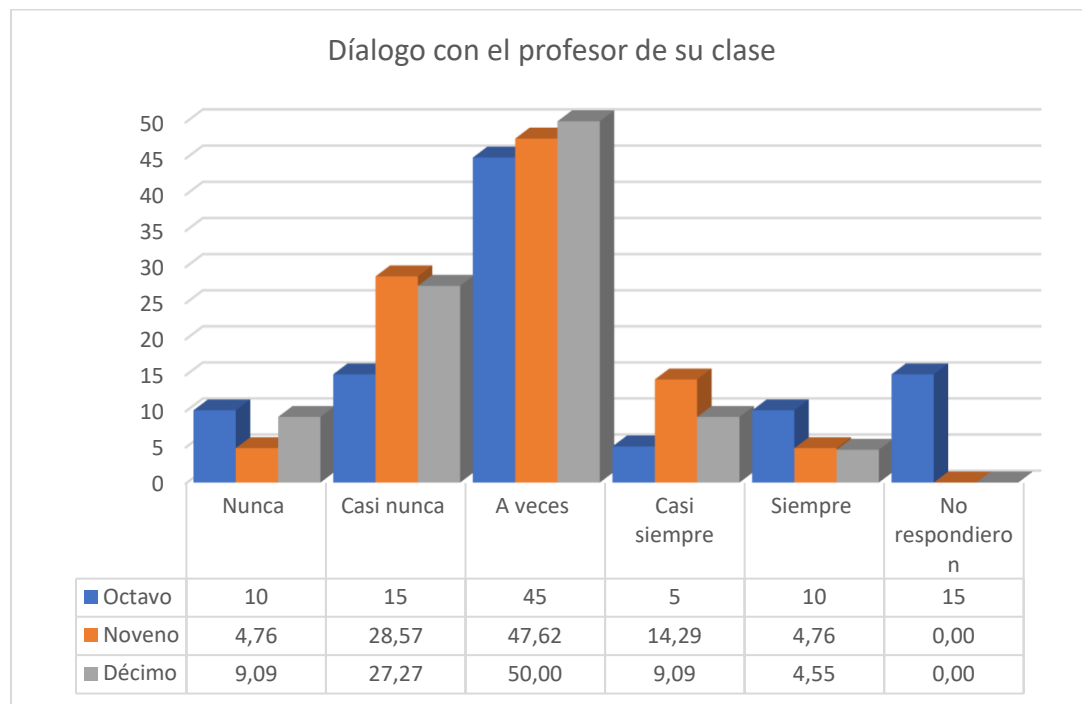
Pregunta 10.- ¿Con qué frecuencia hablas con el profesor sobre alguna duda o problema sobre su clase?

Tabla 10 Dialogue with the teacher

Dialogo con docente	Octavo		Noveno		Décimo	
	f	%	f	%	f	%
Nunca	2	10	1	4,76	2	9,09
Casi nunca	3	15	6	28,57	6	27,27
A veces	9	45	10	47,62	11	50,00
Casi siempre	1	5	3	14,29	2	9,09
Siempre	2	10	1	4,76	1	4,55
No contesta	3	15	0	0,00	0	0,00
Total	20	100,00	21	100,00	22	100,00

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la unidad Educativa Rumipamba.

**Ilustración 10** Diálogo con el profesor



### Analysis and Interpretation

The frequency with which the teacher talks to the student with the teacher about some doubt or problem about his class, is observed in the table and figure 10 and it can be seen that the eighth grade students with 45% mention that they sometimes talk to the teacher about their classes, the tenth and ninth grade students with 50% and 47.62% almost always and sometimes talk to the teacher respectively.

The link that should exist between the teacher and the student is one of the key factors to favor the development of English learning, being important that there is a fluid and direct communication between the teaching-learning actors.

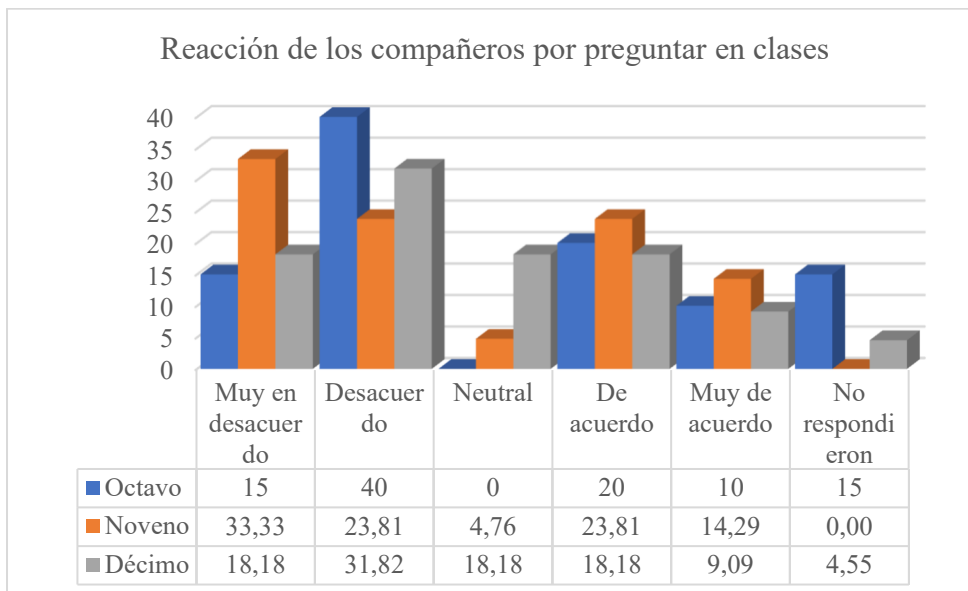
Pregunta 11.- ¿Estás de acuerdo con esta oración? "No pregunto nada en clases, aunque tengas dudas, por miedo a la reacción de mis compañeros o del profesor."

**Tabla 11** Peer reaction

Reacción por preguntar en clase	Octavo		Noveno		Decimo	
	f	%	f	%	f	%
Muy en desacuerdo	3	15	7	33,33	4	18,18
Desacuerdo	8	40	5	23,81	7	31,82
Neutral	0	0	1	4,76	4	18,18
Desacuerdo	4	20	5	23,81	4	18,18
Muy de acuerdo	2	10	3	14,29	2	9,09
No contesta	3	15	0	0,00	1	4,55
Total	20	100	21	100,00	22	100,00

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la unidad Educativa Rumipamba.

**Ilustración 11** Peer reaction



## Analysis and Interpretation

When asking the students investigated whether they ask questions when they have doubts and do not do so for fear of the teacher and classmates, in the table and figure 11, it is observed that 40% of eighth grade students indicate that they disagree with what was indicated; 33.33% of ninth grade students strongly disagree, and 31% of tenth grade students also indicate that they disagree with this question, while 15% preferred not to answer.

Trust in the classroom should be a two-way relationship between students and teachers, in which differences are recognized and there is the highest degree of empathy and reciprocal dedication.

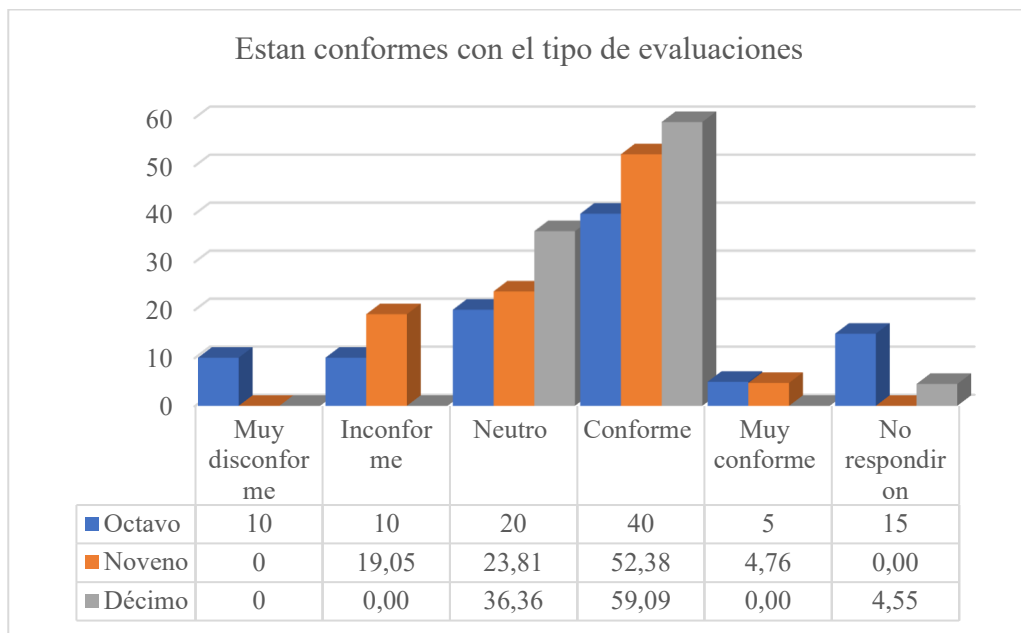
Pregunta 12.- ¿Qué tan conforme estas con el tipo de evaluación que se lleva a cabo al final de cada parcial?

**Tabla 12** Type of evaluations

Conformidad de evaluación	Octavo		Noveno		Décimo	
	f	%	f	%	f	%
Muy disconforme	2	10	0	0	0	0
Inconforme	2	10	4	19,05	0	0,00
Neutro	4	20	5	23,81	8	36,36
Conforme	8	40	11	52,38	13	59,09
Muy conforme	1	5	1	4,76	0	0,00
No contesta	3	15	0	0,00	1	4,55
Total	20	100,00	21	100,00	22	100,00

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la unidad Educativa Rumipamba.

**Ilustración 12** Type of evaluations



### Analysis and Interpretation

With respect to the conformity of the type of evolution that is carried out at the end of each partial, as can be observed in the table and figure 12, the students of the tenth, ninth and eighth grades indicate that they are satisfied with the type of evaluation, with 59.09, 52.38 and 40% in their order; 36.36, 23.81 and 20%% of tenth, ninth and eighth grades are neutral with respect to the evaluation.

Evaluation is a process that requires adequate direction by the teacher, for which it is important that teachers use the best methodologies to evaluate their students.

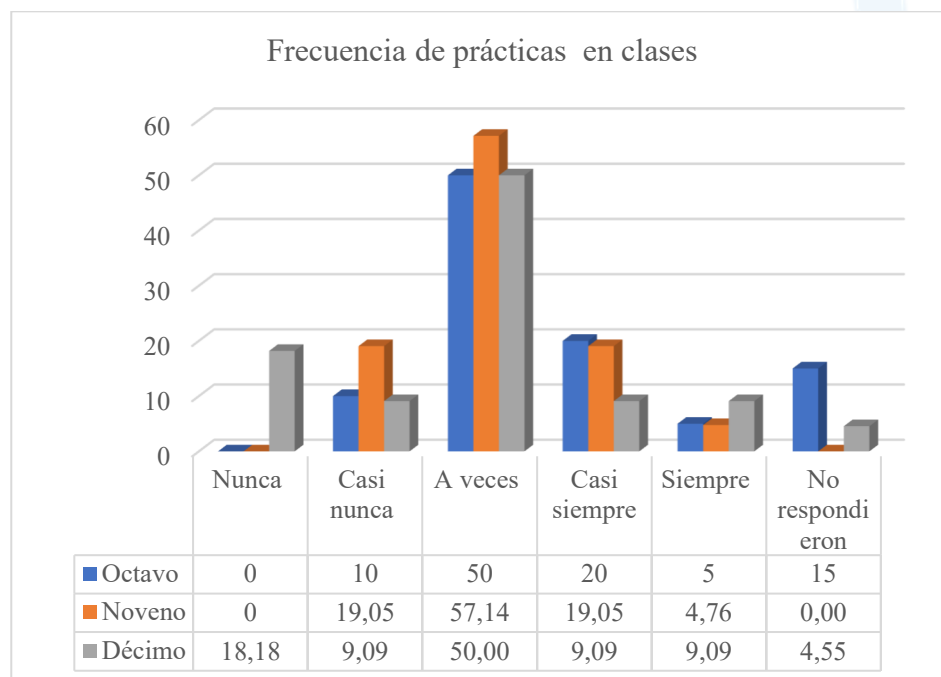
Pregunta 13.- ¿Con que frecuencia participas en clase?

**Tabla 13** Frequency of practices

Frecuencia de participación	Octavo		Noveno		Décimo	
	f	%	f	%	f	%
Nunca	0	0	0	0	4	18,18
Casi nunca	2	10	4	19,05	2	9,09
A veces	10	50	12	57,14	11	50,00
Casi siempre	4	20	4	19,05	2	9,09
Siempre	1	5	1	4,76	2	9,09
No contesta	3	15	0	0,00	1	4,55
Total	20	100,00	21	100,00	22	100,00

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la unidad Educativa Rumipambas.

**Ilustración 13** Frequency of practices



## Analysis and Interpretation

The frequency with which students participate in class in ninth, eighth and tenth grade with 57.14 and 50% is sometimes, respectively, as can be seen in the table and figure 13.

The participation of the students in the classroom is one of the most important factors in the teaching-learning process, it allows clearing doubts, it is also one of the most powerful educational tools because it allows the student to develop autonomy, and improves their reasoning.

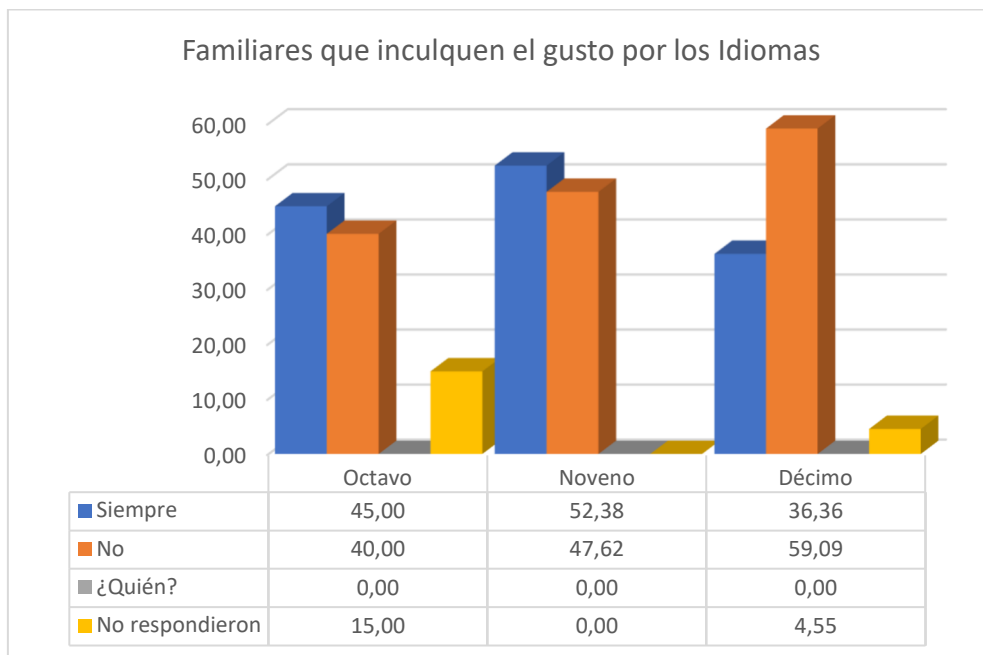
Pregunta 14.- ¿Hay familiares que te inculquen el gusto por los idiomas o que sepan otro idioma?

**Tabla 14** Liking of Languages

Gusto por los idiomas	Octavo		Noveno		Décimo	
	f	%	f	%	f	%
Siempre	9	45,00	11	52,38	8	36,36
No	8	40,00	10	47,62	13	59,09
¿Quién?	0	0,00	0	0,00	0	0,00
No contesta	3	15,00			1	4,55
Total	20	100,00	21	100,00	22	100,00

Nota: Datos obtenidos de la encuesta aplicada a los estudiantes de octavo, noveno y décimo de la unidad Educativa Rumipamba.

**Ilustración 14** Liking of Languages



### Analysis and Interpretation

The participation of families in instilling a taste for languages is reflected in the table and Figure 14, and it can be seen that 59.09% of ninth graders do not have this incentive from their families, while 36.36% do, that is, they encourage a taste for studying another language; 52.38% of ninth graders do encourage them, while 47.62% do not; among eighth graders, 45% and 40% indicate that this incentive does exist, while the other percentage indicates that it does not.

Families currently consider that studying another language is important, therefore, motivation is one of the most important factors in learning a language, which allows for many job opportunities.

A basic form of tabulation and data analysis was used in the Excel tool where a table was established for each question, the table contains absolute frequency, percentage and total according to the number of eighth, ninth and tenth grade students.

The table contains absolute frequency, percentage and total according to the number of students in eighth, ninth and tenth grades.

According to the results by applying this formula in all tables,  $(20 * 100 / 8 = 40)$  total number of students per hundred and divided by the total number of answers to each question, is the result of the percentage, rounding for ease when copying data for the bars; we proceed to analyze the answers according to the percentage shown in each question and course, which allows us to reach a good analysis.

## **CONCLUSIONS AND RECOMMENDATIONS**

After being witness to how students inside this establishment tended to undermine English, aside from other subjects, it was understood that they needed a push, or some incentive, in order to be more eager to learn this language. Considering they are constantly engrossed in their conversations or jokes rather than the class, it is safe to say that there is a considerable amount of energy that is being 'wasted' inside the classroom.

Even more so, when the same group of students are not living the most ideal of situations back home or inside the institution. Be it for constant abuse or lack of knowledge, some students might not be able to show their true potential, since there are issues that are holding them back or making them feel as if they are not intelligent enough.

When it comes to learning another language, not everyone might be keen on the idea of putting their time and effort into acquiring a language they 'do not even use'. Fairly, this misconception comes from disinformation about the real usefulness of languages and how the world has advanced so nowadays it is not rare to find yourself involved in a conversation with a foreigner who may need directions or is just doing small chat

The reason for this is presented in some of the results in this research, showing how the majority of students admit they would like to speak and understand English at a foreign level. Regardless, if it were not for their parents signing them into an English particular course they would not even practice back home- not in all cases of course- and would rather enjoy their leisure time doing something else other than studying.

## **Recommendaions**

Suffice to say, this energy can be directed towards acquiring actual knowledge, practical or theoretical; depending on the kind of strategy we use to encourage learners to be part of the class. For this to work, it is necessary to have a clear idea of what the weaknesses and strengths of each student are, so that the planned activities can be adapted to their necessities, thus, making the process more bearable and enjoyable for them.

Students also have dreams and things they would like to achieve, like any other child who still does not know all the world has to offer and is curious as to what horizons they can reach. Using this, to our advantage, is the safest and manageable option there is- mostly- since it would involve the teacher and students getting to know each other and agreeing on which kind of activities or topics would be more interesting and motivating for them.

Another recommendation would be to pay close attention to students' emotional situation, as well as how they might be dealing with their problems or if they have experienced any problematic circumstance that could have affected their performance or feelings.

It is important to have in mind each student's progress, so that they do not fall behind or get too ahead of their classmates. Mainly, to maintain a certain 'balance' but also to promote teamwork amongst them, students will start helping each other so that classes can progress easily and without any drawbacks.

Additionally it would be wise to start including students 'preferences' to the educational plan. Mostly since this could help them progress with more confidence and at their own pace, even more so when it could become more like a habit than a task, being able to practice anywhere at any time just by using the 'practical knowledge and tools' provided in class.



Helping a student become self-sufficient could be considered a great achievement for a teacher, even more so if said student used to have low performance, not only showing how ineffective the traditional ‘programm’ was for them, but also, how each of us can learn and understand information in different ways. Some might be more proficient with speaking and have great social skills, so by doing some video conferencing and coaching with foreigners they would be motivated not only to learn the language but also to get to meet new people.

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### **Level of English**

It is not a surprising fact that the average English level in Ecuador below regular, showed in studies done by (EF, 2020) leaving Ecuador in rank 19 out of 19 among Latin American countries, seeing how most of the country is immersed in an educational system that has not been updated correctly and that does not consider the need for change and improvement in order to keep 'evolving' as human beings.

Not only this, but also, the lack of use of English inside and outside the classroom, as sustained by (Sevy-Biloon, et al, 2020) can also impact on how students perceive and, more specifically, use the language. Stating that only through constant 'exposure' and familiarization with the language one can really understand a language, just like we learnt our native tongue, learning another language should follow the same principles, although more practical and methodical according to the age of the 'subject' and level aspired to obtain.

### **Motivational Strategies**

Thanks to the pass of time, it has been slowly realized by experts and educators alike how much motivation can actually influence on students' progress and overall performance, taking (Alshenqeeti,2018) work as an example, displaying how, mostly in non-English speaking countries, there is a troubling fact about foreign language education and it is how the same methods, curriculum and approaches are used over and over again with different

generations, let alone different kinds of students with specific necessities or even special needs.

Additionally According to Alrabai (2018), EFL teachers in Saudi classrooms commonly use motivational strategies such as showing students that they care about them and promoting learners' self-confidence. According to the study, teachers' classroom behavior, such as showing students they care about them and monitoring student progress, received the highest percentage of all strategies with 91.11%, while other strategies such as letting students get to know each other or allowing them to determine classroom rules received the lowest rating with 76.67%.

Estliden (2017) conducted a quantitative study on secondary students' attitudes towards English and found that students who had a positive attitude towards English were more motivated to learn the language. The study also found that students who had a negative attitude towards English were less motivated to learn the language

## **JUSTIFICATION**

To acquire more knowledge about techniques, procedures, and mainly, experiences inside this educational establishment while interacting with different types of students, ranging from ages of 7-12 to ones of 13-18. With this, we could have a clearer view of the whole process, being able to identify what strategies, or methodologies, could have worked better, how to correctly approach students from the beginning, the importance of a good attitude and relation with students, as well as how each and every one of them reacts to certain activities or topics, seeing how to properly motivate students to pay attention, or even study by themselves, the topic at hand.

This research's importance resides within the goal of finding out what are the limitations or elements that affect the students English learning progress, so as to develop strategies that treat these “problems” and give students more options to increase their level of English, while also promoting a better space where they can interact and develop freely and safely.

Moreover, this research also looks forward to help teachers, and students alike, increasing their motivation through strategies that provide them with both, a chance to develop their creativity with the targeted language and their use of it, as well as increasing their confidence with their skills, making them realize that this ability can be ‘trained’ at any time of the day, wherever and with whoever they are, since it is not rocket science or something overly complicated, it is just talking and they should not feel scared to speak out and try to sound like a native speaker, regardless of any comment or joke made their way, learning and improving one-self should be seen as an achievement, nothing more and nothing less.

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