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A QUALITATIVE STUDY ON THE
FACTORS AFFECTING LANGUAGE
LEARNING MOTIVATION IN A
PRIMARY CLASSROOM

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Abstract

Having a high proficiency in English is increasingly in demand, yet success requires perseverance and motivation. This paper aims to determine the factors that affect language motivation in a group of students in Primary Education, and to derive implications for improving motivation at Primary level. To this end, a qualitative case study was carried out with year 3 primary school students in a public school in Zaragoza. In order to understand the different factors affecting motivation (and demotivation), several research instruments were used, which allowed me to analyse and compare the perceptions of the observer, the teacher and the students, as well as to draw data from classroom observation.

The results indicate the group of participants has a high level of motivation in general terms, although significant differences are observed between students with different family backgrounds. In addition, there are other factors affecting motivation including the ones related to future goals of language learning, the learners' self-confidence and to the learning situation.

In terms of implications for teaching, it has been concluded that second language teachers can influence almost every component of motivation. Based on the results of the study, a number of implications and recommendations have been put forward in order to increase learners' interest. More particularly, it has been concluded that teachers need to give students sufficient autonomy to take ownership of their own language learning process as a means to increase their engagement with the language.

Key words: Language Learning Motivation, Self-confidence, autonomy, self-efficacy, authority type, interest, satisfaction, effort.

Resumen

Tener un alto nivel de inglés está cada día más demandado, pero el éxito requiere perseverancia y motivación. El presente trabajo pretende determinar los factores que afectan a la motivación lingüística en un grupo de alumnos de Educación Primaria y obtener implicaciones para mejorar la motivación en la etapa de Primaria. Para ello, se ha llevado a cabo un estudio de caso cualitativo con alumnos de tercero de Primaria de un colegio público de Zaragoza. Para comprender los factores que afectan a la motivación (y desmotivación), se han empleado varios instrumentos que han permitido

analizar y comparar las percepciones del observador, de la profesora y de los alumnos, así como extraer datos de la observación en el aula.

Los resultados indican que el grupo de participantes tiene un alto nivel de motivación en términos generales, aunque se observan diferencias significativas entre estudiantes con contextos familiares distintos. Además, existen otros factores que afectan a la motivación, como los relacionados con los objetivos futuros del aprendizaje del idioma, la autoestima del estudiante y la situación de aprendizaje.

En cuanto a las implicaciones para la docencia, se ha concluido que los maestros que imparten una segunda lengua pueden influir en casi todos los componentes de la motivación. En base a los resultados del estudio, se han planteado una serie de recomendaciones para aumentar el interés de los alumnos. En particular, se ha concluido que los profesores deben dar a los estudiantes la suficiente autonomía para que se apropien de su proceso de aprendizaje de la lengua, aumentando así su compromiso con el mismo.

Palabras clave: Motivación para el aprendizaje de idiomas, autoconfianza, autonomía, interés, autoeficacia, tipo de autoridad, interés, satisfacción, esfuerzo.

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1. INTRODUCTION

Never before has English been so necessary in our lives. Today, an advanced command of the language is required to excel in most professional areas. Yet, it has been reported that many people who start learning this tongue end up facing failure or give up before reaching a high level of proficiency. According to several linguists, one of the most important reasons why this happens is lack of motivation and, therefore, the implementation of strategies that keep learners engaged in their learning from the beginning is essential for generating long-term success.

In accordance with Tremblay and Gardner (1995), effort and persistence – key elements for success – are indicators of a person’s level of motivation, although this is only the visible side of the concept, which is determined by less observable factors including satisfaction, interest and self-goals, to name but a few. Numerous studies have aimed to identify those imperceptible influences in the domain of Second Language Acquisition.

The fact that there are so many researches on the subject suggests that understanding motivation and all the elements that influence it is crucial to ensure success in Second Language Acquisition. Hence the importance of this dissertation, whose main purpose is to determine which factors have the greatest effect on Language Learning Motivation among Primary School students. In order to achieve it, a case study is carried out in the third year of Miraflores School, located in Zaragoza (Spain). In addition, the findings of this research study can be extrapolated to similar contexts, therefore yielding useful implications for teaching English at Primary level.

To achieve these objectives, the study will address some research questions which have been posed in the light of the existing theory on the subject and which will be applied to the context of this inquiry.

1. To what extent are these children motivated by the future studies, jobs or experiences they wish to have? And by the desire to integrate with native English speakers?
2. Are these learners motivated by their own desires and goals or by the desires, goals and expectations of others?

3. What factors make learners more self-confident in their use of the second language? To what extent does this self-confidence affect their motivation?
4. What types of classroom activities are more interesting and relevant for these students?
5. How does the current group structure affect students' motivation?
6. How effective are the teachers' techniques and attitudes to generate and maintain student motivation?
7. To what extent do factors external to the school, such as the family or attending an English school, affect the degree of motivation?

Research questions 1 and 2 are related to motivational components concerning the future benefits of learning the language; questions 3 and 7 are associated to learners' experiences and environment; and questions 4, 5 and 6 are related to the learning situation.

It is worth noting that the following study does not intend to further define the construct of motivation, but it tries to apply the existing models to the context of the case study, trying to outline are the most influential factors and the most appropriate teaching strategies in this type of situation.

In order to do this, this dissertation will be structured as follows. In the first section the main concepts and theories related to the construct of motivation will be presented, then proceeding to the specific factors influencing Language Learning Motivation. In the second part I will describe the methodology used to carry out this investigation, including information about the context, the participants, the instruments used and the way in which the data will be analysed. Thirdly, the results and their discussion will be displayed following the order of implementation of the instruments and considering the current theories on motivation. Finally, the last section will present the conclusion, in which a summary of the main findings and their implication for the EFL classroom will be put forward. This section will also identify the limitations of the study and possible lines of future research.

2. THEORETICAL FRAMEWORK

There are many factors that determine the acquisition of a Second Language, including the amount of exposure to the language, the type of instruction received or individual factors such as aptitude or motivation, to mention but a few. Of all the individual factors, Gardner and Lambert (1959) established that motivation plays a most central role in Second Language Acquisition. In this regard, the Aragonese Curriculum (REAL DECRETO 126/2014) also highlights the need to use tasks and methods in the classroom that contribute to learners' motivation and which make them value the importance of English in the world.

In order to understand the phenomenon of motivation, an outline of the main theories of motivation as a general construct will be presented. After this, my focus will be placed on the area of Language Learning Motivation.

2.1. Evolution of the concept of motivation

According to Brown (2001), early approaches to motivation followed a **behaviourist view** and defined motivation as the anticipation of reinforcement. This means that learners seek certain goals when they expect an external reward. Nowadays, this type of motivation is commonly referred to as *extrinsic motivation*. For some time extrinsic motivation was considered as the main tool for generating motivation.

In contrast, a later theory belonging to the cognitive approach defended the importance of satisfying intrinsic human needs in order to increase motivation, rather than giving extrinsic reinforcement. Thus, the hierarchy of needs theory of Maslow (1943) relates motivation with the progressive attainment of the needs shown in the figure below.



Figure 1. Maslow's hierarchy of needs (Maslow, 1943)

According to this idea, a person cannot pursue higher needs such as prestige or achieving one's full potential until the lower ones are satisfied. Therefore, in an educational context, teachers should make sure that lower order needs are fulfilled to create a basis for attaining higher goals and increase students' motivation progressively. These necessities include mainly safety, belongingness and love needs, which can be attained by creating a pleasant atmosphere in class, in which confidence and healthy relationships are promoted, both among students and between educator and learner.

This type of motivation supported by Maslow, based on internal human needs, is what Deci (1971) later called *intrinsic motivation*. According to him, this type of drive is more powerful than the extrinsic one. What is more, on the basis of an experiment with several monkeys, he found that giving extrinsic rewards when behaviour is already intrinsically driven reduces intrinsic motivation, since the action becomes controlled by third parties. Based on these findings, subsequent studies would focus on the role that inherent desires or needs and self-reward played in motivation.

Years later, Deci and Ryan (1985) developed *Self-determination theory*, which directs the concept of intrinsic motivation towards choice and personal regulation of actions. They advocate for giving people enough independence and for satisfying their desire to feel competent. By doing so, the highest rungs of Maslow's pyramid comprising the needs of self-esteem and self-fulfillment are satisfied, and as a result, motivation is raised. Applying this to the school setting, teachers might give students the opportunity to take control over some aspects of their learning process in order to

give them a sense of ownership of their knowledge. However, this does not mean leaving students alone in the process of learning, since this same theory also mentions the human tendency to perform better in a group. Therefore, individuals need to be nurtured by their social environment to be successful and motivated, thus fulfilling the belongingness needs specified by Maslow (1943).

2.2. Language Learning Motivation

Moving into the field of Second Language Acquisition, Gardner (1985) defines motivation as a wider concept with three intervening facets: amount of effort made, desire to learn the language and satisfaction when doing different activities that lead to the acquisition of the target tongue.

Effort is what denotes the degree of motivation of a person, along with attention and persistence, as they are observable behaviours. Tremblay and Gardner (1995) denominate these perceivable attitudes *motivational behaviours*. According to these authors, these are usually influenced by *motivational antecedents*, which are cognitive and affective factors that cannot be identified by viewers but have a great impact in one's motivation. Desire and satisfaction, mentioned in Garner's (1985) definition, belong to this category, although other authors study more variables that might be included in it.

In order to analyse these factors, we will look at the classification created by Dörnyei (1994) in his paper *Motivation and Motivating in the Foreign Language Classroom*. This model gathers different contributions and sub-constructs from different authors, establishing three categories: *Language Level Motivation*, *Learner Level Motivation* and *Learning Situation Level Motivation*.

2.3. Language level motivation

In this level, Dörnyei (1994) talks about the type of objectives that learning a foreign language help us to achieve, mentioning the concepts of integrative and instrumental motivation. The first idea refers to the desire to acquire a second language in order to integrate into the native speakers' social group. The second one concerns the willingness to learn the L2 to achieve other goals in the future, for which that tongue is necessary (e.g. getting a better job or being admitted to a good university).

Regarding integrative motivation, Gardner and Lalonde (1985) contend that language is an important part of one's identity, hence, acquiring a Second Language can affect one's nature. Some people see this change as a threat to one's personality, while others see it as advantageous and necessary to fulfil their goal, being psychologically close to a group in which the target language is predominant. In terms of Maslow's hierarchy of needs, these last individuals seek to fulfil their need for belonging, being therefore driven by an integrative motive.

Nonetheless, Shaw (1981) considers that integrative motivation is of minor importance when the language is taught as a Foreign Language, as in the case of English as a Foreign Language in Spain. This belief is due to the fact that learners have no opportunities to interact with the target language native speakers. Moreover, English is considered a *lingua franca*, in other words, a vehicular language that allows communication between people whose mother tongues are different. It is therefore likely that many learners consider it more important to communicate with people from any part of the world than to try to belong to a group of native speakers.

Instrumental motivation, '*is related to the potential pragmatic gains of L2 proficiency*' (Dörnyei, 1994:274) Nowadays, these two motivating forces are no longer seen as two separated alternatives, but as drives that can overlap and combine.

More recently, new models related to language level motivation have been presented which conceptualize these components differently. For instance, Dörnyei (2010) suggests that motivation has its origins in the learner's *possible self-image*. As Markus and Nurius (1986) point out, the *possible self* refers to one's ideas of what one might become in the future. There is a connection between possible and current selves, since one of the functions of the possible self is to serve as an incentive as well as a self-evaluation criterion. In this way, people analyse if what they do is helping to achieve their goals and tend to make efforts to grow into those potential versions of themselves.

Higgins (1987), as cited by Dörnyei (2010), mentions two types of possible selves: the **ideal self** and the **ought-to self**. The former is associated with what one would like to become, concerning hopes and aspirations, while the second one refers to what one should become in relation to one's obligations. Dörnyei states that ideal self can be related both to instrumental and integrative motives, whereas the ought-to self

can only be related to instrumentality. According to this author, when referring to ideal L2 self, a person who wants to belong to an L2 community by resembling L2 native speakers would be driven by integrative motivation. On the other hand, ideal L2 self includes all the advantages that knowing the language may give together with the possibilities of success that are related to the L2. These last ideas are related to instrumentality promotion, which means seeking one's desires and personal growth. In terms of ought-to self, one could speak of predictive instrumentality. For instance, when a person wants to acquire an L2 to please his or her parents, or in order not to be the worst student in the class, he or she would be pushed by this last type of motivation, which is focused on avoiding negative outcomes. Ultimately, whatever the motives, these possible selves encourage people to work to become what they desire or are expected to become.

2.4. Learner Level Motivation

In this level, Dörnyei mentions the concepts of *need for achievement* and *self-confidence*, which is affected by underlying factors such as *self-efficacy*, *the perception of one's L2 competence*, *attribution* and *language use anxiety*. Although this author does not specify it, the learner's *environment* is added as a third section, with emphasis on the family and extracurricular background, as it can also affect students' psychology and produce changes in their motivation.

Need for achievement

As stated by Locke and Latham (1990), differences in effort may be caused by different established goals. Individuals who set specific outcomes might get better results as they know exactly what to focus on, avoiding irrelevant activities. Besides, it has been proven that seeking difficult objectives implies more effort, and consequently, a better level of performance. In essence, as declared by Locke and Latham (2002), both the exactitude and the difficulty of a purpose are essential to ensure a high degree of effort. In line with this, Self-determination theory, by Deci and Ryan (1985), contends that learners should be guided to set and fulfil their own goals, being as ambitious as possible.

In relation to the attainment of the established targets, Maslow (1943) has already mentioned that one of the stepping stones to greater motivation includes the

feeling of accomplishment, which Dörnyei (1994) sees as comprised within *need for achievement*. It is a fact that those who have this intrinsic drive tend to work hard to accomplish challenging aims and reach excellence.

Self confidence

The concept of *self-confidence* can also be found within the group of *self-esteem needs* in Maslow's hierarchy. It might be argued that an individual's perception on his or her own abilities directly affects motivation. According to Tremblay and Gardner (1995), in the field of language acquisition, this construct is related to one's perception of L2 proficiency. Thus, higher levels of LLM would be attained by individual who believe that their language competence is high. This self-judgment can be influenced by the factors explained below.

First, the sense of *self-efficacy* can have a great impact in one's motivation, According to Bandura (1989), this concept refers to the level of performance that a person considers that he or she could attain. Past failures can make this sense decrease, as one may come to think that one does not have the necessary skills to succeed. What is more, a low self-efficacy may lead the individual to be discouraged by any failure he or she encounters. To prevent this from happening, learners need to be given enough skills to prosper, as well as a specific negative and positive feedback to know exactly what they need to improve and what they are good at.

Second, according to Clément (1980), the lack of *anxiety* when using the Second Language is usually due to a high self-confidence. For this to occur, it is imperative to give learners the tools they need to complete the task so that they perceive they meet the requirements to do so. Additionally, it is essential to make students feel safe in the classroom by creating a trustful and anxiety-free environment, in which no one judges or criticizes anyone regardless of their language skills.

Lastly, *causal attributions* are also related to this concept. The assumption that people try to understand why different events occur is the foundation of the attribution theory as stated by Schuster, Forsterlung and Weiner (1989). When success or failure is ascribed to the individual's ability and effort, an internal attribution is taking place; whereas external attribution happens when the individual imputes an incident to outside factors such as difficulty of the task or luck (Tremblay and Gardner, 1995). In this

sense, in order to increase self-confidence, and therefore motivation, it is necessary to make students see that their achievements or failures when learning the L2 are a consequence of their skills and hard work.

Environment

Finally, it is essential to mention that Gardner (1985) in his Attitude Motivation Test Battery, an instrument to measure L2 motivation which is widely used in the literature, includes some items related to parental encouragement. It is a well-known fact that the children’s environment determines their interest towards different issues. If families and other social agents around them convey the importance of learning a second language and support them, the probability of being highly motivated increases.

2.5. Learning Situation Level motivation

In this last level, Dörnyei focuses on three different aspects of learning situations: the course, the teacher and the group, which in turn encompass other concepts. The following table indicates the relationship between all these constructs.

Table 1. Sub-components of the learning situation level motivation (Dörnyei, 1994)

Course-specific motivational component	Interest Relevance Expectancy Satisfaction
Teacher-specific motivational component	Authority type Direct socialization of motivation <ul style="list-style-type: none"> • Type of feedback • Task presentation • Modelling
Group-specific motivational component	Goal-orientedness Classroom goal-structure

Course-Specific Motivational component

Schmidt and Crookes (1991) focused on the factors related mainly to classroom level and syllabus level, suggesting that motivation is determined by interest, relevance, expectancy and outcomes.

Interest is related to an intrinsic desire and curiosity of a person to learn more. This characteristic implies more satisfaction and more effort on the part of the individual. It is essential, then, to introduce attractive activities, as well as content that arouses curiosity, for raising students' wish to learn.

Relevance, according to them, refers to the degree to which knowing the language helps to meet both the instrumental needs, mentioned in language level motivation, and personal-motive needs such as achievement and growth, as mentioned in the learner level. In short, as mentioned by Oxford and Shearin (1994), motivation is aroused when students know the benefits of the language course so that they find it relevant for their lives. Accordingly, one of the duties of the teacher is to inform about the advantages of learning the foreign language. In addition, he or she should also provide information on the usefulness of each classroom task.

Regarding *expectancy*, Vroom's expectancy theory (1964) states that individuals can be motivated to do certain actions when they expect certain outcomes. At this level, Dörnyei (1994) explains that expectancy is related to the perceived difficulty of the task and the likelihood of completing it with the resources available at that moment. This, to a certain extent, can be connected to the learners' perceived L2 competence. Thus, if learners feel that they can achieve the objectives because their linguistic means are sufficient, they will make the effort to do so, which is a sign of high motivation.

Finally, according to Dörnyei (1994), a person who is satisfied by the achieved results is more predisposed to be highly motivated. *Satisfaction* may occur after receiving an extrinsic reward, but, as Deci (1971) proved, intrinsic rewards such as the feeling of achievement can lead to a stronger and more stable motivation. Therefore, praises or awards should be limited in the interest of the promotion of self-determination, as stated by Deci and Ryan (1985).

Teacher-Specific Motivational component

Dörnyei (1994) specifies that teachers also play an important role when motivating Second Language learners. They can arouse and expand their driving force by being a good *model*. This can be done both by showing the importance of the L2 and demonstrating the amount of effort that is needed to prosper. Moreover, educators are in charge of communicating the purposes of the tasks done in the classroom, as well as

presenting them in an attractive way so that children can be driven by their need for achievement and interest.

In terms of the feedback given by the teacher, being informative rather than judgmental when responding to children's productions is crucial for increasing their motivation. In general, learners that are aware of their level, knowing what they should improve and what they have to keep doing the same way, are more willing to make efforts to stretch their interlanguage than the ones that are constantly compared to others and humiliated.

Another important issue is teacher's *authority type*, as it determines the level of autonomy given to the student. As mentioned by *self-determination theory*, learners who can make their own choices and are not constraint by external agents will have more intrinsic motivation. What is more, if an individual is highly dependent on the teacher's decisions and rewards, his or her motivation will be subordinated to them and may impaired if this agent disappears or changes.

Group-Specific Motivational

Finally, individual goals are not the only ones relevant for the level of performance and effort of a person. Being part of a group and seeking its common objectives is what Dörnyei (1994) refers to as *Goal-Orientedness* and it also determines an individual's LLM. To accomplish those objectives, the group ought to be cohesive. Therefore, the most recommended classroom structure is the cooperative one, rather than the individualistic or competitive one, as literature shows that it promotes intrinsic motivation within each learner. In this sense, it is a fact that if one feels part of a group, his or her belongingness needs are satisfied, which according to Maslow (1943) is essential to increase an individual's motivation.

3. METHODOLOGY

The main objective of this dissertation is to determine which factors affect students' level of Language Learning Motivation in year 3 of Miraflores School. Once this is established, the aim is to provide a broader answer applicable to similar contexts that may be useful for EFL teachers in Primary Education.

In order to respond to the research questions related to these objectives, which have been mentioned in the introduction, a qualitative multiple case study has been prepared. This type of research, according to Merriam (1988) seeks a holistic analysis of a phenomenon under study, i.e. Motivation. A qualitative methodology has been used so as to try to understand the studied reality as something complex that cannot be fractioned. This is why our focus is not only on certain variables but on the phenomenon as a whole. Different research tools will be used so as to investigate the perspectives of all the participants and to take all factors into account. In this respect, the teacher's, the students' and the observer's points of view are contemplated.

In this section I will explain the materials, methods and procedure used to carry out this multiple case study. First, the context and the participants will be described. Then I will describe the research instruments used following the order in which they had been implemented. Finally, I will explain the process of data analysis, as well as the limitations of this methodology.

3.1. Context and participants

The research has been carried out at Miraflores School, which is a state school located in the city of Zaragoza (Spain).

The participants involved were sixty-five students from year three (eight and nine years old) that are separated in three different classes, although they follow the same syllabus and methodology as they have the same English teacher. The majority come from families with high socio-economic status that give importance to pupils' education. Nonetheless, there are some exceptions.

The teacher is a 43-year-old female with a degree in Primary English Teaching as well as a degree in English studies, too. Her English level and her knowledge on British culture are high, as she has been living there for several years. Regarding her

teaching experience, she has been working in this profession for 11 years, although this is her first year at this school.

3.2. Instruments

As a means to validate my findings, several tools have been designed keeping in mind the type of information to be collected and the participants involved. All of them are described below.

As a first contact with the research, an **initial observation** of the way the classroom sessions were carried out. The most relevant observations together with some subsequent comments were written in an observation diary during an English lesson. (*See appendix 1*). In addition, **students' grades** were requested from the teacher to see which pupils excel and which have more difficulties (*See appendix 6*).

Once I had obtained data on how the class works vis-à-vis the objectives of the study, the next step was getting to know the teacher's opinion on students' LLM and the way she takes it into account when planning the lessons. To do that, an **interview** schedule was designed and implemented. The respondent's answers were recorded and transcribed, as seen in *appendix 2*. The interview data offered clues for further research by providing useful information related to the factors that may make a difference in the pupils' level of motivation.

With a view to validating the findings obtained from the previous tools, **three lessons were observed** and field notes were recorded on an observation diary (see *appendix 3*). As the methodology followed in all the classes is the same, there is no room for comparison in terms of "Learning Situation Level". Therefore, in each lesson a different group was observed. This made it possible to obtain a wider range of data that helped in the development of further instruments. Both the teacher's actions and the students' verbal and non-verbal responses have been recorded. The data collected was analysed and interpreted in the light of the literature on LLM.

After that, an **initial interview with some learners** (see *appendix 4*) was carried out with the objective of knowing their opinion on the lessons and obtaining information on their learning experience. Initially, I planned for between 6 and 10 students to participate to obtain a large amount of data. Nevertheless, due to time and organization factors, only three pupils could be interviewed. For designing the

questionnaire on different levels of motivation, my previous observations and the data from the teacher’s interview were used. Out of the three students I selected, two were chosen because their efforts in the classroom were noticeable and one student was selected because he seemed bored and uninterested during the lessons.

The data obtained via the abovementioned tools was then used to create a **final questionnaire** for all students consisting of 57 questions written in Spanish (see appendix 5), so that the language would not be an obstacle.

Regarding its structure, most questions (52) have been designed using a four-level Likert Scale, which helps obtain a range of responses to the question or statement (Cohen, Manion and Morrison, 2007:345). In this case, there is an even number of items to avoid the neutral answer and therefore, force pupils to adopt a position. In addition, this type of scale is easy to answer for pupils and the questions are precise, aiming at collecting students' view on each sub-component of motivation. In order to give learners the opportunity to express themselves freely, two open questions were proposed. Finally, another three statements were accompanied by check boxes.

In relation to the content, the majority of the questions have been translated from Tennant and Gardner’s (2004) mini-AMTB. Other questions and statements were based on the information obtained from previous sources and the remaining ones are connected to different variables of motivation that have not been noted by Gardner such as group-specific components and possible selves. Each question is related to an LLM sub-construct, generating the classification listed below:

Table 2. Number of questions per LLM category in the final questionnaire.

Level	Components	Number of items
General measurement of motivation	Effort	2
	Desire and satisfaction	2
Language Level		4
Learner Level	Learners’ environment	11
	Self-confidence	12
	Goals and need for achievement	2
Learning Situation Level	Course-specific components	9
	Teacher-specific components	10
	Group-specific components	2

It can be seen in table 2 that there is a higher number of questions related to the learner and learning situation, while only four questions are focused on language level motivation. This is due to the fact that the findings of the previous tools directed the study in that direction.

Concerning the way it has been carried out, it is important to say that the survey had to be printed for the students to have the opportunity to do it in class. Each group took approximately 45 minutes to do it. In order to respect the teacher's request, this time was divided into periods of 15 minutes at the end of three English lessons. I explained the instructions and read each question aloud, reminding them from time to time how they should answer. With the intention of getting children to be as honest as possible, the teacher left the room while they were answering. Once every student had finished, I transcribed their responses to a spreadsheet to manage the data effortlessly (See appendix 5.2).

3.3. Data analysis

As stated by Yin (1984), a case study ought to have internal validity, in other words, internal relations should be established within data avoiding false or simulated connections. To fulfil this requirement, data from each instrument were examined in the light of the current theories on LLM, focusing on factors related to language level motivation, learner level motivation and learning situation level motivation. The order in which the tools had been implemented was followed, although associations among them were established throughout the section.

It is expected that the analysis of the results will answer all the proposed research questions, showing the extent to which factors related to the language, the learner and the learning situation affect the LLM of this group of students. It should be stressed that the results obtained from this research seek to identify and understand patterns that may be applicable and useful for teachers in similar contexts.

4. RESULTS

In this section, the results obtained from each instrument will be analysed focusing on the following sub-components of motivation: language level, learner level and learning situation level. My analysis will follow the same chronological sequence used for

collecting the data. First, I will summarize and discuss the data obtained via my initial observation. Second, students' grades will be analysed. Third, I will comment the findings obtained from the interview with the teacher. Fourth, the classroom observation will be studied after which I will examine the interview with some students. Finally, the answers to the final questionnaire will be categorised and studied.

4.1. Initial observation

The initial observation, shown in appendix 1, indicates that there are differences in children's level of interest and participation during the lesson. Some of them, as noted in entry number 2, are always willing to participate, while others look shy, distracted or bored. Moreover, differences in terms of effort could also be found. In this respect, annotation number 4 could lead us to believe that certain learners do not pay attention to teacher's explanations and/or they do not study at home. Lack of effort and of focus usually denote a low level of motivation, according to Garner's (1985) definition of this construct. In the following paragraphs motivational factors influencing these children related to learner and learning situation levels will be analysed.

Learner level

Within the learner-related category, it has been observed that participative students tend to be the ones with a high level of English, while children whose English is not very good are usually shy and avoid speaking voluntarily in English (see annotation 2). This suggests that the former feel that they have enough language resources to answer teacher's questions, so they are willing to do so. In other words, these pupils have a high self-confidence, which may be determined by a high L2 perceived competence.

Continuing to analyse English language contributions of students, it has been shown that some learners, even the ones who struggle with SLA, choose to speak in English to a person who, supposedly, cannot speak their mother tongue (annotation 11). This might be approached from the point of view of achievement needs, since pupils may feel fulfilled when they see that they can communicate using only the L2. This challenge is difficult for some of them, what may lead to an increase of their motivation, as stated by Locke and Latham (1990).

Learning situation level

Regarding the structure of the lessons, it has been found that they usually start following the same pattern, namely, a bingo game and a verbs worksheet (annotation 1 and 2), which implies doing the same activities during a long period of time. This raises two questions: *Do children enjoy doing the same type of exercises every day? Does this practice decrease the level of interest of the course?*

In terms of other tasks being carried out, my observation reveals that certain activities may be motivating for some learners, while others find them boring (annotation 7). It is important therefore, to analyse students' interests to plan diverse assignments and give them the opportunity to make their own choices in this sense. The extent to which the teacher does this will be explored in the forthcoming research instruments.

With regards to the teacher's actions, it is worth remarking that she seeks to maintain the motivation of the most active pupils by giving them the opportunity to participate without influencing the answers of those who find it more difficult (annotation 8). Therefore, it can be assumed that she is aware of the need of encouraging children.

Focusing on the classroom organisation, they are arranged towards the blackboard on individual tables, which could not be otherwise due to the Covid-19 prevention protocol. In line with this arrangement, the activities are also individualistic, not encouraging cooperation.

4.2. Students' grades

In this section, pupils' marks (shown in appendix 6) are analysed in order to analyse their level of effort and aptitude. This information will also be useful in the analysis of further instruments. To this end, students' academic results from the first and second term are summarised in the following graph. In addition, a table is presented showing the percentage of students who have increased or lowered their grade.

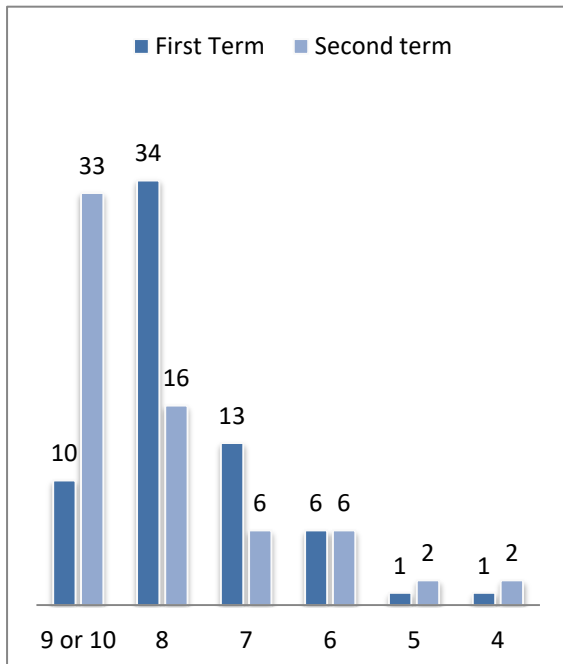


Figure 2. Counting of pupils' grades in the first and second term.

Table 3. Perceived change in students' grades from one term to another.

	Percentage of students
Lower grade	14%
Same grade	31%
Higher grade	55%

The graphic above shows that most students have a mark of 8 out of 10 or higher in this subject, which indicates high levels of effort and aptitude. Moreover, there is an evident increase from the first to the second term, which could mean that children have become more aware of course's objectives and the amount of effort that needs to be done in order to succeed. Yet, there are some learners whose marks are poor, or that have decreased from one quarter to the next.

4.3. Interview with the teacher

In this sub-section, we will examine the teacher's answers to an interview (see appendix 2) attending to the most relevant findings related to learner and learning situation levels of motivation.

Learner level

In relation to learner's environment and experiences, focus must be brought to question number 1 (lines 1-13) in which the teacher states that students in the three classes are quite motivated in general, but there are some children that are less willing to make efforts to learn English. According to her, their experiences outside school make the difference, as some children have the opportunity to use English at home or at a language school, increasing the amount of exposure to the L2, and consequently they have a higher level of proficiency. She perceives that these learners have more

confidence when using English in class, and therefore, they seem more motivated. This confirms the statement in the previous section about the correlation of language proficiency and motivation. Additionally, it is a possible response to research question number 7, regarding the influence of factors external to the school on LLM.

Regarding students' achievement needs, the teacher says in lines 14-18 that every child needs to feel fulfilled, which is easy for the ones who have a good level, but it is harder when it comes to the weakest ones. In order to encourage these students, she uses *mini-tests*, in which every child could get an A+ since it is just about memorizing vocabulary words. She claims that by giving them the opportunity to succeed, their self-confidence can increase and they can feel more comfortable when using English. That, according to her, may help to raise their motivation. For this very reason she also admits that, students who are trying hard to pass the subject are not failed, even if their level is not satisfactory, because they would be discouraged (lines 62-63). This would be in line with LLM studies, which indicate that previous successes raise one's self-efficacy, making one more confident that he or she can achieve the objectives of the course.

Learning situation level

Second Language lessons should be interesting and relevant for students, so that they find a reason to keep on working. As mentioned above, there are many children who use English outside school. To prevent them from thinking that this subject is irrelevant, they are taught some features of language that are not usually practiced outside school, such as phonics. As the teacher says in lines 55-57, some children are grateful for learning something new, so the sessions are motivating for them.

4.4. Classroom observation

In this section we present and discuss the findings obtained from the three classroom observations as a whole (see appendix 3), identifying the most salient points related to learner and language situation components. We will attend to learner level and learning situation level of motivation.

Learner level

Regarding this sub-construct, we begin by noting that understanding a completely new topic might be a real challenge for some learners. This could be one of the reasons why most students have been paying a lot of attention and tried to answer correctly to

teacher's questions during the third lesson that has been observed. However, some of them have been distracted, which may signify a lack of interest in learning the concept. Nevertheless, this fact cannot be assured due to the lack of evidence. The *need for achievement* can also be seen during the phonics lesson (annotations 3 and 4), when they are challenged to complete the activity faster than the other classes and they are given more opportunities to improve their time as a group. It has been proven that all of them have done their best to achieve that objective. This aspect will also be discussed in subsequent sections, as relationships can be established within the achievement of goals and the type of group structure.

With regard to *self-confidence*, the same conclusions as in previously analysed data could be drawn. That is to say, the ones whose L2 competence is good feel able to perform classroom activities successfully, what is seen in their involvement in the classroom. As opposed to the above, in the second annotation of the first field note we can see that some pupils are not responding on their own, but copying others' movements. It has been observed that they have difficulty discriminating sounds and doing sound-spelling associations, therefore, these pupils may feel anxious when they have to think to give an answer quickly.

Learning situation level

With regard to the components related to the learning situation, first, observations are commented on from the point of view of *course-specific* components, including interest, satisfaction and expectancy. Looking at the three sessions as a whole, a wide range of techniques can be seen, including teacher-centred explanations, individual questions and a cooperative game. Therefore, it could be assumed that most children have found at least one of the activities interesting, although further research must be done to find out which activities are the most motivating for these groups.

It is said that people are more interested in a task when the outcome is attainable for them. In this sense, in the 8th annotation of lesson 3 we can see some students with a low level of English who are oblivious during the lesson, which could be due to a low expectancy. For these learners, listening to teacher's explanations may not be enough to understand the topic, needing more resources at their disposal. Not having them might lead them to lose motivation. The opposite happens when they consider they can achieve a goal, as in lesson 1 (annotation 5). In this case, they are willing to do their

best to complete the exercise. When they succeed, their satisfaction grows, being predisposed to be more motivated in the future.

Second, there are several aspects that ought to be mentioned regarding *teacher-specific* components, including teacher's authority type, how she models motivation, the way she presents tasks and the feedback given by her. To start with, it could be said that she is authoritarian, as in the three lessons she has chosen every activity, establishing how to do it. Therefore, children are not given the opportunity to be autonomous, which can be detrimental to their LLM.

However, several of her actions are, according to the literature, very beneficial for motivation. On the one hand, in annotation number 4 from lesson 1, we can see that she is modelling effort and persistence by telling them that if they try the activity again, they will do it better. Children have proven that she was right, rejoicing in their success, what is advantageous for their feeling of growth. The teacher also talks about her learning experience, indicating an improvement she has reached (lesson 2, annotation 4).

Besides this, she makes the objectives of the unit explicit, to help learners know what they have to achieve (lesson 2, annotation 2). Likewise, she explains the instructions of each activity in a clear manner, making sure that everybody has understood them before starting (lesson 1, annotation 1). This can help pupils to keep goals in mind and regulate their efforts to achieve them.

Lastly, it should be emphasised that the corrective feedback she gives is always informative, explaining where the mistake is in a friendly tone and without trying to make students feel guilty (lesson 2, annotation 7 and lesson 3, annotation 7). According to Dörnyei (1994), this can increase learners' interest in improving their L2 performance. Furthermore, the trainer tends to give positive feedback when they demonstrate their language knowledge, as seen in lesson 2 (annotation 2). Their satisfaction can boost when they are made aware of their attainments.

Finally, in relation to *group-specific* components, it has already been mentioned in previous paragraphs that two group structures have been observed in the lessons: the individualistic and the cooperative one. Of these, the latter has been the most successful in terms of the level of participation and effort shown by the pupils. It has been proven

that all children try to do their best when there is a common goal, trying to stay focused and do things well (lesson 1, annotation 5). Conversely, there are differences of interest when it comes to listening to the teacher or doing individual tasks (lesson 3, annotation 8). Therefore, the data confirms Dörnyei's assertion that the collaborative structure is more effective to raise motivation than the individualistic one. This may answer to research question number 5 about the effects of the group structure on motivation.

4.5. Interview with some students

Based on some data obtained up to this point, a short interview has been created and conducted with three students (see appendix 4). Two of them seem to be highly motivated while one shows less interest and engagement. Their responses will be summarised and analysed as a whole in the following paragraphs, attending to learner level and learning situation level of motivation.

Learner level

Regarding pupils' background, one of the most important findings of these interviews is the possible relationship between learners' surroundings and their level of performance. In this case, we have included families' implication and language schools as part of the environment. On the one hand, we can see that the first student, whose English level is poor, is not helped by anyone (lines 22, 30) to learn English, being in contact with the language only in class. On the other hand, the other two students, who have good grades in the subject, use the L2 both at home (lines 48, 72) and at a language school (lines 52, 74) and therefore have more opportunities to learn. This shows that, as stated by Gardner (1985), it is very likely that the interest shown by families and their support affect pupils' level of motivation to improve their second language skills.

In terms of *self-efficacy*, the three of them consider that they can get good results in English, although the first one hesitated before answering (lines 32), which could mean that he was not sure about his answer. It is probable that his previous grades in the subject, which are low, and his L2 perceived competence influence his thoughts on the likelihood of success. In contrast to this, the other interviewees attribute the possibility of getting a good grade to effort (line 58) and a high aptitude and proficiency (line 80).

Learning situation level

With regards to the question about the activities that motivate pupils the most, the data obtained in the classroom observation indicates that there is not a specific type of task that can engage all students, as each one has its own preferences and interests (lines 6-12, 38-40, 64). Notwithstanding this, to verify the reliability of this judgement, similar questions will be posed in the final questionnaire making it clear that it is anonymous from the outset, since it is possible that some responses were influenced by the desire to say what is expected of them instead of being completely sincere.

4.6. Final questionnaire

Having collected sufficient data on which to draw, the final questionnaire was created and completed by 65 students. Their answers (gathered in appendix 5) will be classified and examined in the next lines with the objective of extending the findings and contrasting them with the previous ones.

To begin with, in accordance with Gardner's (1985) definition of motivation, the first questions, shown in table 4, seek to measure learners' level of motivation in general terms attending to effort and satisfaction.

Table 4. Students' answers on their level of satisfaction with the language and amount of effort expended.

Question	-	1	2	3	4
1 Me gusta el inglés (el idioma).	0%	0%	3%	32%	65%
2 Hago todas las tareas de inglés y repaso siempre.	0%	2%	3%	55%	40%

Question 1 shows that almost all students like English, and more than half of them love it. For a broader view, students' open-ended answers about why they like or dislike learning English are analysed. To this effect, their responses have been classified as follows.

Table 5. Classification of the reasons why students like to study English.

Response	LLM related factor	Number of responses
Because it is fun.	<i>Satisfaction</i>	19
Because they want to learn or to get good grades.	<i>Need for achievement</i>	18
Because it will help them in the future.	<i>Instrumentality/Ideal self</i>	10

To communicate with other people.	<i>Instrumentality/ Ideal self</i>	7
Because they like the language.	<i>Satisfaction</i>	6
To communicate with native speakers.	<i>Integrativeness/Ideal self</i>	5
To please parents or not to fail.	<i>Ought-to self</i>	3
Because it is interesting.	<i>Interest</i>	2
Because the teachers are good.	<i>Teacher-specific</i>	2

Table 6. Classification of the reasons why students do not like studying English.

Type of response	LLM related factor	Number of matches
Because it is boring.	<i>Satisfaction</i>	3
Because it is difficult.	<i>Self-confidence: Attribution</i>	2

According to table 5, we could say that the most common factors that increase their motivation are satisfaction, as many students consider that it is funny; and need for achievement, since they would like to get good grades or learn more. The few students who say they dislike studying English relate this feeling to dissatisfaction or difficulty with the language.

In terms of effort, in question 2 (table 4) less than half say they always do their homework, which generates a small mismatch between the level of satisfaction with the language and the amount of work. A subsequent question analyses this last point in more detail, as seen in the graph below.

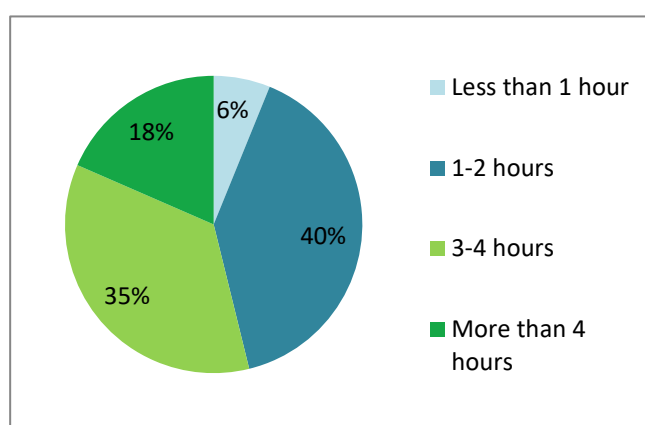


Figure 3. Time devoted to English per week by students outside the classroom.

It is evident from the graph above that a large number of students dedicate two hours or less to English outside formal schooling. This implies little contact with the language and, consequently, fewer opportunities for achievement. What is more, this may be one of the reasons why there are unequal levels of language performance in the class. As a result, as the teacher also argued, those who are more exposed to the language will ultimately be more motivated.

Language Level

Having seen the general level of motivation of the participants, we now proceed to analyse the factors involved in it. By doing this, the first research question, regarding integrative or instrumental reasons to learn the language, will be answered. In this first sub-section students' reasons why they study English related to proximal and distant benefits are studied. The table below shows their perceptions of the benefits of studying this tongue.

Table 7. Students' perceptions on the benefits of learning English.

Question	-	1	2	3	4
1 Porque me ayudará a comunicarme con otras personas.	0%	2%	3%	5%	91%
2 No me va a ayudar en nada en el futuro.	3%	80%	8%	2%	8%
3 Porque me ayudará a conseguir ser lo que quiero de mayor.	0%	0%	8%	25%	68%
4 Para que mis padres estén orgullosos de mí.	0%	17%	15%	29%	38%

It is apparent from this table that most learners consider that communicating with other English speakers is one of the reasons why learning this L2 is important (question 1). However, as seen in the previous section (table 5), the integrative motive is not the main incentive for them to study the language. The same applies for instrumentality, where, moreover, more disparate answers are seen (questions 2 and 3). It is probable that at this early age children are not concerned about their future, but are motivated by what is currently of interest to them, as observed in their open-ended responses.

On the other hand, if we compare these results according to Dörnyei's (2010) theory of possible selves, we can verify that the ideal-self has a greater weight when it comes to stimulating SLA. This is shown by the fact that there are more children who study to achieve what they want in the future (questions 1 to 3), than those who want to

please their families (question 4). This finding answers to research question number two, stating that learners are more motivated by personal goals.

Learner level

Environment

As revealed by the teacher, the children's environment and the amount of English they use outside school usually determines the level of performance they present. Therefore it is essential to analyse how different factors outside the school could affect motivation. This is the purpose of the questions listed in the table below.

Table 8. Students' perception on the effect of the environment on their motivation.

Category	Question	-	1	2	3	4
Family	1 Mi familia me ayuda a aprender inglés.	0%	6%	18%	29%	46%
	2 Mis padres creen que es muy importante aprender inglés.	0%	1%	0%	5%	94%
	3 Mi familia me obliga a hacer mis tareas y a estudiar inglés.	0%	31%	14%	28%	28%
	4 Mi familia NO se enfada si saco malas notas en inglés.	5%	22%	22%	17%	35%
	5 Mi familia me repite mucho lo importante que es saber inglés y me explica por qué.	5%	8%	6%	34%	48%
	6 Mi familia me pregunta a menudo qué hacemos en las clases de inglés.	0%	20%	14%	31%	35%
Extra-curricular activities	7 Voy a una academia o a clases particulares para aprender inglés.	0%	46%	2%	2%	51%
	9 Veo la televisión o vídeos en internet en inglés.	0%	17%	25%	37%	22%
	10 Leo en inglés (libros, revistas, cómics, etc.)	0%	37%	25%	25%	14%

As can be seen in the table 8, according to the students most parents are aware of the importance of knowing English (question 2), but when analysing their level of involvement, many families seem not to be directly implicated in students' learning.

This leads us to analyse the relation between families' and students' academic results in this subject. This is shown in the following table, which displays the correlation between students' grades and their answer about the help they receive from parents to learn English.

Table 9. Correlation between students' grades and amount of help received from parents.

Students' grades	Answers				
	-	1	2	3	4
4-5	0%	33%	33%	33%	0%
6-7	0%	8%	38%	15%	38%
8-9-10	0%	4%	13%	34%	49%

It is clear from table 9 that many students whose grades are poor lack the family support discussed here. In contrast, we see that many more pupils who excel in English do receive help from their parents. Therefore, we could claim that not being questioned or helped by parents could prevent learners from doing their best as they are not being convinced of the importance of making efforts to acquire the language. In addition, not being forced and helped to study can lead to them not knowing how to do it well, since they are not taught the necessary study skills. This could be one of the reasons why these children are not reaching their higher potential.

Concerning extra-curricular activities, nearly half of the interviewees attend an English school or receive private tuition, and most of them find it helpful for improving their level, as shown in table 10. On the whole, we see in table 10 that these students tend to be highly satisfied with English language, which suggests a positive correlation between private tuition in English and motivation. This, however, does not exclude the possibility of finding motivated pupils who do not attend private lessons.

Table 10. The perceptions of students attending private lessons about their usefulness and about English language.

Question	-	1	2	3	4
Esas clases particulares me ayudan mucho.	3%	9%	9%	12%	67%
Me gusta el inglés.	0%	0%	2%	27%	71%

Goals and need for achievement

The majority of students have two main goals in mind that they want to attain, which are being able to use English perfectly and getting good grades in the subject (see table 11). Yet, there is a considerable number of children (19%) who do not study English for obtaining good results, but for pleasure, as displayed in previous questions. This is partly connected to their perception on the achievement of those outcomes, an aspect which is analysed in the next section.

Table 11. Student's perceptions on their own English-related goals.

Question	-	1	2	3	4
1 Me gustaría poder hablar inglés perfectamente.	0%	0%	3%	12%	85%
2 Estudio inglés porque me gusta sacar buenas notas.	0%	14%	5%	10%	71%

Research question number 3 addressed the issue of self-confidence, asking about the components that affect it and the way it influences motivation. Literature has shown that the main features that are within self-confidence in SLA are the perceived L2 competence, anxiety, self-efficacy and attribution. In the next table, the answers to questions related to all these components are displayed. These will be analysed to determine how they affect motivation, although some insights were already given in the discussions of previous instruments.

Self-confidence

There are many factors that affect self-confidence. The questionnaire contains questions related to anxiety, self-efficacy, attribution and perceived L2 competence, as seen in table 12.

Table 12. Student's answers on self-confidence issues.

Category	Question	-	1	2	3	4
Perceived L2 competence	1 Soy muy bueno / buena en inglés.	1%	3%	20%	51%	25%
	2 Suelo sacar malas notas en inglés.	1%	74%	14%	5%	6%
Anxiety	3 Podría comunicarme en inglés con alguien que no sabe español.	0%	8%	18%	34%	40%
	4 No me pongo nervioso cuando tengo que hablar en inglés.	0%	12%	23%	36%	29%
	5 No me gusta ser porque me da vergüenza.	0%	39%	35%	14%	12%
Self-efficacy	6 Me gusta hablar en inglés.	0%	1%	12%	25%	62%
	7 Tengo muy buenas notas en todas o casi todas las asignaturas.	0%	0%	5%	24%	71%
	8 Creo que no soy capaz de aprender inglés bien.	3%	63%	28%	3%	3%
Attribution	9 Creo que soy capaz de sacar buena nota en inglés.	0%	3%	0%	6%	91%
	10 Creo que saco malas notas porque la profesora es muy estricta.	0%	79%	15%	5%	1%
	11 Creo que saco malas notas porque los exámenes son difíciles.	0%	83%	10%	6%	1%
	12 Saco buenas notas porque me esfuerzo y estudio.	0%	3%	1%	13%	83%

First, anxiety plays an important role in students' self-confidence. From table 12 can be stated that many students like speaking in English, but the majority feel nervous (at least sometimes) when they have to do it in the classroom. Feeling uncomfortable when communicating in the L2 may be due to several reasons such as the lack of confidence and the lack of linguistic resources, which is normal at this stage. In any case, the teacher must be responsible for creating a pleasant atmosphere in the classroom and for giving them the necessary tools to carry out the required tasks, thus reducing their uncertainty.

Second, regarding self-efficacy, we see that even if there are a few learners who are not obtaining good results, they tend to consider that they are able to do it. This may partly due to the teacher's strategies mentioned in the analysis of the interview (mini-tests), which might boost their self-efficacy. Another explanation could be that they feel they have not made sufficient effort, but if they did, they would succeed. In this regard, question 12 shows that a few children admit that they do not work hard enough. Confirming this interpretation, most students attribute their achievements to their own effort and to the time they dedicate to study, denoting individual responsibility, which, according to self-determination theory, can help them stay motivated. Nonetheless, some of them believe that it is because of the difficulty of the exams or the stringency of the teacher that they get low marks.

Third, most students consider that they are good at English, but not perfect (questions 1 & 2). In table 13, these opinions are compared with their actual grades. It can be stated that most students with good marks consider they could do it better, that they are not conscious of their real ability (low self-confidence) or that they want to be modest.

Table 13. Comparison of students' grades and their perception on them.

<i>Grades</i>	<i>Answers</i>				
	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
4-5	25%	25%	25%	0%	25%
6-7	0%	8%	38%	46%	8%
8-9-10	0%	0%	15%	56%	29%

Learning situation level

Course-specific

Even though most students do not consider it to be their favourite subject, English is important and interesting to almost all the pupils under investigation, as shown in table 14. This perception could be due to the fact that they know the benefits of learning the language and they believe they can acquire it through this course. This, according to Oxford and Shearin (1994), can make them more engaged in their learning. Another reason could be the fact that the classes are fun and entertaining for them, since, according to the answers to other questions, fun and satisfaction is one of the most important reasons why children like English classes (see table 5).

Table 14. Students' perceptions on English lessons at school.

Question	-	1	2	3	4
1 Las clases de inglés son una pérdida de tiempo.	2%	89%	5%	3%	2%
2 Me gustaría que tuviéramos más clases de inglés a la semana, y menos clases de otras asignaturas.	2%	9%	17%	48%	25%
3 Inglés es mi asignatura favorita	2%	3%	20%	68%	8%
4 Me gustan las actividades que hacemos en inglés.	0%	2%	3%	25%	71%
5 Me gustan las clases de inglés	0%	2%	6%	40%	52%
6 Me aburro en las clases de inglés.	0%	72%	17%	8%	3%

With regards to the fourth research question, which intends to identify the most motivating activities for students, the questionnaire confirms that there is no activity that everyone likes, although there is a clear preference for games and videos. On the other hand, the least popular ones are exams and worksheets. All this can be seen in the two graphs below. The first one corresponds to the multiple-choice questions about preferred activities. The second one refers to the open-ended question about what they would like the classes to be like. Their answers have been categorised as shown in figure 5.

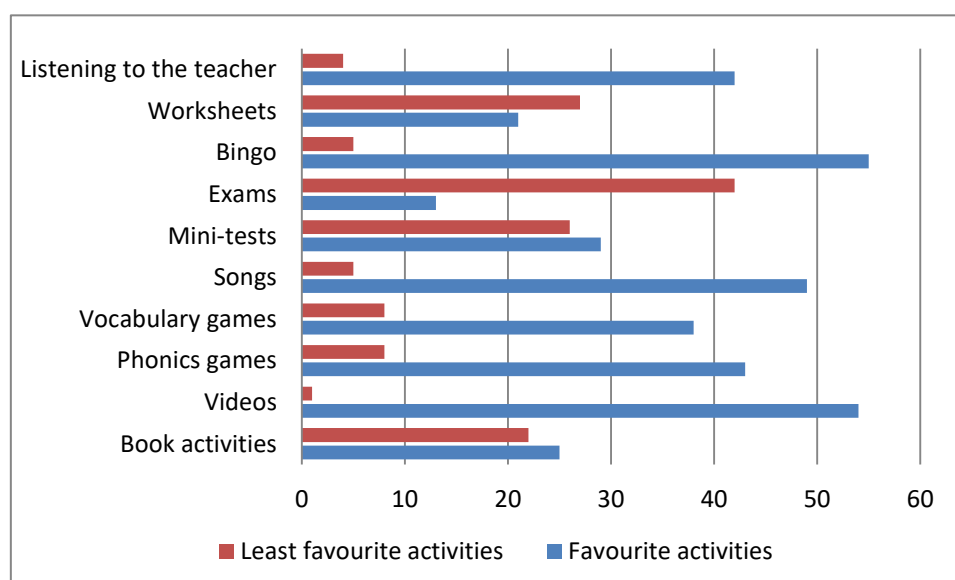


Figure 4. Favourite and least favourite activities for students.

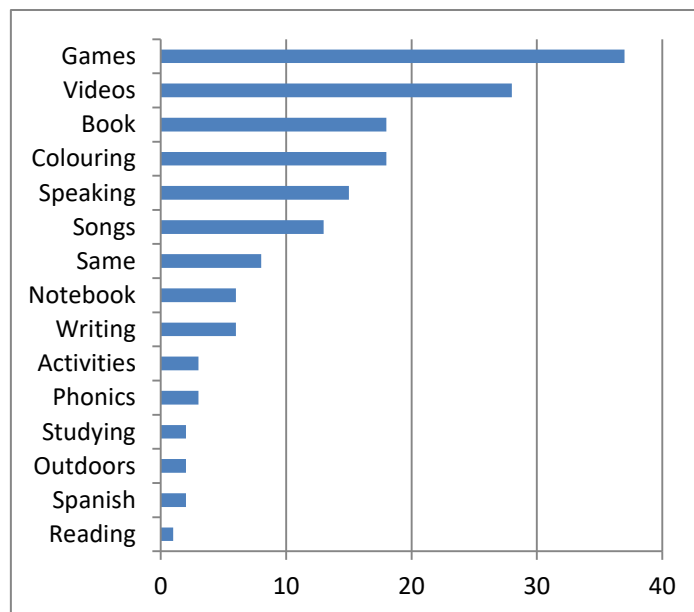


Figure 5. Activities that the children would like to be more frequent in the classroom.

The answers shown in figure 4 could also give a response to the question mentioned earlier about the effect of repetitive activities. In this sense, we can observe that the influence of repetitive task on children’s interest depends on their nature. For instance, bingo is one of the most interesting exercises for the participants (probably, it is perceived as a fun game), while other worksheets, including verb exercises, are within the least favourite routines.

Teacher-specific

The analysis of the responses related to the teacher provides an answer to the sixth research question, determining which of the teacher’s actions are beneficial to pupils’ motivation and which are not.

Table 15. Students perceptions on teacher-specific components of motivation.

Category	Question	-	1	2	3	4	
Modelling	1	Creo que mi profesora de inglés es muy buena (hablando inglés).	0%	0%	0%	17%	83%
	2	La profesora de inglés me repite mucho lo importante que es saber inglés y me explica por qué.	0%	9%	11%	32%	48%
	3	Me gustaría poder hablar inglés como mi profesora.	2%	3%	11%	83%	2%
Feedback	4	Me gusta que la profesora me corrija lo que hago mal.	0%	3%	14%	29%	54%
	5	Presto atención a las correcciones del cuaderno y las fichas para seguir mejorando.	0%	3%	3%	17%	77%
	6	Me siento genial cuando la profesora me felicita por	0%	0%	5%	11%	85%

		hacer algo bien.						
Task presentation	7	Me gustan las ideas que tiene la profesora y la forma en la que da las clases.	0%	0%	14%	22%	65%	
	8	La profesora de inglés NO presenta las actividades de una manera divertida.	2%	74%	14%	9%	2%	
Authority type	9	La profesora me deja elegir algunas actividades o parte de ellas.	0%	66%	23%	9%	2%	
	10	La profesora me deja elegir cómo hacer y entregar los trabajos.	0%	48%	22%	15%	15%	

In relation to *modelling* motivation, from question number 1 we can infer that the teacher is a good model in terms of language for students, at least from the children's perspective. However, to speak as well as she does is not the main goal of the majority of pupils, as seen in question 3. In this respect, the teacher could probably emphasize more the necessity of achieving the highest proficiency level possible, further explaining the benefits of accomplishing this, since we see in question 2 that many students feel they are not told much about that.

The data from the other research tools showed that the teacher gives specific and accurate feedback that helps students improve their language skills. The data extracted from the questionnaire indicates that most students also view corrective feedback as something useful to improve their level, even if not everyone enjoys being corrected.

Regarding task presentation, questions 7 and 8 confirm what had already been observed, namely that the teacher presents the tasks in an attractive way, which might help to increase learners' interest in the subject and the language. However, as was already apparent in the observation data, her authority type is rather inadequate for generating motivation. The data gathered during the observation and the students' answers both reveal that there are no opportunities for choice in the classroom. Many theories including Maslow's theory of needs (1943) and Self-determination theory (Deci and Ryan, 1985) see this as an obstacle to increasing the learners' autonomy and a constraint on reaching their full potential, which is counterproductive to motivation.

Group-specific

From the results in table 16 we can infer that the individualistic classroom goal-structure predominates in these classes, as according to the first question there is no competition, but there is not cooperation either, as shown in question 2. These results are in line with

what was perceived in the classroom observation, where more detailed comments are provided in relation to the influence of group structure on motivation. Nonetheless, this is not a conclusive finding due to the sanitary conditions, which requires social distancing, thus making collaboration among students difficult.

Table 16. Students' perceptions on group-specific components of motivation.

	Question	-	1	2	3	4
1	Me molesta que otros sepan más inglés que yo.	0%	69%	9%	6%	15%
2	Mis compañeros me ayudan a aprender inglés.	0%	28%	20%	26%	26%

5. DISCUSSION AND CONCLUSION

In this last section, the results obtained from the different instruments will be summarised, identifying which factors of motivation are the most relevant in this group of learners and the implications for teaching that can be obtained. Finally, some conclusions related to the research will be drawn, stating its limitations and some ideas for further research.

5.1. Discussion

Being able to communicate in a foreign language is essential in today's society, and this need is even greater when it comes to English. For this reason, it is paramount to highlight the importance of increasing motivation among second language students to ensure their future continuity in learning and their success. In this regard, it was the main purpose of this study to find out which factors determine the level of language learning motivation in Primary Education Students to ultimately draw implications for the EFL teaching. To this end, a case study with a qualitative approach has been carried out, contrasting various data collected through several instruments including interviews, observations and a questionnaire. Although the results obtained are in good agreement with the previous studies and theories in this area, this research has succeeded in determining which aspects are more influential on students with traits similar to those of our participants.

Having analysed all the data, we cannot but say that there is a large number of aspects to be taken into account in order to ensure that students remain motivated, and it is almost impossible to attend to all of them. Even though teachers' scope of action is that of the learning situation level, following Dörnyei's (1994) classification, they can influence the rest of motivational components through their decisions and actions. Accordingly, the relationships found between the different intervening facets of motivation and the implications for teaching are presented below.

Following the structure that has been used since the beginning of the paper, we start by discussing the results concerning Language Level Motivation. In this regard, it has been shown in the final questionnaire that although they consider it important, most students do not identify getting a better future or communicating with other English speakers as their main driving force to study this language. In contrast, motives related

to enjoyment and satisfaction are more important for them. In connection to this, it can be deduced that these learners do not worry about their future, but seek more immediate satisfactions. This may be related to their young age, yet the teacher can begin to raise awareness of the future benefits of knowing English.

In terms of Learner Level Motivation, many of the instruments used, including the interview with the teacher, the classroom observations and the final questionnaire, demonstrated that students with the highest language proficiency are the most motivated. It is a fact that one's engagement is higher if there is a feeling of fulfilment, since the need for esteem mentioned by Maslow (1943) (or the need for achievement in Dörnyei's words) is satisfied. In this sense, students who have felt successful during their academic life will have a higher self-efficacy and will consequently be more committed to their language learning process. To help this feeling grow in less motivated pupils, the teacher involved in this study uses *mini-tests*, a tool that allows children with lower language skills achieve very good marks. This is just one example that seeks to highlight the relevance of giving students the possibility to excel in some field, making their self-confidence grow.

Regarding the Learning Situation Level and in response to the question on the type of activities that are the most interesting and relevant for students, several of the instruments employed in the research have revealed that each student has his or her own preferences, no activity being favoured by 100% of the students. For instance, in the interview with a few students, it became clear that each student liked one type of classroom tasks, as in the final questionnaire, where there was no activity preferred or disliked by all. This leads us to pose the question: how can we please every student if there is no such thing as a wildcard exercise? The answer may lie in the opportunity for choice, a feature that was found to be deficient in this group. As Deci and Ryan (1985) assert in their self-determination theory, learners who can choose certain aspects of their learning process are highly motivated, so deciding on the way they receive input or express output can be a good incentive for them. This is often achieved through cooperative group projects, where learners are guided rather than controlled and can make their own choices.

In addition to increasing their autonomy, according to the literature on LLM, working in a cooperative structure makes the goals common, thus encouraging everyone

to strive and help each other to achieve them. This is confirmed by the findings obtained in the classroom observation, where it was found that even students with a lower level of language and motivation did their best to achieve a group goal, while the same students in an individualistic task, were completely disconnected from the lesson.

In reference to the teacher-specific components, it is important to note that both classroom observations and responses to the final questionnaire have shown that this teacher presents the tasks in an engaging way and making clear the objectives to be achieved. This can help students be interested in the task in addition to increasing their need for achievement, as the presented goals can be a challenge for them to achieve. Another important point to note is the importance of giving accurate feedback. By interpreting the classroom observations in the light of motivation theories, we found that the teacher is an example to follow in this respect. As stated by Dörnyei (1994), reporting with sensitivity and precision both positive and negative aspects can help the learner become more self-confident and identify areas for improvement. This will certainly improve their motivation.

In brief, although there are things over which teachers have no control, such as families –which has proven to be a major influence on the level of motivation of these students–, they can fully exploit the components that are within their reach. In this regard, particular emphasis should be placed on the need to give students autonomy, which is not common in today’s classrooms, since, as Deci and Ryan (1985) claimed, it is strongly motivating to set and achieve one’s own goals, especially if they aim high. This key finding, together with the other conclusions drawn can be particularly helpful to any foreign language instructor.

5.2. Conclusion

By way of conclusion it can be stated that the main factors affecting motivation in this group of students have been identified and, despite the fact that only a specific case has been researched due to the nature of the methodology employed, implications for the teaching practice could be drawn, since conclusions may be transferred to similar contexts. However, there are still several limitations to this dissertation. First, the use of case study methodology has enabled a large number of sourced to be contrasted, thus obtaining valid qualitative results. Yet, the external validity of these results is not assured, especially since motivation is a fluctuating construct that can vary if any factor

is modified. Second, some questions that cannot be answered due to the nature of the study or because of a lack of evidence have aroused, including the following:

- We have seen that instrumental motivation is not the major drive for studying English. In this sense, at what age does instrumental motivation take on greater significance?
- When do students feel they are learning something relevant?
- What could be done to reduce the differences among students with different family backgrounds?

These questions could be considered for further research. Additionally, further studies could seek to compare these results with those from other contexts to determine the level at which they can be applied to other schools or ages. In terms of possible proposals to be designed, it would be convenient to explore possible ways of increasing pupils' autonomy when learning English.

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Legislation:

REAL DECRETO 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria.

7. APPENDIXES

Appendix 1. Transcription and reflection on the initial observation.

Date: Tuesday, March 2nd, 2021

Classroom: Year 3 B

	Procedures	Reflection
1	The lesson, as usual, starts with a “bingo”. The T asks Ss to take the colour of the day (orange) and colour the five numbers she says. After that, she asks them to say the numbers aloud to check them on the board.	Question to be answered by means of the next instruments: <i>Do children like doing bingo every day? Don't they get bored?</i>
2	The teacher chooses children that have troubles with numbers, while other children that know them better are raising their hands to participate. Each child says one number. After writing them on the board, everybody repeats them at the same time.	Students with a good level are always willing to participate. On the other hand, Ss whose English is not very good, tend to be shy and avoid participating. This may be related to the level of self-confidence and the L2 perceived competence.
3	Then, as usual, too, they open their notebook on the “To be” sheet. They have to translate in English five verb tenses (with “ser/estar”). After that, they check it on the board (same procedure as for bingo).	
4	There are children who finish this very quickly and say “finish” aloud, while a few of them are very distracted and slow (two students did not complete anything, waiting for the correct answers). Some of them know the verb by heart, while others still need to look at the cheat sheets.	Talking about the ones who still don't know this verb, it is important to mention that they have been working on this verb for two months. Taking into account that they only have to memorize it, probably they have not made any effort at home to learn it. Little effort usually implies low level of motivation. Another reason could be a low level of aptitude.
5	T: <i>‘nothing on the tables!’</i> (They remove everything from their tables). The teacher starts explaining that ‘hay’ in English is ‘there is / there are’. She <i>sings</i> ‘ <i>There is, there are: hay</i> ’. And children repeat the song. Then, she only sings the English part of the song and Ss say ‘ <i>hay</i> ’. She explains that ‘there is’ is for singular and ‘there are’ for plural. Then, she explains the negative and interrogative. Some students pay a lot of attention, while others look	Traditional teaching. Grammar is explained explicitly by the teacher (PPP). The structure of the day. Implications: - If someone is missing, he/she will not learn that structure. - Ss have no opportunity to deduce grammar rules, as

<p>distracted.</p>	<p>in a Focus on form activity (less challenging). Questions to be answered: <i>Do children like to listen at teacher's explanations? Do they feel they learn? Are they difficult to follow?</i></p>
<p>6 She writes on the board some characters that they have seen in the unit (Spy, spy, explorer, princess, queen, king) and she asks them questions like "Is there an explorer?" "Are there two queens?" "Is there a footballer?". They have to answer with "Yes, there is", "No, there isn't.", "Yes, there are" or "No, there aren't."</p>	<p>This activity is based on drilling. IT can be seen that the teacher follows a PPP structure. This part corresponds to the practice of the presented grammar point.</p>
<p>7 She starts by asking students who know the answer. Then, she starts asking the ones who have a lower level. Some of the children that have a lower level have understood it well and try to give correct answers. Others, are disconnected and, if they are asked by the teacher, they don't know what to say. (They usually look at the window, play with their own hands, etc.).</p>	<p>It can be seen that some Ss are interested while others not → a specific activity may be motivating for some students but not for others.</p>
<p>8 She asks the good ones to whisper me the answer.</p>	<p>She does not want the good ones to get bored and loose interest in the class, so she gives them the opportunity to answer without influencing the others' responses.</p>
<p>9 At the end of the lesson, children are asked to complete exercise number 2 from the Activity Book (page 34): Look and answer <i>Yes, there is</i> or <i>No, there isn't</i>.</p>	
<p>10 A few students are allowed to colour their part of the poster if they use English to communicate.</p>	<p>Extrinsic motivation is aroused. Reward. Question to be answered: <i>Do children speak in English only to colour the poster?</i></p>
Extra comments	
<p>11 As a trainee teacher, I was asked not to use English in the classroom to encourage Ss to use more English in the classroom. Some students choose to ask me questions in English, trying to make themselves understood. Others prefer to speak to the English teacher in Spanish.</p>	<p>They have to communicate in English with a person who cannot speak their native language. Some students may find this challenging and they try their best to use the language correctly. It could be intrinsically motivating. It can be related to goal setting and need for achievement.</p>

Appendix 2. Transcription of the interview with the teacher.

1. What Ss do you think are more motivated to learn the language?

1 I think that it must be disappointing realising that you cannot do the things that other
2 children can do. Everybody needs to be good at something. So, the highly motivated
3 students would be the good ones, I think. Because they'd be able to answer correctly
4 and they'd be the ones... like... leading, let me say, the class. So, to be honest, in my
5 classes, I can see differences among ss going to English schools, taking private lessons,
6 and the ones having only three sessions here at school. It's quite difficult to motivate the
7 "last ones" in the class, to be honest.
8

9 Some of my Ss speak English with their families, as well. I've got some native speakers
10 of English and I've got some ss whose parents have a high level, and they watch
11 television in English, they speak in English while having lunch or dinner, they play
12 games in English... So, obviously those ones will be more opened, more motivated to
13 English.

14 That's why I like "mini-controles", because it is about memory, and almost all of them
15 are able to do them. It does not matter their English level. Most of them are capable of
16 remembering 8 words, and that's their opportunity to get an A+. They, little by little,
17 feel more comfortable and confident, 'cause they think that having A+ in a vocabulary
18 test is like knowing how to speak English. And we know that it's not true, but it's a
19 beginning. All the kids need to have a high qualification sometimes, that's why I make
20 those exams. *And basically, you need to learn vocabulary. We can play different games
21 to learn it orally, but spelling is very difficult, especially if they are not very good at
22 phonics. So, I do mini-controles for both reasons: motivating students and learning
23 vocabulary. Because learning English is like having lots of bricks, and with those bricks
24 you make the wall.*

2. Is there a class in which the level of motivation is lower or are they the same?

27 To be honest, the three classes are quite motivated. Of course in all of them there are
28 kids that are completely lost, and there is nothing you can do for them.

1. Do you take Ls' motivation into account when planning the lessons?

30 Yes, of course. I try to make activities to motivate those who are behind the class. But,
31 sometimes it's really difficult. 'Cause the gap is so big, that there's no way of doing it.
32 Of course, you need to help some students more than others to make them feel part of
33 the team. But, sometimes it's impossible. You always try as a professional, but
34 sometimes you need to say "OK, there's nothing else I can do. This girl doesn't want to
35 memorise vocabulary, she has a family that doesn't support her...". I'm sorry, but I'm
36 just a teacher, I'm not a superhero. It's a pity, but we're not superheroes. And it's
37 healthy, as a professional saying, "I'm sorry, but I cannot do anything else for this girl".
38 'Cause normally, those children are behind the class... in English... they don't have any
39 support, like "apoyos", so, only me in the class... Sometimes it is like in a hospital
40 where you've got lots of people injured and some of them are so deadly injured, that
41 you know they're going to die. So, you try to save the life of those ones that will be
42 capable of jumping to the level of the others. If you go and help the ones that you know
43 are gonna die... it is like stealing time to those ones capable of joining the class.

44 **4. Do you think that there are students that are not motivated but still have**
45 **good results?**

46 Yes, but not as high as they could be. For example, G. I think it's impossible to
47 motivate this guy. I don't know what to do with him. And, he goes to an English
48 academy, he's a clever boy, and he gets a 7, but he could get a 9.

49 For example, P. When we were playing the game of running towards the correct
50 spelling. She did it ok. She was playing against two boys, and the boys missed it. And
51 she did it well. And she was so happy that her heart was beating so fast that I thought
52 she was gonna die. She is so motivated.

53 But, what can I do with the others? It is not only me motivating this girl. I mean, her
54 parents speak in English, she goes to an academy, she watches TV in English. Of
55 course, she's feeling that she's learning with me because she says that I'm the only one
56 teaching her phonics, as the other ones around her don't know about that. And she was
57 happy because she could teach phonics to her family, too. That is also motivating for
58 her.

59 **5. And the other way around? Are there people that are motivated but still get**
60 **bad grades?**

61 Yes, I've got some of them. They are trying hard, but the level is so low... Because,
 62 people like S. and A. have done nothing, nothing, related to English before. So, they are
 63 trying hard this year, but that gap is very big. But, of course these children must pass. I
 64 would never, ever fail them. I would never give them a 4, because it is very frustrating.
 65 As long as they do their best, they will pass. You need to value that everyone is doing
 66 their best.

Appendix 3. Classroom observation.

Appendix 3.1. First classroom observation.

Date: Tuesday, April 6th, 2021

Classroom: Year 3 A

	Procedures	Reflection
1	<p>In the previous lesson, they have seen a new sound (IE). The current one is for reviewing the four sounds they have worked on during the year: AI, EE, IE, OW.</p> <p>For that, the teacher asks them to remove everything from their tables. She writes the four sounds on different parts of the board (with all their spellings). She asks two children to stand up. She explains the game:</p> <p>I'm going to say a word, and you have to run and touch the sound that is in that word. For example, if I say "Spy", which sound I have to touch?</p> <p>Some children answer "IE, IE", doing the gesture.</p>	<p>The teacher makes the instructions clear, giving examples.</p> <p>Playing games may be motivating for students.</p>

2	<p>She says a word and both students run. In this case, one knows where to go, while the other one waits to see what the other one is doing, and then he touches the right option. In another pair, one of them touches the right answer, while the other one touches another sound. The other ones go to the right answer.</p> <p>They are asked to sit down, and they play another game.</p> <p>The teacher explains it. They have to move one step to the left if the word has the sound “EE”, to the right if they hear the sound “OW”, to the front if the word has “IE”, and to the back if it has “AI”.</p> <p>Most of the children do it correctly. Others wait to see what the majority is doing. A few of them are completely lost and they don’t know where to go.</p> <p>The teacher asks them to do the gesture, too, while they are moving, so that it is easier to identify if they know what sound they are representing.</p>	<p>Some children find it difficult to distinguish between different sounds and to do sound-spelling associations. These children look lost and do the same as their peers.</p> <p>It is probable that their anxiety is raised during phonics games.</p>
3	<p>Finally, a chart with words containing these sounds is presented to them. Each student has to read a word. They have to try to do it as fast as they can, in order to win the other classes. The teacher reminds them of some important rules, such as not saying “espai” instead of “Spy”. She says who is the first one, and she explains that the person behind him/her has to read the next word. She starts the stopwatch.</p>	<p>Doing a group activity may motivate them.</p> <p>Also, getting a better time than other classes may be a challenge that pushes them to do their best.</p>
4	<p>She gives them more opportunities, telling them that they can do it better.</p>	<p>T transmits them that practice makes perfect. When they improve, children may have the feeling of growth, what increases motivation.</p> <p>T is modelling effort and persistence.</p>
5	<p>All of them look enthusiastic and focused on the task. A few of them, when they have to read an unknown word, don’t say anything, and others pronounce it using Spanish sounds. But, in general, they use the phonics rules they have learnt to read them. Children help each other in order to obtain a good time.</p> <p>They finish earlier in every round and they celebrate their success.</p>	<p>Cooperation is promoted. They have a common goal, and Ss do not want to harm the whole group, so they are more focused than usual.</p>
6	<p>All the children are allowed to colour a part of the poster as they have been very participative.</p>	<p>According to Deci & Ryan, giving an extrinsic reward when a person is</p>

already intrinsically motivated could decrease that intrinsic motivation.

Appendix 3.2. Second observation.

Date: Monday, May 3rd, 2021

Classroom: Year 3 B

Procedures	Reflection
1 Class starts at 9:10. T and Ss greet each other. A trustful atmosphere can be perceived.	Trustful atmosphere → lower affective filter
2 T reminds them that the last day they knew lots of words related to food (they have said 60) and she congratulates them. T says that in the current unit, they are going to learn how to write them correctly.	Positive feedback She makes the objective of the unit explicit.
3 Games with flashcards 1. Just telling the words aloud. Ss know most of them. They don't know "prawns". T tells them. Writes the word on the board and explains phonics: "aw sound". Asks them to read the word. Some are still making mistakes (/prauns/). T insists on /o:/ sound. They spell it correctly.	T pays a lot of attention to phonics. Corrective feedback.
4 T: Do you know what's this? S: Salad. T: No, it's not a salad, you have to think of a general word that includes these carrots, peas, green beans,... S: ahh, ¿verduras? T: yes! but, how do you say that in english? S: Verdures? T: No, no... anybody? Sb: Vegetals? Sc: Begetables T: Oh, almost correct! Which is the first letter? B or V?	Encouraging participation Encouraging SS to think and discover Feedback: options T's experiences: good environment in class.

	<p>Sc: V</p> <p>T: so, vegetables or begetables?</p> <p>Sc: Vegetables.</p> <p>T: well done! can you repeat it?</p> <p>Sc repeats</p> <p>T tells it again and makes everybody repeat the word, paying attention to the initial sound.</p> <p>She tells them that when she was young, she used to pronounce that word /beheteibols/, but then she has learnt the correct pronunciation.</p> <p>Ss laugh</p>	
5	<p>They do it quicker.</p> <p>T stops them when she listens to pronunciation mistakes.</p> <p>(prawns and vegetables)</p>	<p>Attention to pronunciation.</p>
6	<p>She puts the cards in her hands like two fans.</p> <p>She asks for volunteers to take what she says, so that her hands become free again.</p> <p>Ex: SA, can you take the rice, please?</p> <p>SA takes it and puts it on his table.</p> <p>Then, she asks them to give their flashcards to someone that hasn't got one.</p> <p>Then, she asks them to read the words from other flashcards with the words related to the ones with pictures.</p> <p>Then, she asks: can I have some... (what the card says)</p> <p>Student that has that card, has to give it back to the teacher.</p> <p>Most students are enjoying this activity, they try to help each other.</p>	<p>Good climate</p> <p>Attractive activities</p> <p>Students seem to feel implicated and motivated</p>
7	<p>They are asked if they like different types of food.</p> <p>They answer with yes/no.</p> <p>A student says: yes, I do.</p> <p>T: Oh, that's fantastic. I asked you with "DO you like" and you answered "yes, I DO". Very good.</p> <p>Class, if I ask you with "Have you got..?"</p> <p>You answer with...</p> <p>Ss: Yes, I have</p> <p>T: And if I ask you with Can you...?</p> <p>SS: Yes, I can</p> <p>T: Good, And if I ask you "Do you like asparagus?"</p>	<p>T takes advantage of Ss answers to explain different grammar points.</p> <p>Corrective feedback is not aggressive: learn from it.</p>

SS: Yes, I do.
 T: Good, Yes, I do, or no, I don't
 She keep son asking, and Ss answer.
 T: SE: Do you like spinach?
 SE: No, I do.
 T: Ok, that was the mistake I needed. Thank you.
 SE, has empezado muy bien, has dicho que no y
 has contestado con el verbo que te he preguntado,
 pero se te ha olvidado que si se empieza con "No",
 tenemos que acabar con algo que también diga
 que no, que es not o n't. (Writes it on the board".
 So, do you like spinach?
 SE: No, I don't
 T: Yes! Gracias, SE, ese era el fallo que
 necesitaba para explicar esto bien. *¿Véis como de
 los errores se aprende?*

- 8 T plays a song on Youtube and asks everybody to sing:
 Do you like broccoli ice-cream?
 Ss know the song from previous years. They sing it.

Is this kind of activity interesting for them?

Appendix 3.3. Third observation.

Date: Wednesday, May 5th, 2021

Classroom: Year 3 C

Observation	Notes
1 During the first 15 minutes, Ss are having their snacks. T asks each one: What are you having today? They answer in English or using the chunk "How do you say ... in English?"	Using English in real contexts, with words that are familiar for them. Children like to tell Marta what they are having. Some of them look enthusiastic and want to say more things about their food and other experiences.
2 Checking who has done homework. Checking homework on the board. She asks a new student to answer.	T wants to know the new student's level.
3 T writes on the board the homework for the whole week and explains it. They have to complete a sheet translating the verbs "Poder", "Ser/Estar" and "Tener" into English.	Practice grammar out of context. Automatically.

<p>4 T explains in Spanish what countables and uncountables are. Ss have never been taught this. She asks them if some items are countables or uncountables. At the beginning students have some trouble understanding why items like rice, cereal or money are uncountable.</p>	<p>Using Spanish to explain difficult theory helps students to understand it well. Moreover, it can create a pleasant atmosphere, decreasing the affective filter.</p>
<p>5 T explains that grains, liquids and dough are uncountable. She asks ss if uncountables can be said in plural with examples like rice. Ss: No! T: Good, uncountables are always singular.</p>	
<p>6 T: how do you say “Hay”? SA: there is/there are T: When do you say “There is” and when do you say “there are”? SB: there is, singular and there are, plural.</p>	<p>Previous knowledge is used.</p>
<p>7 T shows a flashcard. Ss say “chips”. T: singular or plural? Some Ss say singular and others plural. T writes down the word. “Let’s look at the word, can you see the “s”. It is plural.”</p>	<p>The mistake is explained, which is good for them to know what to focus on next time.</p>
<p>8 T: how do you say “Hay patatas”? SC: There are chips. T: Está perfecto por ahora, aunque en realidad no se dice del todo así. T shows flashcard. Ss: Prawns! T: how do you say “Hay gambas”? Ss: There are prawns. Beef Teacher asks if it is countable or uncountable. They say it’s uncountable and T asks if she could write it in plural and they say “No!”. So, can I say “There are”? SD: Impossible! T: Yes, good answer! So, how do you say “Hay ternera”? SD: there is a beef. T: mmmm... ¿se puede contar? SD: No. T: ¿Enonces podemos poner la “a”, que significa l? T: ¿Os acordáis que hace unos meses aprendimos</p>	<p>All the explanations that T gives lead us to conclude that a teacher-centred instruction is given. Children listen to her explanations and answer to her questions. They do not have to think and discover on their own. <i>¿Do they like this structure? ¿Does it have any impact on their motivation?</i> It can also be considered an individualistic structure, in which students do not have to do their best to achieve a group goal, but an individual one. It can be seen that less motivated learners are not paying attention (maybe they don’t find the lesson interesting or their expectancy is low).</p>

una palabra que significaba algo de, o algún?

Ss: Some!

Pues para decir que hay algo de ternera, porque no lo puedo contar... Diría "There is some beef".

Mushrooms (...)

SE: There are four mushrooms.

T: Very good! But now, let's imagine that there are a lot of mushrooms and I cannot count them.

How can I say "Hay algunos champiñones"?

Ss: There are some mushrooms.

T: Yes! Very good.

(Same with beans, chicken and fish).

Some students are involved in the explanation, while others are absent-minded.

9 T: take your notebook and your glue-bar. And paste this worksheet, please.

10 SD: I don't have glue!

T: So, write it in your agenda... "buy SOME glue".

Class. Is glue countable or uncountable?

SS: Uncountable!

Incidental teaching. This way, she may be trying to make them see that what they have been learning can be applied in real life situations.

11 Ok, let's go this this first exercise.

You have to write a C next to the word if it is countable and U if it is uncountable.

Salt. (She asks Ss to do the gesture corresponding to the sound "OR").

Countable or Uncountable?

Ss: Uncountable!

Good! I can count grains of salt, kg of salt, spoons, but not salt in general.

(Same for the other words)

The activity is repetitive, to practice the structure.

¿Are these activities interesting for students?

(T follows a PPP structure).

Appendix 4. Interview with some students.

Appendix 4.1. Interview with student 1.

1 **¿Te gustan las clases de inglés?**

2 Sí

3 **¿Y qué es lo que más te gusta?**

4 Lo que hacemos, cuando escribimos, cuando estudiamos

5 **¿Sí? ¿Y por ejemplo los juegos?**

6 Sí, me gustan

- 7 **¿Y las actividades del libro?**
8 Sí
- 9 **¡Ok! ¿Y hacer exámenes?**
10 Sí.
- 11 **Vale... ¿Y qué es lo que menos te gusta?**
12 (Silencio)
- 13 **¿No hay nada que no te guste?**
14 No.
- 15 **Vale, pasamos a la siguiente. ¿Cuánto tiempo a la semana estudias inglés?**
16 (Silencio)
- 17 **Esto no lo va a saber la profesora, solo es para mi trabajo, no te preocupes por eso.**
18 5 minutos
- 19 **¿Te ayuda alguien a estudiar inglés?**
20 No.
- 21 **¿Tus padres saben inglés?**
22 Creo que sí.
- 23 **¿Hablan contigo en inglés?**
24 No, siempre hablamos en español.
- 25 **¿Ves la tele en inglés?**
26 No, siempre la veo en español.
- 27 **¿Vas a alguna academia?**
28 No.
- 29 **Y la última... ¿Crees que puedes sacar buena nota en Inglés?**
30 (Silencio) Sí.

Appendix 4.2. Interview with student 2

- 1 **¿Te gustan las clases de inglés?**
2 Sí.
- 3 **¿Y qué es lo que más te gusta?**
4 Cuando hacemos libro.
- 5 **Vale... ¿Y qué es lo que menos te gusta?**
6 Cuando vemos vídeos.
- 7 **¿Por qué?**

- 8 Porque me aburre un poco.
- 9 **Vale. ¿Cuánto tiempo a la semana estudias inglés?**
- 10 Todos los días.
- 11 **¿Utilizas el inglés fuera de clase?**
- 12 Sí.
- 13 **¿Dónde?**
- 14 En mi casa.
- 15 **¿Sí? ¿Con tu padres?**
- 16 Sí.
- 17 **¿Vas a alguna academia?**
- 18 Sí.
- 19 **¿Te ayudan a estudiar allí?**
- 20 Sí, a veces.
- 21 **Y la última... ¿Crees que puedes sacar buena nota en Inglés?**
- 22 Sí.
- 23 **¿Por qué?**
- 24 Porque creo que estudio mucho.

Appendix 4.3. Interview with student 3.

- 1 **¿Te gustan las clases de inglés?**
- 2 Sí.
- 3 **¿Y qué es lo que más te gusta?**
- 4 Pues las buenas ideas que tienen y que me parece que el idioma inglés es muy divertido.
- 5 **Muy bien. ¿Y qué es lo que menos te gusta?**
- 6 Que la profe a veces grita un poco.
- 7 **¿Cuánto tiempo a la semana estudias inglés?**
- 8 (Silencio)
- 9 **¿Estudias todos los días?**
- 10 Casi todos.
- 11 **¿Te ayuda alguien a estudiar inglés?**
- 12 Mi madre.
- 13 **¿Vas a alguna academia?**
- 14 Sí.
- 15 **¿Te gusta?**

- 16 Sí.
- 17 ¿Crees que puedes sacar buena nota en Inglés?
- 18 Sí.
- 19 ¿Por qué?
- 20 Porque creo que estoy pillando bien el inglés y que me sale bien.

Appendix 5. Final questionnaire.

Appendix 5.1. Final questionnaire's questions.

https://docs.google.com/forms/d/e/1FAIpQLSfdInYnXeEQMLVksB19_0JbT98jn4qcLKVN1bylazCUzvU7ng/viewform?usp=sf_link



Appendix 5.2. Students' answers to the final questionnaire.

<https://docs.google.com/spreadsheets/d/1K1rIN8y8h8rkPNluO1f7zmeDvpno8gxBuGlWDQUSFEA/edit?usp=sharing>



Appendix 6. Students' grades

<https://docs.google.com/spreadsheets/d/1N7ZiveA4MYFXhI-V817o1Gp-Yi50pNIAKDZYWn8BD60/edit?usp=sharing>

