

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**



UNDERGRADUATE THESIS WORK:

“INTERNAL AND EXTERNAL FACTORS THAT HINDER FIRST YEAR OF HIGH SCHOOL STUDENTS' EFL LEARNING PROCESS AT COMPLEJO EDUCATIVO, DR. ALBERTO LUNA, SAN SEBASTIAN SALITRILLO, SANTA ANA, DURING THE YEAR 2017”

SUBMITTED TO ATTAIN THE DEGREE OF:

LICENCIADO EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA

PRESENTED BY:

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SEPTEMBER, 2017

SANTA ANA , EL SALVADOR, CENTROAMERICA

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TABLE OF CONTENTS

ABSTRACT	i
INTRODUCTION.....	ii
CHAPTER I.....	1
STATEMENT OF THE PROBLEM.....	1
1.1 Description of the Problem.....	3
1.2. Scope and limitations of the Work.....	6
1.3. Justification of the Study	7
1.4. Research Objectives:	8
1.4.1. General Objective:	8
1.4.2. Specific Objectives:.....	9
1.5 Research Question:	9
CHAPTER II.....	10
STATE OF ART.....	10
2.1 Learning English Theories	11
2.1.1 Behaviorist theory	12
2.1.2 Universal Grammar.....	12
2.1.3 Cognitive Theory.....	13
2.1.4 Sociocultural Theory	14
2.2 Learning English as Foreign Language EFL.....	14
2.2.1 English as EFL in the Curriculum of El Salvador	16
2.2.2 Teaching English EFL to Adolescents	16
2.3 A Brief Review of Internal and External Factors that Influence the EFL Learning English Process	17
2.4 External Factors in the Learning English Process.....	18
2.4.1 The Role of Teachers	19
2.4.2 Extrinsic Motivation	23
2.5 Internal Factors that Affect the EFL Learning Process.....	26
2.5.1 Mother Tongue Influence	27

2.5.2 Intrinsic Motivation	29
CHAPTER III	31
METHODOLOGICAL DESIGN.....	32
3.1 Paradigm Design.....	32
3.2. Type of Study	33
3.3. Population and Sample	35
3.3.1 Description of the Sample.....	35
3.4. Setting.....	36
3.5. Preliminary Phase	36
3.5.1. Approaching the Field of Study.....	37
3.5.2Diagnosis of the Problem.....	38
3.6. Planning Phase.....	39
3.6.1. State of Art.....	40
3.6.2 Data Collection Tools and Techniques	41
3.6.3 Analysis and Interpretation of Data	42
3.6.4 Operationalization of Variables	42
3.7 Validity and Reliability	42
3.8 Ethical aspects.....	43
3.9 Timetable	44
3.10 Budget.....	46
CHAPTER IV.....	¡Error! Marcador no definido.
DATA ANALYSIS AND INTERPRETATION.....	¡Error! Marcador no definido.
4.1 Description of Data.....	¡Error! Marcador no definido.
4.2 Operationalization of Variables	¡Error! Marcador no definido.
4.3 Qualitative Analysis of the Data Gathered from the Teacher in Charge of Tenth Graders section A	¡Error! Marcador no definido.
4.4 Qualitative Analysis of the Questionnaire Gathered from Tenth graders Section A.....	¡Error! Marcador no definido.
4.5 Qualitative Analysis of the Observation from the checklist and the Diaries Addressed to Tenth Graders.....	¡Error! Marcador no definido.
CHAPTER V.....	¡Error! Marcador no definido.
CONCLUSIONS AND RECOMMENDATIONS	¡Error! Marcador no definido.

5.1 Conclusions.....	¡Error! Marcador no definido.
5.2. Recommendations	¡Error! Marcador no definido.
REFERENCE LIST.....	86
APPENDIX A.....	94
APPENDIX B.....	95
APPENDIX C.....	97
APPENDIX D.....	99
APPENDIX E.....	101
APPENDIX F	102
APPENDIX G	107
APPENDIX H.....	108
APPENDIX I	110
APPENDIX J	112
APPENDIX K.....	113
APPENDIX L	114
APPENDIX M	116
APPENDIX N.....	124

ABSTRACT

“Internal and external factors that hinder first year of high school students EFL learning process at Complejo Educativo Dr. Alberto Luna during the year 2017” is a case study which focuses on establishing the different difficulties that prevent first year of high school students from learning English. Consequently, the fundamental of this study was achieved through the description of the external factors such as the role of the teacher, and extrinsic motivation, and as well as the description of internal factors such as intrinsic motivation and mother tongue influence.

Moreover, the researchers used the extreme case sampling to choose three students with the best and three students with the lowest grades. Consequently these six students were the object of the observation during the execution phase. Undoubtedly, factors such as the motivation have a big influence in the EFL learning process. As Gardner (1985) believes motivation is the energy that pushes people to develop activities. In favorable circumstances, the motivation influence positively the learning of English, but the opposite may happen if the motivation is not present in the students' development during the classes.

On the other hand, the new curriculum from MINED was updated in 2008 for Junior High and High School. Authorities from MINED are aware of educational transcendence based on competences, and the new curriculum aims to enhance the skills of students. However, little attention is paid in the different factors that hinder the EFL learning process at school. Certainly, these factors influence the learning of English becoming obstacles for students to learn English.

INTRODUCTION

In this investigation entitled “Internal and external factors that hinder first year of high school students EFL learning process at Complejo Educativo Dr. Alberto Luna during the year 2017,” the researchers described the difficulties that took place in academic settings. Undoubtedly, most students are clearly exposed to educational and non-educational circumstances that might affect them along the year. Different factors were studied such as motivation, teacher methodology other internal and external factors hindering student English development. The research team ascertained if these situations really cause problems and prevent students from learning English.

Consequently, the researchers began by identifying different factors affecting students’ performance through an observation in the classroom where English was taught. Later on, the research team deep into the problem through a diagnosis, the investigators did some research and stated the problematic situation. Far ahead, they established the methodology to gather data and the time to be assigned to go on every single activity.

In chapter one, it was developed the statement of the problem which describes the difficulties that first year of high school faced during their EFL learning process. Likewise, this stage establishes the starting point, with justification of the problem, research objectives, and research questions. Then, Chapter II contains the state of art. In this phase, meaningful information about different theorists and writers is included to support the problematic situation under study.

After that, chapter three comprises the research method, preliminary phase, description of the population, definition and description of the sample, planning phase, and data collection techniques to gather the information needed for the investigation. Additionally, Chapter IV embraces the analysis and interpretation of the data collected. Similarly, a careful discussion of the result is given in this phase along with the matrixes describing each case in study.

Finally, Chapter V encompasses the conclusions and recommendations for this dissertation, references, and appendixes of the research wok.

CHAPTER I

STATEMENT OF THE PROBLEM

Nowadays, English has become a necessary language in this era of globalization. In fact, English is the most common language worldwide; similarly, it is used for international relationships to manage multinational businesses. Also, it opens doors to scientific information as the majority of books, websites, and magazines, which are written in this language. Consequently, English has become a lingua franca. Seidlhofer (2001) suggests that a lingua franca is an additionally acquired language system that serves as a means of communication between speakers of different first languages. Thus, an essential reason for the expansion of English has been the acceptance of this language for non-native speakers.

Similarly, in El Salvador, the English language has become an important tool for many people since speaking English is a requirement for getting a good job, taking into consideration the spread of the English language. Indeed, Jessner (2006) states that three billion people will be speaking or learning English around the world within a decade. English is the dominant business language, and it has become almost a necessity for everybody. It is very essential for people to speak English if they are to enter a global workforce because English can change peoples' life, considering that speaking English correctly will be a must even in El Salvador to achieve competitiveness in a demanding life.

Emphasizing the importance of English at present time, MINED (Ministerio de Educacion) has implemented the English program since junior high school. In fact, the article thirteen of the General Law of Education of El Salvador establishes that a

foreign language must be taught in the areas of humanities (Suncin, 1972). That is why, MINED is in charge of including the teaching of English in the curriculum of junior high schools levels.

MINED makes efforts to help students learn the fundamentals of the English language, implementing the English subject to kindergarten, junior high school and high school through the syllabus. It is a responsibility for MINED to improve the English syllabus to enable students to focus on their learning issues by considering their individual needs. However, students face some difficulties in the English learning process. Absolutely, these difficulties were not the exception at Complejo Educativo Dr. Alberto Luna, San Sebastian Salitrillo, Santa Ana. As the research team realized through a questionnaire (Appendix B), the students argued that most of the time they did not participate in class because they felt embarrassed or afraid of making mistakes.

Consequently, a preliminary observation revealed (Appendix A), that there were several situations that occurred inside the classroom, affecting this important process, and they were considered factors since a factor is a circumstance or a fact that contributes to a result or an outcome because they influence either positively or negatively in the students' performance (Schmidt 2017). There are two types of factors as far as their nature is concerned, internal factors such as mother tongue influence and intrinsic motivation and external factors such as the role of the teacher in the curriculum development and extrinsic motivation. Furthermore, it was observed that most classes were not interactive, so the students were not willing to participate.

As Martinez (2002) believes, the authorities have done little investigation on the learning process of English in the public schools of El Salvador, so it is necessary to investigate these phenomena in depth to enhance teaching methodology. Also, he thinks that it is unknown whether the methods applied at school are effective or not, and whether they are not recognized by educators and other people in El Salvador. In this way, he determined five crucial factors in the teaching-learning process: the teacher, the students, methodology, context, and curriculum. In favorable circumstances, they influence positively, but the opposite may happen if the conditions are not suitable. The research team observed that these circumstances interfered during the class because these five crucial factors include the role of the teacher, extrinsic motivation, mother tongue influence and intrinsic motivation.

1.1 Description of the Problem

By means of observation, the research team identified some external and internal factors that prevent the EFL learning process of first year of high school students at Complejo Educativo Dr. Alberto Luna. For example, the researchers noticed (Appendix C) that some students did not pay attention while some others got distracted easily, and they did not show any interest in the class. The above-named indicates that motivation in the class influences the English learning process inside the classroom. As Lightbown (1985) argues that anxiety, cognitive factors and motivation affect the students' attitude towards the learning of English. Therefore, the research team considered that it was extremely important to study in detail the causes hindering the student's language learning in the EFL class. Moreover, the study of the topic concerns teachers and students; teachers are the models and

guiders implementing the most appropriate patterns to better the language learning in the classroom.

Furthermore, according to Anzora (2017), (Appendix E) there are many factors that have influenced the EFL classroom, but some others may have a higher impact; additionally, she suggests that study habits and attitude affect the EFL learning process, and that these aspects are connected with the students' motivation. The researchers ascertained, using a questioner, that most of the students said they do not study English outside the classroom, and they said also they get bored in the class.

Considering that the student's motivation is essential to foster knowledge and learn another language, the researchers point out that the well-known two types of motivation are intrinsic and extrinsic. Wu (2003) considers that a person intrinsically motivated acts on an activity for the pure joy that accompanies such an activity without any external factors. Thus, intrinsic motivation involves performing an action because a person enjoys it, not because someone is trying to earn a reward. As experts explain it, intrinsic motivation plays an important role in the process of learning a new language. The students' success may depend on how motivated they are; educators are concerned about other elements affecting students' language as well.

On the other hand, extrinsic motivation makes a person work efficiently because an external reward will be obtained if the action is performed. For instance, getting good grades is an extrinsic motivation that stimulates students to keep on studying as they are self-confident and determined to be engaged on any assigned task in order to succeed. As observed in the classroom, there were some students

extrinsically motivated, they were developing all the activities the teacher asked them to do, so they were focused on the class. On the other hand, the researchers noticed that there were some students not extrinsically motivated. They ignored the teacher's directions, and they were not willing to participate in the class; there were even some students checking social media (Appendix A).

In addition, through the information that researchers gathered in the questionnaire addressed to the teacher in charge of the students (Appendix D), the researchers agreed that the teacher's class development had a great importance in the classroom, and it has an impact in the students' English language progress. As Squires (1999) believes, the role of the teacher involves the details of curriculum planning, the content of the teaching syllabus and the range of the education strategies adopted. Thus, being a teacher is much more than just executing lesson plans. In today's world, a teachers' role goes beyond the performance in the classroom; they carry out the role of a surrogate parent, class disciplinarian, mentor, counselor, book keeper, role model and many more.

Likewise, the researchers perceived that first year of high school students translated words into Spanish by using online translators or dictionaries without considering that sometimes words have different meanings according to the context, and it may be confusing for Spanish speakers to ascribe a meaning to them. Additionally, they struggled with the pronunciation since the sounds of both languages are different. In this way, the researchers determined that mother tongue interferes with the students' performance in the class since through a questionnaire addressed to students (Appendix C), they expressed that word order causes certain difficulties, particularly with adjectives and cognate words. Crystal (2011), states that

cognate words come naturally from the same root, and they have phonological similarity. All these components intervene in the students learning of English at school, but they somehow hinder the development of such a process under some conditions.

Thereby, the researchers analyzed the factors that prevent the EFL learning process during the subject development at Complejo Educativo Dr. Alberto Luna. Therefore, this investigation was important in order to comprehend if internal factors such as the mother tongue influence, intrinsic motivation and external factors such as the role of the teacher and extrinsic motivation hinder the learning of English. On that account, after these factors have been determined, the researchers studied the relationship among them in the classroom. Thus, after gathering preliminary information, the following question needs to be answered: How do internal and external factors influence first year of high school students EFL learning process at Complejo Educativo Dr. Alberto Luna San Sebastian Salitrillo, Santa Ana?

1.2. Scope and Limitations of the Work

This research study was carried out at Complejo Educativo Dr. Alberto Luna. This is a public school that it is located in San Sebastian Salitrillo at 11.9 kilometers from Santa Ana; specifically, it is located on Primera Avenida Sur, Barrio El Centro, San Sebastian Salitrillo, Santa Ana. Moreover, this educational institution had an enrollment of 725 students, from kindergarten to high school. The total population of high school students on tenth graders groups “A” and “B” is 75 students. Hence, it is important to mention that only 35 students of group “A” were considered as the

sample population for researchers to explore the internal and external factors that prevent the student's English learning process at this institution.

Indubitably, there are many factors in the EFL learning process, but this research was limited to describe the role of the teacher in the development of the school's curriculum, to ascertain the student's extrinsic motivation in the classroom, to identify how the mother tongue influences their English learning process and to explain how intrinsic motivation impacts this development.

1.3. Justification of the Study

This study aimed to benefit teachers and students who face certain difficulties in EFL learning process at complejo Educativo Dr. Alberto Luna. Teachers would get productive information from this investigation that they can later utilize in the curriculum development so that students get a major benefit in learning. Moreover, it is a source for future researchers who want to gather valuable information regarding this research.

Additionally, this study would be helpful for the teachers at school who would get information about the factors that affect the English class development so that they can avoid wasting their time and assure the academic success of their students by incorporating effective strategies based on the challenges students struggle with. This investigation would be helpful for the teachers from some other schools since they can get fruitful information to improve their methodology. That is why, this research identifies the external and in internal factors that cause problems with the language learning.

On the other hand, this research is of great importance for students, because they would recognize the challenges they face, so that they become aware and look for better methods to improve their linguistic competences and get engaged to the class and the activities developed.

Furthermore, other researchers would be benefited when gathering information on how mother tongue influences, intrinsic motivation, the role of the teacher and extrinsic motivation have an impact on learning a new language. They would be based on the fact that the current investigation has a complete description of each factor, and how they all are involved during an English class so that new researchers may take an action to cope with them.

Finally, this research is focused on the description of the external and internal factors that affect the EFL learning process in the English subject. Therefore, the researchers provide useful data to overcome challenges in the development of classes, and provide some recommendations for the enhancement of teachers' methodology. Thus, the main purpose of this investigation is to help teachers, students and coming generations of researchers to be aware of the factors that hinder the English learning process and to cope with them.

1.4. Research Objectives:

1.4.1. General Objective:

- To describe the internal and external factors that prevent tenth graders' EFL learning process at Complejo Educativo Dr. Alberto Luna San Sebastian Salitrillo, Santa Ana, during the year 2017

1.4.2. Specific Objectives:

- To describe the role of the teacher in the classes development
- To ascertain the influence of students' extrinsic motivation in the English learning process
- To identify the mother tongue influence in the learning of English
- To explain intrinsic motivation influence in the EFL learning process

1.5 Research Question:

How do internal and external factors influence first year of high school EFL learning process at Complejo Educativo Dr. Alberto Luna San Sebastian Salitrillo, Santa Ana during the year 2017?

CHAPTER II

STATE OF ART

English is one of the most widely used and beneficial languages in the world. In fact, recent studies suggest that around 375 million people speak English as a first language, and a further 375 million speak it as second language for different purposes. Thus, English is certainly important in academic settings. To Woff (2006), learning a language is not everything in education, but without language, everything means nothing in education. This means that there is no other way to open opportunities other than through learning English which offers numerous benefits such as intellectual advantages because people acquire an exhaustive understanding of the world and access to scientific literature and universal history through books. In like manner, English offers aspirational benefits since learners improve their chances for getting a job .Finally, learning English gives exciting experience when traveling everywhere to meet different cultures around the globe.

Indubitably, these previous benefits of the English language motivate people to learn English; however, in spite of learners' desire to engage in learning the language, they surely face a number of difficulties that influence their English achievement. Omaggio (1993) argues that some learning factors such as motivation, cognitive style, linguistic knowledge, preferred learning strategies affect second-language learning. These factors are classified into internal such as mother the tongue influence which is reflected in poor pronunciation, and internal motivation as an integrative desire. On the other hand, external factors are categorized in aspects out of the learner's control, for instance, the role of the teacher who is the responsible

for the learning to take place, and extrinsic motivation such as learners' actions to get a reward. Hence, the point of interest in this research work is to describe these factors affecting directly and indirectly the attainment of linguistic competences. Not being the exception, first year of high school students EFL learning process at Complejo Educativo Dr. Alberto Luna San Sebastian Salitrillo have to cope with those factors before mentioned. This work was carried out with the help of the teacher in charge and the students of that school.

2.1 Learning English Theories

Learning is derived from the word **lernen** (German) which means the act of acquiring knowledge. In that sense, learning English is a complex process that requires the development of some skills such as listening, writing, speaking, and reading. Krashen (1981) defines 'learning' as a conscious process of internalizing a language while the term 'acquisition' is used to refer to subconscious processes. Evidently, learning a language refers to conscious knowledge of grammatical rules for using them in discourse, and such rules are learned in academics situations.

These theories of language learning concern researchers and teachers because they provide a clear idea of how students learn English. Teachers seem unlikely to reach agreement about how English learning takes place, so these theories help to organize the experience in the classroom.

Ellis and Omaggio (1993) claim that every teacher has already a theory of learning, yet many teachers may have never articulated what that theory is. Indeed, teachers decide to do certain activities in the classroom, and decide not to do others, so these actions show that they are working on some assumptions. Before exploring

factors influencing language learning, it might be relevant to examine some theories of language learning from many theoretical viewpoints.

2.1.1 Behaviorist theory

The behaviorist theory was developed during the 1940s and the 1970s. This theory of learning English assumed that all learning consisted of some form of **behavior** which is a modification of simple reflexes. Furthermore, it emphasizes learning language under the concepts of imitation, practice, reinforcement and habit formation (Lightbown & Spada, 2006). Accordingly, the repetition of patterns plays a fundamental role in the acquisition of structures because students would learn the structures by heart through drills, dictations or other activities. As a result, the translation method and the audio-lingual method are based on the behavioristic theory. Littlewood (1984) states that language learning is not viewed as a mental phenomenon, but as a behavior, and like other forms of behavior it is learned by a process of habit formation. Behaviorist theories of learning were based on the assumption that language learning is like any other kind of learning that just requires a change in behavior.

2.1.2 Universal Grammar

The Universal Grammar (UG) theory was proposed by Noam Chomsky in 1980. He holds that the mind is born with ideas/knowledge, and therefore, the mind is not a tabula rasa at birth. This perspective applied to the UG theory suggests that all children are allowed to acquire the language of their environment during a critical period of their development” (Lightbown & Spada, 2006). In other words, the UG claims that all humans inherit a language faculty, which shapes the form that all

languages may take. That is why; it comprises the system of rules, principles and conditions that are properties of human languages. In this manner, this theory gives significant importance to the mind and visualizes learning as a set of parameters and principles (Cook, 2008). In other terms, These parameters help children organize words into categories and distinguish speech sounds from other sounds; likewise, these particular principles materialized in the written or oral form make a language different from other considering that the linguistic data is stored in the mind of every child.

2.1.3 Cognitive Theory

This theory focuses on meaningful learning that occurs through the interaction of new information with relevant existing ideas. For meaningful learning to take place there must be relevant prior knowledge. In this sense, the concepts are seen as building blocks related to the knowledge acquired before.

Ausubel (1968) emphasizes this capacity of relating previous words into categories, and the importance of mental participation by learners in meaningful learning tasks to the intention of relating the new material substantially to existing cognitive structures, and thus learners easily master new structures becoming permanent. Moreover, Ausubel defines cognitive structures as the quantity, clarity, and organization of the learner`s actual knowledge for grasping information or any other material.

Then, cognitive theory claims that language learning English is not completely different from other activities that involve the process of learning becoming the result of the creation of networks and associations that take place in the human brain

(Myles, 2002). Cognitive theory is related to the mental aspect of learning underlying the importance of prior knowledge for making learning meaningful, for some networks are created in the brain because of the learning, which requires an intellectual effort.

2.1.4 Sociocultural Theory

Sociocultural theory establishes that learning a language is a process of social interactions. Vygotsky (1986) asserts that this statement strongly emphasizes the importance of conversations themselves and the mental procedures involved during the interaction with another interlocutor. In brief, sociocultural theorists assume that the cognitive processes begin as an external socially mediated activity, and then they are eventually acquired.

Besides the previous concepts, internalization is also important within the sociocultural theory applied to EFL. To Lantolf (2001) internalization is the convergence of thinking with culturally created mediational artifacts, above all those which are linguistically organized. Thus, it is relevant the mental connection with the **social interaction**, taking into account that each person learns a language differently, but in society a language learner models and acquires the essential knowledge for communication.

2.2 Learning English as Foreign Language EFL

English as second language (ESL) and English as a foreign English (EFL) are two terms commonly used in teaching and learning English, but they can lead to confusion if they are not defined clearly. According to Richards and Schmidt (2010),

ESL refers to those who learn a language in a setting in which that language is necessary for everyday life or the language plays an important role in education, business, and government. Conversely, these authors indicate that EFL refers to those who learn the language in a formal classroom setting, with limited or no opportunities for use the language outside the classroom because English does not play an important role in communication.

Therefore, English as a Foreign English (EFL) normally refers to the process of learning English in a foreign country, usually with students of the same country; however, English as a Second Language (ESL) classes occurs in an English-speaking country, with students from different backgrounds. Obviously, In ESL settings English is taught to students in a country where English is the primary language .An example of this is a Salvadoran student learning English in Australia. On the other hand, EFL takes place if students are in a country where English is not the native language. For example, a Salvadoran student learning English in El Salvador would fall under this category. Similarly, another term very useful in learning English is ELL which refers to English language learners. ELL are the people who are learning English language in addition to their Language.

Definitely, a classroom of EFL students will usually all be from the same country. They will have the same culture and make similar mistakes in the target language. Therefore, these mistakes can be corrected by the teacher as a whole rather than individually as it happens with the ESL learners. Also, ESL students will have a different reason for learning English. If they are living in an English speaking country, they will have a communicative need for learning English very quickly so

that they can go about their everyday lives with ease. In contrast, an EFL student in many cases is learning another language for academic purposes.

2.2.1 English as EFL in the Curriculum of El Salvador

High school education is the last level of formal education before going to the university in El Salvador. In El Salvador, students can decide whether to study two or three years to earn their high school diploma. The Ministry of Education guarantees free education for everybody who attends a public school. Three hours of English per week are usually established by MINED at public schools.

2.2.2 Teaching English EFL to Adolescents

Adolescence is the most difficult stage in life. This time from puberty to adulthood is divided into three stages: early adolescence, generally ages eleven to fourteen; middle adolescence, ages fifteen to seventeen; and late adolescence, ages eighteen to twenty-one (healthychildren.org, 2015). All of these stages bring emotional and physical changes to adolescents and certainly shape their personality.

This crucial stage in life is understandable in different perspectives. Indeed, UNICEF (2011) claims that adolescence is a difficult stage to define in precise terms, for several reasons. First, it is widely acknowledged that each individual experiences this period differently depending on her or his physical, emotional and cognitive maturation as well as other changes that they undergo. These changes might be seen as a clear line of differences between childhood and adolescence. Nonetheless, adolescence is not easy to define clearly, but surely many developmental characteristics adolescents experiment not only physical but also emotional, changes teachers should be concerned about in the classroom.

Adolescence comprises emotional changes during puberty due to physical changes they undergo. To Kipke, (1999), it is common for adolescents to feel uncomfortable and become overly sensitive about their physical appearance. As a result, they may feel irritated quite easily, lose their temper or feel depressed. For example, girls do not want to go out when their body is changing because their classmates will make fun of them; conversely boys will be embarrassed when their voice is becoming husky; they do not want to talk to anybody. Then, teachers should emphasize to students that this stage is just a transition to adulthood.

2.3 A Brief Review of Internal and External Factors that Influence the EFL Learning English Process

For many years, a great number of studies have been carried out to describe the difficulties in the EFL learning process. Accordingly, the factors involved in the process of learning English have been the concern of linguists and educationists. Although, the effect that these factors have on students learning English has been described differently, they can affect the English learning positively or negatively depending on the conditions and context for the development of learning.

In relation with the aforementioned statement, some investigations have arisen to study the challenges involved in learning English. For example, Woo (2009) investigated the multiple factors affecting English language learners (ELLS) by exploring the complex, hierarchical relation in student's classroom, and school levels. His research studied the impact of students, teachers, and school characteristics to calculate the frequency of English spoken at schools. As stated

before, factors affecting English become evident in the learning process and teachers always play an important role in the student's language development.

In another research, additional characteristics were analyzed. For instance, Jarkovich (2010) examined the effect of two factors on achievement tests scores in English EFL for specific purposes in higher education: Preexisting linguistic competence and frequency use of learners' strategies. The results showed a statistically significant effect of General Linguistics competence on achievement test scores. However, these results only indicated metacognitive factors ignoring other external factor that could interfere. Jarkovich focuses on the metacognitive factors, but Woo based more his studies on the external features that affect the process of learning and they both studied factors individually: one focusing on the person itself, and the other one on the relationship between the person and the educational surroundings.

Likewise, Gence and Aydin (2011) studied some factors affecting the motivation level of preparatory schools students. This study helped teachers comprehends deeply how motivation can be crucial in the classroom. Sometimes motivation is taken for granted ignoring the importance in the classroom as motivated students will be engaged in the English learning process to increase their autonomous abilities.

2.4 External Factors in the Learning English Process

External factors are undoubtedly out of control of the learners. These factors are closely related with situations and conditions of the social background where the students and teachers have an active participation in the teaching-learning process. In fact, Oller, (2002) considers external or environmental factors, such as parents,

level of education, use of English at home and amount of language input. In academic settings these issues can be the result of the institution or teachers that guide and facilitate the acquisition of knowledge. These external factors may affect students negatively if teachers are not conscious on how they influence students' English learning. Some external factors that this investigation will focus on are detailed below:

2.4.1 The Role of Teachers

Teacher is defined as a person who helps others to acquire knowledge, competences or values (Parkes 1998). He also affirms that a teacher structures the lessons, manages classes, assesses for learning and so on. This means, that teachers are responsible for students learning in the classroom and obviously teachers should create the appropriate conditions for students, so that they feel comfortable in each class. It is necessary for teachers to motivate students since educators are important role models for students who will establish their goals and recognize their strengths and weaknesses through the teacher guidance.

Indeed, Stronge (2005) states that the transformative power of an effective teacher is something that affect students' academic achievement. This force makes a change in students' assumptions because students will imitate and accept what teachers explain and tell; absolutely, if teachers believe in their students, their students begin to believe in themselves. Likewise, students will understand the teacher's mood. For example, if the teacher is highly motivated, students will perceive that behavior because that teacher will smile and make eye contact with them.

Being aware of these features, some years ago a group of researchers and educators from New York University investigated the importance of the teacher in the curriculum development. Rosencranz and Rankin (1969) set out to study the role of teachers in a major metropolitan area in the United States. As they knew that different kinds of people have a role in education, they began by asking questions about some persons who might have important things to say about teachers: students in schools, their parents, and school principals. They concluded that the roles of teachers do affect students' learning especially if it is a second language because teachers are the facilitators who will guide the learning process. Besides, they found out that teacher as organizers of activities acts as coaches when students are involved in projects working in groups. In fact, teachers provide advice and guidance and help students understand ideas and cultivate relationships among their classmates.

Beside the functions aforementioned, the role of the teachers in the EFL learning process changes from one activity to another and from one stage to another. Harmer (1995) believes that teachers should play diverse roles in the classroom. Such as, evaluating the needs and abilities of students and choosing accurate methods and techniques to provide instruction to students within assigned subject areas. Hence, teachers work as facilitator of the students' progress by knowing students 'needs to enhance the outcome of the English learning process. It is important to keep in mind that there are many roles that teacher could take, yet they are adapted according to the teaching demanding where English learning takes place. Harmer (1997), cited in "the practice of English Language teaching " (p. 57),

suggests the following roles that teachers should take into account in the English teaching:

a) Teachers as Organizers

Teachers have to get students involved in the class through the organization of activities. In accordance with Harmer (1997), it is vitally important for teachers to get this role when it is required because if the students do not understand what they are supposed to do, they may not get full advantage of an activity. This demonstrates that teachers should explain clearly how students are to work and how groups are to be organized because if teachers do not engaged with students, the activity will be ineffective and students will not get the expected results.

Hence, teachers tell the way everything will be performed, to get students on track by implementing classroom management to ensure the correct development of the curriculum and maintain the appropriate behavior of students in classroom settings. To Emmer and Sabornie (2015), the purpose of implementing classroom management strategies is to enhance social behavior and increase students' academic engagement. Students will help each other since cooperation and learning is essential, so this commitment will create the setup for cooperation and a feeling of working in team which improve students' engagement.

b) Teachers' explanation and control of the class

Several experts claim that teaching is about explaining to students the content they are studying. For example, Haertel and Walberg (1993) assert that effective teaching involves acquiring relevant knowledge about students and explaining that knowledge to students. This is possible because teachers explain the content and help students solve difficulties by identifying common misconceptions students have.

Markedly, students need to know what to focus on when they are studying in a class to avoid mistakes. In particular, the students may not be aware that a change in pronunciation of a certain word alters totally the meaning of the message.

c) Teachers as facilitators of learning

Teachers not only work as controllers but also as facilitators. To Crouch (1989), the Teacher-Facilitator is an educational visionary who explores and invests in innovative practices and coaches learners through challenges. He also points out that teachers should predict the possible weaknesses of the students and have communicative language activities readily available to overcome students' challenges. Thus, he argues that it is not necessary to provide everything to the students but the necessary for them to comprehend a topic taking advantage of the teachable moments.

In this regard, it is mandatory to look out for the moments when students may be open to learning. Havinghurst (1953) explains the importance of repeating outstanding points whenever possible so that when a student's teachable moment occurs, they can be benefited from the knowledge. That is why, teachers should identify the teachable moments and students' willingness to learn because some individuals will not be ready for that learning since teachers have to follow a curriculum and teach topics in a particular sequence. In practical terms, it means that teachers as facilitators provide students support and students will deep and develop their understanding and skills becoming independent learners.

d) Teachers as a pronouncing model

Teachers' oral English ability and language skills are crucial to the success or failure of the English learning process because students take teachers input as model to

follow. To Krashen (1981) **comprehensible input** is the language directed to the learner that contains some new elements in it, but this is nevertheless understood by the learner because of linguistic features, or prior knowledge. This input must be easy for students to grasp it to develop listening and speaking skills, yet they may find some challenging or unknown words which should be inferred to get their meaning in context. There is no doubt; appropriate teachers' language can inspire students, interest, and motivation.

2.4.2 Extrinsic Motivation

In this society, a desire to learn is created by a variety of factors. For instance, learners choose a subject they love or have curiosity of what it is about. Some students unquestionably have a practical reason for their study: they want to learn to play an instrument to play in a music band, or they want to learn English, so they can travel around the world. This desire to achieve some goal is called motivation and, if it is strong enough, it provokes a decision to act.

Then, motivation is linked to students' success in the classroom. Gardner (1985) studied the correlation between motivation and students grades. This study showed that there are some relations between motivational variables and academic performance, and that the students' degree of motivation has a direct bearing on their performance. A series of factors converge in the educational context, and pitifully students face difficulties in learning English because they are often demotivated to learn. As observed, most of the students were willing to participate when they got something in exchange that could be a reward or a higher grade in an evaluation (Appendix B).

In this way, Dorney (1998) considers motivation as energizer of human behavior that gives direction when performing an activity. This energy creates a desire for learning English and making students feel enthusiastic to participate in the English activities. Additionally, motivation comprises two broad categories of motivation: intrinsic motivation, and extrinsic motivation. Harmer (1995) defines extrinsic motivation as the motivation that students bring into the classroom from outside. The term extrinsic motivation refers to the performance of an activity in order to attain some separate accomplishment and thus, contrary to intrinsic motivation which comes from within a person.

Evidently, extrinsic motivation influences students' performance in the classroom. In this way, teachers should notice the evidence of extrinsic motivation. For example, some indicators of extrinsic motivation are student's participation in the academic activities and their interest for passing exams because they expect a desirable outcome like a reward or avoidance of punishment (Gianni 2010). When students are strongly motivated, they show interest in what is being presented. In contrast, in a non-motivated classroom, students are not engaged and they do not participate in the activities either. Also, students extrinsically motivated bring homework assignments or approach teachers for getting help. Obviously, in this case, the extrinsic motivation is the result of the avoidance of punishment as Skinner (1957) believes humans are conditioned by their environment and good responses are reinforced by the absences of punishments. Clearly the materialization of external motivation is controlled by external values.

In regards with stimulus, they are two kinds of rewards: tangible and verbal. In learning English both are necessary for keeping students motivated. According to Deci et al. (2001), verbal rewards are strongly correlated with positive reinforcement and interpreted as informational. By contrast, tangible rewards are perceived as controlling when learners expected them. If teachers want to assure students' participation, verbal rewards are useful for creating motivation since congratulating students creates a feeling of importance for them. In contrast, the tangible or concrete motivation occurs in the case of giving instrumental issues. For instance, Money, gifts, candies and food are concrete rewards given to the students to make them feel motivated. Yet these rewards are usually prejudicial because they should not be interrupted for keeping the expected result during all the classes.

2.4.2.1 Incentive Theory and the Effects of Extrinsic Motivation

As stated previously, extrinsic motivation (EM) is that action carried out to achieve some particular benefits such as earning a reward or avoiding a punishment. As Vansteenkiste et al. (2006) points out that people participate in activities in order to gain something different from the task itself. In fact, they will develop actions that will bring a benefit for them. For example, people learn a language to get a better job, so the stimulus or external motivation, in this case the job, creates the desire of learning English.

In this way, the idea of getting a reward keeps someone on track until the objective is achieved. Therefore, in the classroom the way the teacher keeps students motivated is crucial for learning to take place. Motivating in the EFL is complex and a difficult task because the lack of motivation known as **amotivation**

or demotivation that creates problems that hinders students' progress in discussing engagingly or thinking critically. To Livingstone (1989), **amotivation** is a state characterized by a lack of perceived competence and motivation for developing any activity. However, it is necessary to clarify that teachers cannot transfer motivation, but they can create the conditions for the students to feel motivated.

To sum up, this incentive theory establishes that people perform activities if they are motivated by means of receiving a reward. Many times people perform activities not because they enjoy them, but because they will gather some substantial compensation. In consequence, behavior is the result of being extrinsically motivated. It was studied previously that the behaviorist theory establishes that learning is the result of a stimulus. Motivation transforms behavior for a moment during the process of learning or executing an action. The problem is how long the motivation will be maintained.

2.5 Internal Factors that Affect the EFL Learning Process

The internal factors affecting the learning process come from the inside of the learner and they are manifested depending on the personality and experience of every individual. Every person learns differently, and of course every person has different challenges; however, there are factors that are common for a particular community or society. Concretely, in an English class students undergo the following internal factors:

2.5.1 Mother Tongue Influence

Mother tongue is defined as the language one first learned; the language one grew up with. First, mother from old English *modor* "female parent." Then tongue which means "drive out by order or reproach" (late 14c.) (Harper, 2001-2016).

Previous research has shown that mother tongue influences the learning of a second language. At The University of Missouri, researcher found that if students do not learn sufficient English early, their academic trajectories may suffer, and many students drop out once they reach high school. In another research, Nicholls and Roslow (1996) indicated that second language learners may use different processing strategies depending on the language in which the material is presented. Therefore, students will have problems when trying to communicate effectively since they prefer to use their mother tongue in many activities they are involved. Also, they found that Spanish speakers who speak English as EFL are more likely to make better choices when the information is provided in their mother tongue.

Unquestionably, each individual speaker has their own linguistic competence and their own lexicon as result of their social interaction since birth; however, these subconscious behaviors are transferred from one language stage to the target language. According to Chomsky (1959), the problem with transfer language is that those unlike structures will be difficult for learners and grammatical errors will be reflected in the production of that foreign language.

Absolutely, when learning English as EFL students, who often come from non-English-speaking homes and backgrounds, face language transfer errors. Ellis (1999) defines language transfer as the process of using knowledge of the first

language in learning a second language. Applying the rules of the native language into the foreign language may be sometimes misleading, in spite of the existence of universal grammars, languages differ somehow and errors may emerge due to L1 transfer.

Undeniably, mother tongue influence hinders the writing and the pronunciation since students relate Spanish words and sounds to English grammar and English pronunciation. Some relevant theories regarding the interference of L1 in L2 learning have been proposed by different authors. Thus, Chomsky (1959), thinks that imitation of L1 generates routines in the target language practices. Hence, English learners transfer habits of the mother tongue, such as the word order, the meaning of some words, and pronunciation. Language transfer induces to a negative change in all linguistic levels including phonetics/phonology, morphology, lexicon, syntax, and discourse. In addition, one of the previous factors linked to language transfer is that students translate every single word into English. The language transfer theory, also known as L1 interference, is about the effect the learners' first language has on their production of the second one. By a way of illustration, if the mother tongue is Spanish English learners have difficulties with the position of adjective because in English they are placed before the noun. Moreover, the pronunciation of English has many differences compared to Spanish. There are many sounds in English that do not exist in Spanish and learners tend to pronounce them as Spanish.

In regard to language transfer, Krashen (1981) adds that there are L1 positive and negative transfers, which take into consideration true and false cognates. He defined false cognates as pairs of words that seem to be cognates because of similar

sounds and meaning, but have different meanings. If students take for granted the meaning of a word without consulting the actual meaning, it leads to misinterpretation becoming an obstacle when trying to advancing in a course. For instance, some false cognate such as the word fabric that many would think that means "fábrica", but their actual meaning is "tela" Also, constipated people could infer that is "constipado" yet in English it has a different semantic connotation.

2.5.2 Intrinsic Motivation

Intrinsic motivation (IM) comes from a person's internal desire to do something. Logically, people have a natural curiosity that moves them to satisfy some needs, so they prefer enjoyable activities because they are satisfying. Ryan and Deci (1985), affirm that intrinsic motivation is found upon innate needs for competence and self- determination. They hypothesize that when learners are free to choose to perform an activity, they will prefer interesting situations where they take risks. In the process of meeting these challenges, learners develop a sense of competence in their abilities. Consequently, in the process of learning a language, learners have an inherent drive or force that moves them through the objective and acquire the basic of the target language.

Also, intrinsic motivation creates autonomy in learners. To Gardner (1996) autonomy means the ability to take control of one's own learning, independently or in collaboration with others. This means, that an autonomous learner will take more responsibility for learning and will look for all needed information and techniques for learning deeply. An autonomous learner is the one who will set their own goals, reflect on their progress, and seek opportunities to practice outside the classroom.

For example, in the classroom an autonomous learner obviously uses dictionaries, English books, internet for finding out the English meaning of the words.

In addition to autonomy, intrinsic motivation involves pleasure. It is important to remember that people will be intrinsically motivated only for activities that bring satisfaction for them, activities that have the appeal of novelty, challenge, or aesthetic value (Ryan and Deci, 2000). For example, a learner who enjoys listening to English music will be eager to participate in listening activities that involve songs. Therefore, intrinsic motivation makes learners adopt a behavior for obtaining satisfaction or for their own benefit.

Besides, in accordance with Carreira (2005), the intrinsic motivation is divided into three types: intrinsic motivation to know (IM-Knowledge), intrinsic motivation toward accomplishment (IM-Accomplishment), and intrinsic motivation to experience stimulation (IM-Stimulation). IM-knowledge refers to motivation for doing an activity for the pleasure related to developing knowledge and new ideas. IM-accomplishment however, is the feeling associated with attempting to realize a goal or master a task. IM-stimulation refers to motivation based on the sensations stimulated by doing a task, i.e. fun and excitement (Carreira, 2005). These three types of intrinsic motivation are clearly identified in a class and if teachers stimulate them in students, the learning process will be meaningful and more effective. This English learning process is fostered if teachers motivate students by creating appealing and catchy activities.

As above mentioned, teachers should know how motivated students are to identify what weaknesses students face. For this reason, Vallerand (1997), created the Academic Motivation Scale (AMS) on the basis of the self-determination theory

instituted by Deci and Ryan. This scale is very useful for knowing the kind of motivation students own, and for ascertaining the academic setting where students acquire new knowledge and competences. Thus, understanding students' motivation will help foster students' engagement in learning English.

Finally, exploring the external and internal factors in the EFL learning process would facilitate understanding and identifying what problems the learning language faces in order to provide a solution and to improve the conditions for this important procedure. As Maturana (2010) states that the conditioning forces or factors regulate the relations among the constituent elements of the teaching and learning process. Undoubtedly, all these factors are connected with each other in spite of that they are from different nature. For example, external factors such as the role of the teacher and the extrinsic motivation are out of the learners' control; conversely, the internal factors like intrinsic motivation and mother tongue influence come from the learners' inner side.

CHAPTER III

METHODOLOGICAL DESIGN

This section deals with the nature of the method that the research team applied to carry out this investigation. Furthermore, this segment describes the target population that exemplifies the problematic situation, and the different data-gathering techniques and instruments designed to collect trustworthy data needed to find out the different factors that prevent San Sebastian Salitrillo first year of high school students' EFL English learning process during the year 2017. Likewise; this chapter includes important procedures such as validation and ethical aspects. Finally, this chapter presents elements such as the timetable and the budget to finish the planning phase. Below, all the elements mentioned before are explained in detail.

3.1 Paradigm Design

The main objective of this project was to describe the internal and external factors that prevent first year of high school students' EFL English learning process at Complejo Educativo Dr. Alberto Luna San Sebastian Salitrillo, Santa Ana, during the year 2017. For this purpose, the researchers considered the most suitable method that matched with the objectives of this work. Therefore, the qualitative method was considered since this work comprehended an educational phenomenon that occurs in society.

Effectively, Holloway and Wheeler (2002) refer to qualitative research as a form of social inquiry that focuses on the way people interpret and make sense of their experience in the world in which they live, which means that qualitative research

describes how every person interprets the reality and the meanings people give to a certain phenomenon.

As above mentioned, the qualitative research involves the description of routines and lives experiences. Consequently, the qualitative paradigm fits exactly the necessities of this investigation because the researchers observed this case in its natural setting in order to describe the different factors that prevent the EFL English learning process.

3.2. Type of Study

In addition, this research used the case study design since the phenomenon external and internal factors that prevent first year of high school students' EFL English learning process needed to be described deeply. To Latorre (1996), a case study is a research method for the analysis of the social reality that has great importance in the development of the social sciences and human rights; it represents the most relevant and natural method from a qualitative perspective. That means that a case study embraces a particular complex case in order to understand its importance in precise circumstances. The case may be a child, an institution, or a teacher. Through a description of a particular case, the researchers want to understand a specific phenomenon by means of personal stories, deep observation, and analysis.

In addition, the case study is carried out to achieve a better understanding on a particular phenomenon under study. The research team implemented the case study at Complejo Educativo Dr Alberto Luna, San Sebastian Salitrillo, Santa Ana to carry out this research work. The specific characteristics that were taken into account to develop this work were related to the case study design which involves their

academic development; for example, the researchers analyzed the students who got better grades and the ones with the lowest grades. Also, the investigators paid special attention to the ones who repeated the course and other features like gender and accessibility to necessary sources they needed to be academically successful.

Additionally, for the development of the study, a sampling of students was required and the researchers considered that the participation of six students from San Sebastian Salitrillo School would be necessary. They would meet the above mentioned characteristics as two of the students showing superior performance in the classroom were considered. On the other hand, the students with the lowest grades and performance in the classroom were part of the research team's examinations and finally, with the help of the teacher, the ones who lived in the country side were chosen since they might not have access to all the important sources needed to be better students. As it is described, the total population was six students; moreover, in the three different cases under study a schoolboy and a schoolgirl was part in the development of each study.

The Investigators planned to understand the causes that make some students have a better performance in class and have a clear idea of the elements that hinder their process and learning. The researchers intended to comprehend whether the issues that hampered the students' learning process were the same for males and females at the institution; additionally, if the restrictions some of them may had at the country side affected their performance or if they felt motivated to learn and it did not make a big difference.

Then, this case study needed to be developed using different instruments such as observation, interview and resources such as literature review to come up with a

deep understanding of the phenomenon. In addition, the researchers made use of triangulation, which is a powerful technique that facilitates validation of data through cross verification from more than two or three sources.

3.3. Population and Sample

At first, the research team took into consideration all the students in section “A” at Complejo Educativo Dr. Alberto Luna San Sebastian Salitrillo, Santa Ana during the year 2017 to develop the preliminary phase sessions inside the classroom. This stage served as the starting point in the work to have an overview of the group and catch important details of the subject matter. Therefore, the units of observation were all the students in section “A” at Complejo Educativo Dr. Alberto Luna San Sebastian Salitrillo, Santa Ana during the year 2017. After that, the sampling procedure was the main unit of observation without any exclusion of age, gender or religion.

3.3.1 Description of the Sample

The researchers’ duty was to focus on the main protagonists which were the first year of high school students at Complejo Educativo Dr. Alberto Luna. When the investigation began, the researchers observed the whole population inside the classroom to gather preliminary information. Then after that, the research team used the extreme case sampling, which is simply selecting the most extreme subjects from a large sample on either the predictor variable or the outcome variable (Zacarias 2000). Thus, extreme case sampling may be a double-sampling method where first sample data is obtained from a population and the most extreme cases from this

data is used in the analysis. In order to have a case study, the researchers focused on six students taking into consideration the following aspects:

- ✓ The students had to be studying first year of high school for the first time and they had to be from section 'A' at Complejo Educativo Dr. Alberto Luna, San Sebastian Salitrillo during the year 2017.
- ✓ Six students were selected, three students who got the best grades during the first term, and also three students who got the worst grades, based on the registers of the teacher.

Undoubtedly, the researchers' task was to document every behavior these eight students had. Also, the research team documented students' reactions towards the English activities inside the classroom.

3.4. Setting

This investigation took place at Complejo Educativo Dr. Alberto Luna San Sebastian Salitrillo, Santa Ana, during the year 2017, with the first year of high school students section "A". This study was carried out in an ordinary classroom whose design is very typical of schools in El Salvador. The room is a rectangle, it has two doors in the right side and three windows in the left side. The walls are painted white and light blue, and the whole classroom has a good lighting.

3.5. Preliminary Phase

In this preliminary phase, readers find an explanation why the researchers chose this interesting topic and some of the factors that hinder the EFL learning process. Besides, the research team began this investigation to explore internal and external factors that prevent EFL learning process of first year of high school

students at Complejo Educativo Dr. Alberto Luna, and it was possible through discussion among the researchers.

The research team began by observing for a month the group mentioned before to have a clear idea of the phenomenon these students underwent. The researchers realized that there were four important aspects to focus on, and they were: intrinsic and extrinsic motivation, the role of the teacher, and the mother tongue; reason why the research team created a set of tools to dig into the investigation. In this phase, the main tool the researchers created was an observation guide that was very useful to find some of the aspects that enroll this phenomenon.

Additionally, another tool was an interview for students, which were designed to discover information related to intrinsic motivation. There was also an interview designed for the teacher with the purpose of catching information about how the teacher managed the environment and the extrinsic motivation. All of it gave the opportunity to gather important information that was helpful for the investigators, the institution Complejo Educativo Dr. Alberto Luna, teachers and students of this institution. Hence, the research team concluded the diagnostic phase of the investigation and continued with the description and delimitation of the problem.

3.5.1. Approaching the Field of Study

On February, 2017 the researchers observed some English classes at Complejo Educativo Dr. Alberto Luna to find out the problematic that the first year of high school students face when learning English as a foreign language. Additionally,

the researchers administered a diagnostic questionnaire to the students and had an interview to the teacher on duty in regards to the abovementioned objective.

After having administered the questionnaire to the students, interviewed the teacher, and gathered the information from the observation, the researchers noticed that there were some factors that were preventing the English learning process, for instance, motivation, which is classified of two types: intrinsic motivation and extrinsic motivation. Furthermore, it was observed how important the role of the teacher was when performing a class.

Based on the aforementioned, the researchers considered the utilization of qualitative study, since it was highly important to deeply explore and describe how they affected the effectiveness of EFL learning process.

3.5.2 Diagnosis of the Problem

To identify the scope of the problematic situation, the researchers designed short questionnaires and selected the ones that were appealing to be addressed to some experts (see appendix C). In this preliminary phase, the researchers took a non-active participation and attended San Sebastian salitrillos´ School to analyze the students´ behavior toward the class as well as the participation of the teacher in the development of the curriculum.

The information gathered from experts was very useful for the researchers and helped them to identify the problem at school since experts agreed that there were elements that hindered the students´ English learning and development. Additionally, the researchers needed to have clear objectives to carry out a very meaningful work; also, the researchers considered that they had to make sure that

the subject matter had been previously studied by other investigators and that it was an issue that really has relevance among educators. As the questionnaires revealed, scholars were concerned about the factors that affect the language learning in the EFL classroom.

After the researchers perceived that the study of the factors hampering the successful progress in the learning of a foreign language was elementally important, they prudently asked for the permission to observe some key elements to identify the presence of some issues that could influence or affect the learning of English at school. The researchers meticulously analyzed student's participation in class, punctuality, willingness to cooperate with the teachers' requests and also if students had the commitment to deliver homework assignments on due date.

As the teacher plays an important role in the academic learning, the researchers considered that it was significant to analyze the development of the curriculum in class; moreover, to identify if students received any external motivation to achieve the goals that teachers planned.

3.6. Planning Phase

The researchers starting to wisely planning the situation they wanted to study, taking into account the relevance it must had. Consequently, investigators collected important and reliable information to begin with the preliminary phase.

3.6.1. State of Art

At the beginning of the semester I-2017, the research team observed different classes at Complejo Educativo Dr. Alberto Luna to identify problems with the EFL learning process.

The information gathered through different techniques (observation guides, interviews and questionnaires) revealed the existence of some factors such as motivation, the role of the teacher and the mother tongue influence, which were taking place during the classes. Besides, it was perceived that the teacher was not aware of most of these factors.

After identifying the problem and selecting the topic, the researchers set the objectives of the study. In order to have a better understanding about the phenomenon students confront with the EFL learning process, the researches made use of all available sources such as books, websites, observations and interviews etc. The above-mentioned helped the researchers to set up the first chapter of this investigation.

Straight afterwards, the investigators continued working on the second chapter, which was the State of Art. For that purpose, they made use of scientific magazines, thesis, books and websites, which had suitable and reliable information in regards to the learning theories of experts and factors involved in EFL learning process.

Consequently, the researchers presented all the information related to the mother tongue influence, role of the teacher, and extrinsic-intrinsic motivation.

3.6.2 Data Collection Tools and Techniques

After elaborating and validating the instruments, the researchers administered the tools to the teacher and students at Complejo Educativo Dr. Alberto Luna, San Sebastian Salitrillo Santa Ana. Thus, the researchers asked the school for permission to let them observe the students' performance in the class and use the instruments for getting the reliable information.

The first instrument was an observation guide. This tool helped the researchers determine how the mother tongue and students' motivations influenced the learning of English. Also, this tool provided information about behaviors and emotions and students' attitude toward the teacher and the English subject.

The second instrument was an interview addressed to the students to know which factors caused obstacles to the proper development of English learning process. In addition, it revealed if students did something on their own to overcome such difficulties and how they dealt with them.

The third instrument was an interview guide addressed to the teacher to know the role in the English teaching methodology.

Finally, the researchers carried out a documentary observation through the administration of a diary to describe the different problems that occurred in the classroom. That observation helped to verify if the factors expressed by students and teachers hindered the learning of English. Then, the different answers were triangulated with information collected in the state of art and with the information observed inside the classroom.

3.6.3 Analysis and Interpretation of Data

The researchers organized the information collected in the observation guide, interview guide addressed to students, diary and interview guide addressed to the teacher. After that, the research team processed them one by one taking out the principal characteristics of each instrument; the researchers made use of the software Nvivo.

3.6.4 Operationalization of Variables

First, the objectives and research question were stated to take them as reference to identify the variables; each of them were defined clear and comprehensible. In addition, the variables were operationalized by finding different indicators that were useful for analyzing the data. Later, tables were created to display the sounded information regarding to each variable and each indicator.

3.7 Validity and Reliability

Through the validity and reliability, the researcher made sure that the information was trust-worthy, and it would permit to certificate the instruments using the accurate criteria for the best performance of the research project. Kimberlin (2008) thinks that validity is often defined as the extent to which an instrument measures what it purposes to study. Therefore, the researchers elaborated the instruments based on two main validity criteria: “face validity” and “descriptive validity.”

Effectively, face validity occurs if an expert approves such instruments. Likewise, descriptive validity refers to the perception of the similar information from two or more researchers. Subsequently, reliability is about the consistency of the instruments through the investigation. In accordance with the previous information,

the reliability of this research project was based on administering the instruments under the same conditions, the same questions, and the same time.

3.8 Ethical Aspects

The researchers followed some ethical principles, which imply a great compromise with society, so the researchers were committed to respect the target population and the integrity of each student.

In effect, since the target study was adolescents, the researchers required parents' permissions to observe them since they were not eighteen years old.

Hence, every single parent or adolescent's representative was provided with a letter in which the researchers asked for their permission to observe and administered some instruments to the students. Parents had to sign the letter before beginning with the study to approve and let their boys or girls participate in the investigation.

Consequently, the researchers respected one of the important laws in El Salvador which is known as the Lepina (ley de proteccion integral de la niñez y adolescencia). This law aims to protect and guarantee children and adolescents' rights as well as a dignified life. (Appendix F).

Additionally, the researchers kept participant's personal information anonymous and confidential. Also, participants made free choices during the research process since participant could decide to quit the study if he or she considers it necessary

3.9 Timetable

TIMETABLE									
TASKS	PERSONNEL IN CHARGE	MONTHS							
		2017							
		Feb	mar	A b r	M a y	J u n	J u l	A u g	S e p
1. Topic Proposal Design	Researchers								
1. Topic Proposal Design	Researchers								
2. Statement of the Problem	Researchers								
3. State Of Art	Researchers								
5. Methodology	Researchers								
6. Elaboration of Research Tools	Researchers								
7. Pretest Research Tools	Instructor								

8. Ending Research Plan	Researchers								
9. Obtain Permission for Data Collection	Researchers								
10. Data Collection	Researchers								
11. Data Processing	Researchers								
12. Data Analysis	Researchers								
13. Elaboration of Final Report	Researchers								
14. Oral Presentation of Results	Researchers								

3.10 Budget

Type of supply	Name	Cost per item	N° of items	Total
Office supplies	Pens	\$0.15	6	\$0.90
	Printer ink	\$ 25.00	1	\$25.00
	Printer paper	\$ 6.00 / pkg	2 pkg	\$12.00
Electronic supplies	Laptop and Mini laptop	\$ 400, \$300	2	\$900
		\$ 500		\$500
Transportation				
Food		\$297		\$297
Total:				\$1,734.90

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 Description of Data

The description of the data gathered during March to September 2017 in first year of high school section “A” at Complejo Educativo Dr. Alberto Luna is presented in the following analysis according to the instruments used in the different stages of this study. The instruments were the following:

- an interview addressed to the teacher in charge of the English subject
- a questionnaire addressed to the students
- an observation checklist addressed to six students in the course
- a diary addressed to the teacher and the students in study

These instruments were tied to the objectives previously established in Chapter I, so that the researchers were able to analyze and interpret the data gathered accurately.

In addition, the matrixes of every case are shown after the analysis of the instrument addressed to the students. Therefore, each matrix is organized to show reliable information of each case separately. In the execution phase, the research team observed six cases for two months. Then, it is necessary to show the most unequivocal information to have an illustration of this investigation.

4.2 Operationalization of Variables

General objective	Specific Objectives	Units of Observation	Variables	Definition of variables
<p>To explore internal and external factors that prevent first year of high school students' EFL learning process at Complejo Educativo Dr. Alberto Luna san Sebastian Salitrillo, Santa Ana, during the year 2017</p>	<p>- To describe the role of the teacher in the classes development</p> <p>-To ascertain the influence of students' motivation in the English learning process</p> <p>-To explain intrinsic motivation influence in the EFL learning process</p> <p>-To identify the mother tongue influence in the learning of English</p>	<p>First year of high school students at Complejo Educativo Dr. Alberto Luna san Sebastian Salitrillo, Santa Ana</p>	<p>External factors that affect EFL learning process</p> <p>Internal factors that affect EFL learning process</p>	<p>These factors are closely related to situations and conditions of the social setting where the students and teachers have an active participation in the teaching-learning process.</p> <p>The internal factors come from the inside of the learner, and they are manifested depending on each personality.</p>

Variables	Indicators	Instruments	Source of information	Number of observation per moth	Number of hours of observation per week
External factors that affect EFL learning process.	<p><u>Role of the teacher</u></p> <p>1.Student's enrolment in the English activities</p> <p>2.Students' awareness of the importance of learning English</p> <p><u>Extrinsic motivation</u></p> <p>1. Participation for the necessity of obtaining a reward or being praised.</p> <p>2. Students' involvement to avoid punishment.</p>	<p>Interview</p> <p>Check-list</p> <p>Questionnaire</p> <p>Diaries</p>	<p>Tenth graders</p> <p>Teacher in charge</p>	Eight	three
Internal factors that affect EFL learning process.	<p><u>Intrinsic motivation</u></p> <p>1.students' enthusiasm for participating</p> <p>2.Students' independence</p> <p><u>Mother tongue influence</u></p> <p>1. False cognates</p> <p>2. Word order</p>	<p>Interview</p> <p>Check-list</p> <p>Questionnaire</p> <p>Diaries</p>	Tenth graders	Eight	Three

4.3 Qualitative Analysis of the Data Gathered from the interview addressed to the Teacher in Charge of First Year High School section A

This instrument revealed information in regards to the internal and external factors that prevent first year of school students from learning English at Complejo Educativo Dr. Alberto Luna. The perspective of the teacher helped to have an overview on how she thinks the different factors influence the EFL learning process.

Table 1: Teacher's general point of view

Indicators	Some Important Remarks
Role of the Teacher	"Some students seemed not to pay attention; they are not interested in the English activities."
	"I explained them the importance of English now...hmm... we need it everywhere"
Extrinsic Motivation	"Most of all they find serious difficulties to learn English. They do not bring homework."
	"Yes, most of the time, the group work better when they are offered rewards."
Intrinsic Motivation	"I think that sometimes students need to be pressed, but some of them do it because they want to."
	"If they do not like it, I talk to the students and I make them know the importance to make an effort."
Mother Tongue Influence	"They think English is difficult and get frustrated when they can not pronounce the words in English"
	"When I use false cognates, I explain the differences."

Source: Oral interview (Appendix L) addressed to the English teacher. Date: August 5, 2017

The table 1 shows some important remarks of what the teacher believes in relation with the internal and external factors in the EFL learning process. According to the teacher, most of the students faced difficulties while learning English because of lack of attention and interest. Many of the students did not get engaged in the English activities. Also, the teacher said that she assigned homework, but they rarely delivered the assignments. Similarly, the teacher mentioned that some of the students argued that they did not have time to do homework because they worked with their parents, and this statement made the research team inferred that the environment in which the students live play an important role in the EFL learning process.

Another relevant aspect that the teacher claimed was that students with lowest grades rarely participated in the English activities. It was also found through the interview that they were always waiting for the break time. On the other hand, the ones with highest grades participated in all the activities, such as dialogues, songs, and writing activities. The teacher affirmed that when she assigned an activity, she explained to them about the importance of working on it; she said she encouraged the students to learn English affirming that it could give the students great opportunities in the future.

Additionally, the teacher believed that offering extra points to the students created interest. As Ellis (2005) considers that when teachers say that a student is motivated, they are usually concerned with the student's reason for studying, but they are observing that this student is productively engaged in learning tasks and sustains that engagement without the need for continual encouragement or direction.

In fact, the teacher affirmed that she had noticed that when there was any reward like the opportunity of getting extra points for the exams, the students behaved positively in the classroom, and she mentioned that giving extra points to the students with lowest grades seemed to engage them to work in the assigned tasks. Those rewards could make the students improve a bit more in their learning.

In contrast, with the disciplinary actions, she claimed that she just called students' attention when they were misbehaving because she assumed that punishment did not make students be better when learning the English language. Likewise, the teacher added that whenever she introduced a topic, she took time to explain to them the meaning of the words and their similarities with the Spanish language. Nevertheless, the research team observed in the six cases that many students dealt with the same problem: confusing words such as "actually" believing that the Spanish meaning was "actualidad." The research team deduced that "**false cognate words**" is one of the situations that affected tenth graders because those words confused them while working in the tasks assigned. The researchers have discovered that "mother tongue" is a remarkable factor that prevents the EFL learning process.

4.4 Qualitative Analysis of the Questionnaire Gathered from First Year of High School Section A

In the following pages, the six cases are analyzed using matrixes based on the researcher's findings. Three students with the lowest grades are analyzed first, and then three students with the highest grades. The information is organized in

accordance with the indicators of this investigation. Finally, there is a general analysis of the instruments used for collecting the data.

Matrix 1: Student A the thing Boy (Lowest Grades)

Indicators	Objective	Sub-categories	Categories	Questions	Students' answers	Researchers observation
The Role of the Teacher	To describe the role of the teacher in the classes development	STUDENTS ENGAGEMENT (SE) AWARENESS OF THE ENGLISH LANGUAGE (AEL)	FACILITATED LEARNING	How do you feel when the teacher asks you to participate in the activities being developed in the English class?	He said that he felt uncomfortable because he was afraid of making mistakes in front of their classmates. He also expressed that the teacher did not use any strategy to make the classes funnier or more appealing. He told us that he felt uncomfortable because the class was focused on writing sentences or translating vocabulary.	It was observed that the teacher asked the student (A) to participate, and she encouraged him to do it. Even though she told him how important is to participate, he did not want to get involved with the activity. It was observed that the teacher did not apply any strategy to make students participate in the class. The teacher did not move from her desk, and in many circumstances, she spent her time talking with three or four students only.
Extrinsic Motivation	To ascertain the influence of students' extrinsic motivation in the English	REWARDS (R) AWARENESS OF THEIR GRADES (AG)	EXTERNAL REINFORCEMENT	Do you feel willing to participate in the activities developed during the	The student (A) said that he did not like to participate because his classmates would make fun	Student (A) seemed to be worried but he just stayed quiet while the teacher was calling their attention and

	learning process	SOCIAL PROBLEMS (SP)		English class?	of him. He also said he did not like English. The student also manifested that he was concerned about the results in the exams because his parents would be angry. In addition, the student participated a little bit when the teacher offered a stimulus to the ones who finished an activity well	talking about their grades. He was not extrinsically motivated; he seemed to be thinking about something else. The student at least wrote a sentence when the teacher pushed him to do it. Also, the student was worried when the teacher announced the coming evaluation. Moreover, when teacher gave a reward to the student who were participating, the student showed a little of interest.
Intrinsic Motivation	To identify the mother tongue influence in the learning of English	ENJOYMENT OF THE ENGLISH ACTIVITIES (EEA) AUTONOMY IN LEARNING ENGLISH (ALE)	ENJOYMENT	Do you like the activities developed in the English class?	Student A said there were some activities he liked; he liked to copy paragraphs from the board and to repeat sentences in choir with his classmates, but he said he did not like to go to the front to act dialogues because he felt embarrassed. Student A expressed that he did not have an internal	Throughout the observation, researchers noticed that student A liked to be joking in the class, and he was not interested on learning English, he was just copying someone else sentences. He was also anxious for break time. Student A spent his time without asking his teacher what to do. Also, he got

					desire for learning English since he considered it to be boring.	sleepy in some activities. He showed lack of attention when the teacher was explaining a topic.
Mother Tongue Influence	To explain intrinsic motivation influence in the EFL learning process	CONFUSION OF THE ENGLISH MEANING (CEM) WORD ORDER (WO)	LANGUAGE TRANSFER	Do you consider that the meaning of some English words cause certain confusion when they are translated into Spanish?	Student (A) said English is too difficult, and he said he got confused about the grammatical rules. The questionnaire revealed there were some cognate words that affected the student's learning. The student said the translation for the word "actually was "actualidad."	The research team found out that the student had problems with cognate words, the research team observed the student never used the dictionary, and he always looked for support in the mother tongue.

Source: questionnaire (Appendix M) addressed to the tenth graders. Date: August 20, 2017

Matrix 1 shows the case of student A whom the researcher team called the thing boy. The information was collected from the questionnaire addressed to the students; the research took into consideration the literature review to have reliable information to analyze the different cases, and they detected that the information fits almost exactly with the experiences and situations inside the classroom. In the matrix, the indicators comprise the categories and subcategories followed by the students' answers. The categories come from the different indicators which are based on the theory presented in the state of art.

Consequently, the indicator “the role of the teacher” includes the category FACILITATED LEARNING, and this category is divided into the sub category STUDENTS ENGAGEMENT (SE). In regards to the indicator “the role teacher”, the research team observed that it was too difficult for the teacher to manage the whole class. The teacher developed some activities but most of the time the student A did not want to participate, and he was anxious for the break time. It is clear that the teacher did not identify the problems that student A was facing during the class. It was found that student A was not engaged with the learning process, and he was not aware of the importance of the English language.

Concerning to the subcategories AWARENESS OF THEIR GRADES (AG) and ENJOYMENT OF THE ENGLISH ACTIVITIES (EEA), student A did not show any interest to the class and he was not intrinsically and extrinsically motivated, he argued that he did not like to participate because his classmates would make fun of him. Also, he seemed to be stressed out, and sometimes he was angry because he was asked to participate.

Besides, as the research team observed the case of these six students, the environment in which they live played an important role in this process because the ones with lowest grades seemed to be stressed out while the ones with highest grades were relaxed and willing to participate. Student A was offered some rewards for participating in the class, and the teacher also warned him about the importance of participating, but he did not care about it. Also the subcategory AUTONOMY IN LEARNING ENGLISH (ALE) was affected because student A never showed desire to learn as Gardner affirmed that an student intrinsically motivated is an independent

learner. He always copied the assigned task from his classmates, and he never used any device or dictionary to find new vocabulary.

Besides, these categories and subcategories, the mother tongue influence was taken into consideration in this analysis. Student A showed difficulties with the subcategories which are CONFUSION OF THE ENGLISH MEANING (CEM) and WORD ORDER (WO). Student A said he confused the meaning of some words, he also said he has problems with the use of adjectives, but he also said he never study English outside the classroom. It was also observed that he never asked the teacher for help to understand the topics. It is clear that student A was not interested in learning English.

Matrix 2: The Brown Eyes Girl Student B (Lowest Grades)

Indicators	Objectives	Sub-categories	Categories	Questions	Students' answers	Researchers observation
The Role of the Teacher	To describe the role of the teacher in the classes development	STUDENTS ENGAGEMENT(SE) AWARENESS OF THE ENGLISH LANGUAGE (AEL)	FACILITATED LEARNING	How do you feel when the teacher asks you to participate in the activities being developed in the English class?	She told us that she did not like the English activities because she found them difficult , and she did not understand the topics. Also, student B expressed that she did not ask the teacher for help.	It was clearly notorious that the teacher did not focus on all the students. In fact, the teacher made the same students participate in the different activities because many of the students were no interested or paid little attention to the class.

Extrinsic Motivation	To ascertain the influence of students' extrinsic motivation in the English learning process	REWARDS (R) AWARENESS OF THEIR GRADES (AG) SOCIAL PROBLEMS (SP)	EXTERNAL REINFORCEMENT	Do you feel willing to participate in the activities developed during the English class?	She said that she did not like to participate in the English activities. She accepted that motivation affected her English development.	She just wanted to participate when her teacher offered a reward. Sometimes the teacher offered candies or any verbal intangible reward. However, she felt depressed after she did not earn anything.
Intrinsic Motivation	To identify the mother tongue influence in the learning of English	ENJOYMENT OF THE ENGLISH ACTIVITIES (EEA) AUTONOMY IN LEARNING ENGLISH (ALE)	ENJOYMENT	Do you like the activities developed in the English class?	The student B confessed that she felt depressed when she did not understand the topics. In fact, she said that she would never master English because she did not understand when the teacher spoke in English.	Student B did not want to get involved in the activities at all. In spite that the teacher offered candies or verbal rewards, that student was sad after she did not gain any incentive.
Mother Tongue Influence	To explain intrinsic motivation influence in the EFL learning process	CONFUSION OF THE ENGLISH MEANING (CEM) WORD ORDER (WO)	LANGUAGE TRANSFER	Do you consider that the meaning of some English words cause certain confusion when they are	She explained that she had problems with the position of adjectives because she found them confusing.	The mother tongue have a great influence in the EFL learning process, as a consequence, the most common mistake

				translated into Spanish?	<p>She gave an example, “casa blanca”, she told us that in that case it was difficult for her to translate into English because she was not accustomed to the different position of adjectives in English.</p>	<p>that the student made was to pronounce the English word as if they were in Spanish.</p> <p>Also, that student struggled with the similar English words that have different semantic Spanish meaning.</p>
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Source: questionnaire (Appendix M) addressed to the tenth graders. Date: August 20, 2017

The research team called this case the brown eyes girl for identifying the most significant features. The matrix is organized in relation to the indicators which are divided into categories and subcategories. This information that is arranged in the matrix was gathered from the questionnaire addressed to the students. Then, the indicators are interpreted systematically.

First of all, the role of the teacher plays an important influence in the class since the teacher is the guide and a model for students. It was observed that student B was not motivated when the teacher developed the activities, the student was asked to participate and she did not want to. The subcategories STUDENTS ENGAGEMENT (SE) and AWARENESS OF THE ENGLISH LANGUAGE (AEL) were not met. The teacher argued that most of the time the student missed classes and she never asked for help, the teacher also said that it is not possible for her to approach every single student, but she tried to make them know how important was

to study outside the classroom and to participate in classes because English might give them better opportunities in the future.

On the other hand, the subcategory ENJOYMENT OF THE ENGLISH ACTIVITIES (EEA) was not observed in this student. Student B was not extrinsically and intrinsically motivated, she said she did not like to participate because she did not understand the topics, she also said she knows that her grades affected her motivation and that she felt depressed, but she never asked for help to the teacher. Additionally, it was observed that the student never raised her hand to participate in any activity and she seemed to be confused, but she hardly ever asked for any explanation about the topics developed in class. She was rarely motivated, and she barely focused on the class.

Finally, in relation to the subcategories CONFUSION OF THE ENGLISH MEANING (CEM) and WORD ORDER (WO) student B she said she always forgot about the grammatical rules such as word order and confusion of the English meaning. It was observed that she had problems with the most common mistake. She wrote the adjective after the noun. As most of the variables were connected, the student was never motivated to ask for help to the teacher. As a result, the student finished the classes without clarifying doubts.

Matrix 3: Student C the New Boy (Lowest Grades)

Indicators	Objectives	Sub-categories	Categories	Questions	Students' answers	Researchers observation
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<p>The Role of the Teacher</p>	<p>To describe the role of the teacher in the curriculum development</p>	<p>STUDENTS ENGAGEMENT(S E) AWARENESS OF THE ENGLISH LANGUAGE (AEL)</p>	<p>FACILITATED LEARNING</p>	<p>How do you feel when the teacher asks you to participate in the activities being developed in the English class?</p>	<p>Student C said that he felt nervous because he could made mistakes, and he expressed that he felt anxious when there was a new topic. He expressed that he rarely participated in English activities.</p>	<p>It was observed that the teacher did not include all students while developing the activities during the class. Also, the student C was asked to participate, but he did not want to do it.</p>
<p>Extrinsic Motivation</p>	<p>To ascertain the influence of students' extrinsic motivation in the English learning process</p>	<p>REWARDS (R) AWARENESS OF THEIR GRADES (AG) SOCIAL PROBLEMS (SP)</p>	<p>EXTERNAL REINFORCEMENT</p>	<p>Do you feel willing to participate in the activities developed during the English class?</p>	<p>That student said that he got worried when he got a bad grade, and this affected. He also told the researchers that the teacher offered extra points to the ones that participated in the class, but he did not participate because he was afraid of making mistakes.</p>	<p>That student wrote the sentences that the teacher asked, but he was cheating from his classmate. That student also was worried when the teacher reminded them to study for the coming exam. However, the teacher offered extra points to the ones that participated in the activities.</p>

Intrinsic Motivation	To explain intrinsic motivation influence in the EFL learning process	ENJOYMENT OF THE ENGLISH ACTIVITIES (EEA) AUTONOMY IN LEARNING ENGLISH (ALE)	ENJOYMENT	Do you like the activities developed in the English class?	Student C said he did not find important to speak English, and that he just wanted to get good grades in the exams.	Student C just copied the sentences from the whiteboard, later on he said to his classmate that he did not understand , but he did not ask the teacher for any explanation about the topic.
Mother Tongue Influence	To identify the mother tongue influence in the learning of English	CONFUSION OF THE ENGLISH MEANING (CEM) WORD ORDER (WO)	LANGUAGE TRANSFER	Do you consider that the meaning of some English words cause certain confusion when they are translated into Spanish?	That student said he had problems with some words because some of them were similar to Spanish and he confused them. He also said he forgot to apply grammar rules when using adjectives.	Through the observation, the research team noticed that specifically student C was asked to write five sentences, and it was observed that he wrote the adjective after the noun, breaking the English grammar rules.

Source: questionnaire (Appendix M) addressed to the tenth graders. Date: August 20, 2017

The matrix 3 showed the case of student C whom the researcher team called the new boy. The information was collected from the questionnaire addressed to the students, so the different indicators were analyzed to show explicit information that was compared with the information and theories in the state of art.

In the first indicator, which is the role of the teacher, the research team inferred that the teacher did not develop varied activities; for this reason several

students and that particular case student C did not want to participate on them. That boy stated that the majority of the activities were not appealing for him. The researchers assigned the following subcategories to this indicator: Students Engagement (SE), and awareness of the English Language (AEL). Through these subcategories, the researcher inferred that student C did not show any engagement with the language, which means that this boy did not consider English as a helpful tool for the future.

Likewise, after analyzing the second and third indicators which are intrinsic motivation and extrinsic motivation, and taking into consideration the sub categories for this indicator which are Rewards (R) and Awareness of their Grades (AG), Autonomy in Learning English (ALE), the researchers inferred that student C was not motivated even when the teacher offered a reward like candies or extra points; moreover, he stated that when he gets bad grades, he feels worried but yet not that motivated to participate in the class since he is afraid of making mistakes. He copied the class from the white board, but he did not ask the teacher when he did not understand. Furthermore, he did not study at home nor looked for more information about the topic in order to understand it. Additionally, this student stated that he was not interested in learning English; he just wanted to pass the subject.

Regarding the fourth indicator mother tongue and its sub categories which are Confusion of the English Meaning (CEM) and Word Order (WO), researchers inferred that cognate words were confusing for student C since he translated several words in a wrong way. Moreover, student C had some issues when applying grammar rules; for instance, he placed first the noun and then the adjective. This

particular student showed demotivation when facing this inconvenient since he stated English is too difficult.

Matrix 4: Student B the happy Girl (Highest Grades)

Elements in study	Objectives	Sub-categories	categories	Questions	Students answers	Researchers observation
The Role of the Teacher	To describe the role of the teacher in the classes development	STUDENTS ENGAGEMENT(SE) AWARENESS OF THE ENGLISH LANGUAGE (AEL)	FACILITATED LEARNING	How do you feel when the teacher asks you to participate in the activities being developed in the English class?	That student stated that she felt capable to do everything the teacher asked her to do in the class.	In this class, researchers did not observe many appealing activities to make students be motivated. As the observations performed in classes, the researchers considered that the student liked to participate, and she worked efficiently as well. She liked to show herself up too and told the others that she was good.
Extrinsic Motivation	To ascertain the influence of students' extrinsic motivation in the English learning process	REWARDS (R) AWARENESS OF THEIR GRADES (AG) SOCIAL PROBLEMS (SP)	EXTERNAL REINFORCEMENT	Do you feel willing to participate in the activities developed during the English class?	The student considered that she liked to participate in the class and in the developed activities.	Her Participation in class showed that she was motivated by some external motivation. The teacher was not making students be motivated, but the student

						was working, and participating as she liked the language and told the other she was good.
Intrinsic Motivation	To identify the mother tongue influence in the learning of English	ENJOYMENT OF8 THE ENGLISH ACTIVITIES (EEA) AUTONOMY IN LEARNING ENGLISH (ALE)	ENJOYMENT	Do you like the activities developed in the English class?	In her response, the students stated that she really liked the activities developed in class.	The student was really focused , and she was participating . Researchers also saw the student ask the teacher about the pronunciation of some words . She was the first to have the tasks done, and she also helped other students.
Mother Tongue Influence	To explain intrinsic motivation influence in the EFL learning process	CONFUSION OF THE ENGLISH MEANING (CEM) WORD ORDER (WO)	LANGUAGE TRANSFER	Do you consider that the meaning of some English words cause certain confusion when they are translated into Spanish?	That student recognized that some words make her be confused since the meaning was different when they were translated into Spanish .	The student asked one of the researchers about the meaning of farm and farmacia. She said that she liked some other words, but this one made her be confused and, that she associated the meaning as in Spanish .

Source: questionnaire (Appendix M) addressed to the tenth graders. Date: August 20, 2017

In this matrix, it is shown the case of student D whom the researcher team called the happy Girl. The different indicators were analyzed to show explicit information that was collected from the questionnaire addressed to the students, and it was compared to the information and theories in the state of art.

Regarding the first indicator and its sub categories Students Engagement (SE), and awareness of the English Language (AEL), the researchers inferred that “the intelligent girl” had active participation in all the activities with enthusiasm since she loved to show her classmates that she was able to develop every task the teacher assigned; for that girl the majority of the activities were appealing. The student showed engagement by working on the exercises and paying attention to class; moreover, she corrected the mistakes to have all the answers correct when developing the tasks. She expressed that she wanted to learn English because she would study a major that includes this language.

Additionally, when analyzing the second and third indicators which were intrinsic motivation and extrinsic motivation, and their subcategories which are Rewards (R) and Awareness of their Grades (AG), Autonomy in Learning English (ALE), researchers inferred that the student was always aware of her grades since she paid attention and participated in class in order to understand the different topics and get better grades. The intrinsic motivation is a key that helped this girl to work hard to succeed and learn the basis of the language. Also, she participated to get extra points and did not fail any evaluation.

Additionally, in the fourth indicator which is the mother tongue and its sub categories which are Confusion of the English Meaning (CEM) and Word Order

(WO), researchers inferred that the student faced difficulties when translating cognate words; however, when she got a wrong word or she did not know the meaning of a word, she asked the teacher or any classmate for clarification. Furthermore, the structure of the sentences and the grammar rules were hard to memorize for her since she wanted to write according to the Spanish syntax.

Matrix 5: Student E the Tall Girl (Highest Grades)

Indicators	Objectives	Sub-categories	Categories	Questions	Students interview	Researchers observation
The Role of the Teacher	To describe the role of the teacher in the classes development	STUDENTS ENGAGEMENT(S E) AWARENESS OF THE ENGLISH LANGUAGE (AEL)	FACILITATED LEARNING	How do you feel when the teacher asks you to participate in the activities being developed in the English class?	She said that she felt comfortable since that was the way in which she could learn new words.	It was observed that the teacher was in a certain manner helping the students by inferring the importance of learning the English language to have better job opportunities.
Extrinsic Motivation	To ascertain the influence of students' extrinsic motivation in the English learning process	REWARDS (R) AWARENESS OF THEIR GRADES (AG) SOCIAL PROBLEMS (SP)	EXTERNAL REINFORCEMENT	Do you feel willing to participate in the activities developed during the English class?	That student stated without any hesitation that she liked the English activities developed in the English classes.	That student was paying attention in classes and she seemed to be willing to participate in every activity developed in class by the teacher. This student was one of the first students that had the tasks done and asked the

						teacher for corrections.
Intrinsic Motivation	To identify the mother tongue influence in the learning of English	ENJOYMENT OF THE ENGLISH ACTIVITIES (EEA) AUTONOMY IN LEARNING ENGLISH (ALE)	ENJOYMENT	Do you like the activities developed in the English class?	In this case, the student wrote that she liked the activities developed in class by the teacher.	Through class observation, researchers noticed that the student was paying attention . She was not talking to classmates and was ready to clarify doubts with the teacher as well.
Mother Tongue Influence	To explain intrinsic motivation influence in the EFL learning process	CONFUSION OF THE ENGLISH MEANING (CEM) WORD ORDER (WO)	LANGUAGE TRANSFER	Do you consider that the meaning of some English words cause certain confusion when they are translated into Spanish?	That student concluded that some words caused certain confusion when translated into Spanish . She said that some cognate words make her be confused. She gave an example, and she said that for instance the word "sentence" can be confused with the word "sentencia" in Spanish.	Even though the students said that she had issues with the cognate words , the research team did not find the students asking around about the meaning of some words when translated into Spanish.

Source: questionnaire (Appendix M) addressed to the tenth graders. Date: August 20, 2017

The matrix 5 shows the case of student E whom the researcher team called the tall girl. The different concepts are grouped to make clear the interpretation of the data. In this sense, the subcategories are derived from the categories and indicators that are connected with the theme under investigation.

In regards to the indicator the role of the teacher, the research team inferred that the teacher did not implement English activities with the intention to make students be motivated, but some of them participated in the activities that the teacher carried out. In fact, the tall girl who was tagged as one of the student with highest grades told that she liked to be involved in the class because she wanted to study English after finishing high school. Therefore, the researchers assigned the subcategories STUDENTS ENGAGEMENT (SE) and AWARENESS OF THE ENGLISH LANGUAGE (AEL) to the indicator role of the teacher. These subcategories make clear the relation with the other themes or indicators.

In this way, in relation with the extrinsic motivation the tall girl admitted that she participated without asking nothing in return. That is, she got involved in the class whether a reward was offered or not. Now, the subcategories are labeled according to REWARDS (R) and AWARENESS OF THEIR GRADES (AG). According to what the research team observed and the information provided by the teacher, that student was intrinsically motivated because she enjoyed everything about English language. Taking into consideration the previous interpretations, the subcategory AUTONOMY IN LEARNING ENGLISH (ALE) was met because the tall girl got the meaning of words that she did not know. Unmistakably, she was an

independent learner as Ausubel explained that an independent learner will use previous knowledge for grasping new meanings.

To end with the interpretation of the case E, The final indicator mother tongue is shown and the subcategories CONFUSION OF THE ENGLISH MEANING (CEM) and WORD ORDER (WO) have an important influence. The tall girl confessed that cognate words made her confused when translating them to Spanish. For instance, she got some issues with the word farm because she thought that in Spanish it was farmacia. All the false cognates caused the students difficulties, but in spite of that the teacher was not concerned about that issue. the teacher did not make any effort to correct this habit as Chomsky believes that the habits of the mother tongue are transferred to the target language.

Matrix 6: Student F the Charming Boy (Highest Grades)

Indicators	objective	Sub-categories	Categories	Questions	Students interview	Researchers observation
The Role of the Teacher	To describe the role of the teacher in the classes development	STUDENTS ENGAGEMENT(SE) AWARENESS OF THE ENGLISH LANGUAGE (AEL)	FACILITATED LEARNING	How do you feel when the teacher asks you to participate in the activities being developed in the English class?	The student stated that he liked to participate in the activities every time the teacher asked him to do so.	In this class, the researchers observed that the students did not have the same opportunity to participate during the activities since the same students participated all the time. Student F was willing to participate in class and to work hard.

<p>Extrinsic Motivation</p>	<p>To ascertain the influence of students' extrinsic motivation in the English learning process</p>	<p>REWARDS (R) AWARENESS OF THEIR GRADES (AG) SOCIAL PROBLEMS (SP)</p>	<p>EXTERNAL REINFORCEMENT</p>	<p>Do you feel willing to participate in the activities developed during the English class?</p>	<p>The student stated that he was always willing to participate in the class every time the teacher asked a question or asked him to develop an activity. He liked that he had the chance to participate.</p>	<p>The student raised his hand every time the teacher asked him something. His behavior during the class showed that he was extrinsically motivated. There were no many activities to participate, but the student answered every time the teacher gave him the opportunity.</p>
<p>Intrinsic Motivation</p>	<p>To identify the mother tongue influence in the learning of English</p>	<p>ENJOYMENT OF THE ENGLISH ACTIVITIES (EEA) AUTONOMY IN LEARNING ENGLISH (ALE)</p>	<p>ENJOYMENT</p>	<p>Do you like the activities developed in the English class?</p>	<p>The student affirmed he really liked the activities developed in class.</p>	<p>Developing and finishing the activities at first was student's center of attention. He was working in silence and was the first to finish the tasks; also he was willing to participate in the activities.</p>
<p>Mother Tongue Influence</p>	<p>To explain intrinsic motivation influence in the EFL learning process</p>	<p>CONFUSION OF THE ENGLISH MEANING (CEM) WORD ORDER (WO)</p>	<p>LANGUAGE TRANSFER</p>	<p>Do you consider that the meaning of some English words cause certain confusion when they are translated into Spanish?</p>	<p>That student claimed that that sometimes that was a challenge for him because the meaning is totally different in Spanish when they are translated.</p>	<p>The student got confused with the word "camp" and its meaning in Spanish. He stated that that was one of the words that made him be confused since It had a similar spelling that the word in Spanish "campo"; he associated the</p>

						meaning as in Spanish. He also provided some other examples that were not so accurate.
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Source: questionnaire (Appendix M) addressed to the tenth graders. Date: August 20, 2017

The research team called this case the charming boy because the student loves English. He told us that he wants to continue studying English because he can get many job opportunities. Absolutely, the subcategories STUDENTS ENGAGEMENT (SE) and AWARENESS OF THE ENGLISH LANGUAGE (AEL) were met by that student who participated in the different activities the teacher assigned. Also, he asked the teacher when he found some word he could not understand. However, the teacher just checked the answers in students' notebooks not in the oral form so that the student could not practice his pronunciation. The student liked to be the first to answer a question or to finish a task. The researchers inferred that the student was motivated by external factors since he was one of the students that liked to finish the task first. The sub-categories REWARDS (R) and AWARENESS OF THEIR GRADES (AG) were really efficient for him since he wanted to have good grades, and he confessed that he liked to be praised.

Similarly, the subcategory AUTONOMY IN LEARNING ENGLISH (ALE) was observed in this student since he looked for the unknown words in the dictionary or even he used his cellphone to investigate the meaning of some words. However, as it happened with all the students, he found some issues with the mother tongue influence because he could not guess the meaning of false cognates. Also, he mispronounced many words in English reflecting the pronunciation of Spanish.

Evidently, the subcategories CONFUSION OF THE ENGLISH MEANING (CEM) and WORD ORDER (WO) took place because the researchers identified the issue the student had with cognate words when translating or uttering a word. The student was confused with some words, but he tried to look for the correct way to say and write it.

4.4.1 General Analysis of the Matrixes

Evidently, the six cases showed the problematic situations the students face in the EFL learning process at Complejo Educativo Dr. Alberto Luna. It is necessary to have an over-all view of the instruments. The questionnaire (Appendix I) was used to gather information about the factors that prevent the student's successful English learning process. The information is compared with the literature review with the intention to discover if the reality faced in the classroom was not far from the theory provided by the experts. The questions were addressed to six first year high school students; the researchers took into consideration three female students and three male students. Also, the research team asked for the help of the teacher so that they could have the three students that always got the better grades in English, and the students that always got the lowest grades in English. The researchers focused on the six students and took into consideration the following categories:

a) Facilitated learning

As stated in the theoretical framework, Harmer (1995) believes that teachers should play diverse roles in the classroom such as, evaluating the needs and abilities of students and choosing accurate methods and techniques to provide instruction to

students within assigned subject areas. Hence, teachers work as facilitator of the students' progress by knowing students' needs to enhance the outcome of the English learning process.

This facilitation of learning is possible through the guidance of the teacher who encourage students to constantly assess how the activity is helping to gain understanding. To Piaget (1986) people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. Also, he stated that the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject. While analyzing students' responses and researches' observation of six students in the English class, the researchers noticed that the teacher did not facilitate students' learning because they were not exposed to varied activities to learn target language since the researchers inferred that there were certain activities that were not appealing. Then, it means that facilitation did not occur in the classroom, and as a result students preferred to talk with their classmates or to check their cell phones.

b) External reinforcement

The participation in the class is essential, and it helps students foster the language as they clarify doubts about the topic that is being taught or the previous topics. Subsequently, when analyzing the students' responses, the teacher's opinion and the researchers' observation, the research team inferred that the main factor that prevents students' participation in class was that they are not involved in the English activities, and they do not have any opportunity to practice, or to develop a

task in front of the class. Also, when the students scarcely participated they felt ashamed and uncomfortable when they gave an incorrect answer since they thought their classmates would make fun of them.

Furthermore, the students affirmed that they preferred not to participate because they did not understand directions. The researcher firmly deduces that students liked to stay in the comfort zone, and the teacher did not involve all the students in the academics activities and others themes planned in the syllabus. As well, the students looked anxious; they even tried not to have eye contact with the teacher when she was asking something. Also, it is important to clarify that these students having some issues with participation were the ones that got lower grades and that seemed to be less motivated than the rest of the students in this particular classroom.

c) Enjoyment

In the classroom, a few students were intrinsically motivated, and consequently many of them did not show enjoyment or interest in learning English since the theory establishes that students intrinsically motivated have an internal desire for participating. Burner stated that this energy or motivation pushes students to develop any activity. In fact, the students that got better grades in English were conscious that participation was a good chance for them to improve and learn even more. These students were not shame or inconvenient when making mistakes; additionally, these students were the ones that seemed to be more motivated to learn the English since they knew the importance of it. Researchers consider that sometimes students are not motivated because of an external reinforcement; they

like to participate and grasp the meaning of new words and increase their vocabulary.

The researchers considered that students with lower grades did not feel willing to participate in some activities because they seemed to be repetitive and boring. In opposition, the students with better grades participated in the activities even if they did not like them that much, but they liked recognition. Additionally, researchers detected that the teacher just asked students to participate once; she did not encourage students to develop the task. Moreover, several activities were checked in the written form, so it did not allow students to communicate and pronounce the target sounds. Also, while the teacher was revising one student's answers, the others were talking or not working in the task. Researchers also inferred that the teacher did not give them specific time to develop each activity; that is why; the students did not show any interest or enjoyment in the activities.

C) Language transfer

Ellis (1999) defines language transfer as the process of using knowledge of the first language in learning a second language. Applying the rules of the native language into the foreign language may be sometimes misleading. In agreement with this statement, the researchers observed that one of the main factors that prevented students' learning process was the influence of the mother tongue since students showed frustration and demotivation when they tried to use or translate a word into Spanish with different meanings. Moreover, the researchers inferred that the cognate words were difficult for both types of students: the ones that got lower grades and the ones that got better grades in the classroom; the only difference is

that the students with lower grades did not ask the teacher for the correct way to translate words, and they were just interested on finishing the tasks to go on break time or talk with the other classmates. Also, these students argued that English was difficult and confusing for them, but the researchers noticed that they did not pay attention to the teacher's explanation so that they were not able to develop the tasks even later. On the other hand, the students with better grades looked for the correct translation of the words and asked the teacher until they got the correct answers. These students showed awareness of the importance of English in their future lives, and they seemed to have a clear desire to learn the language. Finally, the researchers considered that the mother tongue also affected students' pronunciation since they tried to use the same patterns in Spanish as in English.

4.5 Qualitative Analysis of the Observation from the checklist and the Diaries Addressed to First Year of High School Students

Indicators from the checklist and the diary:

- a) students' enrollment in the English classes**
- b) students' participation because of external reinforcement**
- c) students' enthusiasm for participating**
- d) language transfer because of the mother tongue influence**

The research team confirmed through the checklist (Appendix H) and the diaries (Appendix K) some external and internal factors that prevent first year of high school students from learning English. The information was obtained with the intention of approving or disapproving what the students and the teacher said about

the external and internal factor in the EFL learning process. As well, this data helped to ratify if the reality faced in the classroom was not far from the theory provided by the experts, so the research team could notice that actually the information ensembles almost exactly with the experiences and situations inside the classroom; for example, it was discovered that the teacher did not get all the students engaged in the classes. Even though, she used warm ups and games to catch their attention, it was hard for her to have everybody participating or feeling enthusiastic. In regards with the oral activities, many students were reluctant to participate. Also, the research team noticed that the teacher did not tell their students the importance of learning English; however, she emphasized that if they do not study they could get bad grades.

Moreover, the researchers found that many students did not work in the English activities, yet it was observed that a few students work actively. Some students were tired or hungry because they took English before lunch. Therefore, some specific students showed discomfort for being asked to participate. Thus, some students were impatient, and they just wanted to have a break time. Undoubtedly, this showed that some students think the English subject is just a requirement, and they have to approve it for getting a diploma.

Subsequently, it is very evident the transformative power that a teacher has in the student's mind. In fact, Stronge stated that the effective power of teachers creates assumptions in the students' mind, and obviously students imitate teacher's behavior. For example, it was observed, that most of the time, the students followed what the teacher told them to do. They respected what the teacher said, and

remained silent when the teacher was in the classroom. In contrast, when the teacher was outside the classroom, the students were misbehaving or even yelling.

Straight afterward, it was clearly noticeable that the students who were interested in learning English were the ones who were attracted for different factors that motivate them to learn it. For instance, some students mentioned that they wanted to learn English because they had relatives who were studying it, so they wanted to continue studying English after high school to have better job opportunities.

Regarding the methods the teacher used in the classroom, there were different activities in which she tried to motivate the students. However, the teacher focused on drills and dictations repeating patterns over and over again. Behaviorism occurred in the classroom, and the learning became a habit. In the words of Littlewood, learning is achieved through the formation of habits. It was easier for the teacher to keep students silent when she used dictation or drills to keep the attention of all the students. Likewise, the research team observed the way the teacher organized the groups' works during the different activities; she used different techniques to group the students. Sometimes she used pair works, team works, and individual work, but in the majority of time the students worked individually.

Nevertheless, the lack of attention was another problem the students faced during the time that the research team observed. The teacher tried to catch student's attention by telling that them they could use English everywhere and they could get a job easily. Nonetheless, some students were not interested in learning this language because they did not have a clear vision or intrinsic motivation.

Another issue students faced was the language transfer, especially with the position of adjectives. The word order was a notorious obstacle for the students who in many sentences wrote the adjectives in the position of Spanish adjectives. In the same way, they pronounced some the English words as they were in Spanish; in spite of, the effort of the teacher of explaining that the words sound differently.

4.5.1 Non-Participant observation (Field notes)

The researchers registered the observations systematically during eight weeks. These notes play an important role in this part of the investigation since they help the research team compare the different points of view regarding the external and internal factors that prevent tenth graders from learning English. The six students were the objects of study during the observations.

Table 2 field notes

Month	Important remarks	Week
July	<ul style="list-style-type: none"> ○ Some students seemed not to enjoy the class. ○ Students demonstrated their discomfort about the coming exams by using facial gestures. 	First
	<ul style="list-style-type: none"> ○ They did not pay attention in the classes scheduled before lunch. ○ They were talking especially at the back part of the classroom. 	Second
August	<ul style="list-style-type: none"> ○ They moved their legs constantly showing they were bored while the teacher was talking and talking. ○ They enjoyed having games in the classroom, but after that they remained without participating 	Third
	<ul style="list-style-type: none"> ○ Students seemed to be after taking many subjects. ○ Some students came late to the class. 	Fourth
	<ul style="list-style-type: none"> ○ Some students seemed to be tired of being standing all the morning. ○ Group work seemed to be a good technique for students to be involved. 	Fifth
	<ul style="list-style-type: none"> ○ People at the back side of the classroom were talking a lot while having a writing practice. ○ Some students were checking their cellphones 	Sixth
September	<ul style="list-style-type: none"> ○ Some Students seemed to be worried about previous evaluations. ○ They feel enthusiastic when the teacher offered candies to the students who work best 	Seventh

	<ul style="list-style-type: none"> ○ Some students miss classes. ○ Some students were really worried about the coming evaluation because the teacher told them they were about to finish the academic year. 	Eight
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Source: Taken notes in the English classes from August 17 to September 13, 2017

The researchers decided to be immersed directly in the field and entered some of English classes. The field notes were taken with the intention to recognize how the internal and external factors influence students' learning. While reading the information in this investigation, it can be noticed that the answer to this question is that the internal and external factors affect negatively students' success in the classroom. However, the level of influence can be different according to the case that is studied.

In the different classes, the students were not paying attention or participating in the activities assigned by the teacher. The role of the teacher was really passive. According to the current theories, the role of the teacher is conceived as facilitator and not as a person that transmit knowledge. As Piaget (1985) stated that effective teachers should make students build meaning through experiencing things. In this context, the teacher has an important role in the success of their students since the effectiveness of the teacher influence students' development in the class.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After analyzing and interpreting the gathered data, the researchers drew some relevant conclusions and recommendations based on the findings about the external and internal factors that hinder EFL learning process.

5.1 Conclusions

5.1.1 In relation to the external factor, the role of the teacher, the research team concluded that the teacher's role should be fulfilled completely to avoid difficulties in the EFL learning process. In other words, the teacher becomes interference for learning English if his or her role is ineffective when not involving students in the English activities, and not facilitating learning. Clearly, the teacher inside the classroom did not meet the student's expectations. Therefore, other external factors hampering students' learning took place.

5.1.2 Regarding the extrinsic motivation, the investigators state through the different instruments that praising the students and offering rewards is an effective way of maintaining students' interest. Categorically, the students' participation increases when students are offered tangibles and intangible rewards. Therefore, these actions should become a habit to keep students' enthusiasm in all the classes.

5.1.3 Concerning the intrinsic motivation, the findings revealed that when students are not intrinsically motivated, they are not interested in learning English because they do not have a vision of the near future. From this reality, it is inferred

that the majority of students were not independent of their own learning, and even they did not show an internal desire for learning English.

5.1.4 Finally, the researchers conclude that the mother tongue influence indeed is a hindrance for students to learn English since every learner have their own linguistic competence from birth, and when learning English the mother tongue would be reflected in the production of the target language. Therefore, the false cognates, and the word order certainly prevent either students with highest or lowest grades from learning English.

5.2 Recommendations

Having carried out the study on, Internal and external factors that prevent EFL first year of high school students at Complejo Educativo Dr. Alberto Luna 2012 during the year 2017” the research team recommends the following:

To students

5.2.1 Students should actively participate in the activities developed in the class so that they will learn the necessary vocabulary and the grammar rules in order to succeed not only in the tests and activities, but also in their future studies and life.

5.2.2 They should practice English in the class through the participation in the different activities and also outside the classroom through homework assignments or by using internet, watching movies in English and listening to music in English.

5.2.3 Students should develop effective study habits for them to learn English so that they get better grades and achieve their goals.

To the teacher

5.2.4 The English teacher should perform efficiently his or her role in the EFL learning process by involving students in courses and facilitating learning so that students build their own understanding. Nowadays, students in El Salvador have different prospects in life because they see themselves developing a job were they speak English. That is why; teachers should innovate with new ideas and strategies to make the EFL learning process successful.

5.2.5 teachers should use activities and lesson plans that motivates extrinsically and intrinsically the students, the teachers should create a good environment that engage all the students to be better and successful in learning English, taking into consideration the internal and external factors studied in this research.

5.2.6 Teachers should stimulate every single student and take everybody into consideration at the time of developing the activities in the class. The role of the teacher is to manage the classroom and work closely with the students to make the EFL learning process effective.

5.2.7 Teachers should explain the difference in language during the classes to make students conscious of the language transfer. In this way, students will comprehend the difference between English and Spanish.

To future investigators

The research team states the following finding by expressing that the teacher has a real incidence in the EFL learning process, and an ineffective development of the teacher's role will lead to struggles in the class. Undoubtedly, the teacher should

get supported from the extrinsic motivation by praising students. In this way, the teacher will keep students enthusiasm, and the intrinsic motivation will flow automatically in them. The teacher should create the mechanism that make students get involved. As well, the effective development of the teacher will minimize the obstacles in the classes such as the mother tongue influence. Definitely, the teacher will create a good environment assuring the accomplishment of the objectives planned in the syllabus by keeping students engaged and becoming conscious of the social, and internal problems every student bring to class.

5.2.8 The research team encourages future researchers to take into account the case study for future investigation in order to minimize resources, and to break a broad topic into small parts.

5.2.9 The investigators encourage future researchers to take into account the current findings from this case study so that reliable information is prearranged for the creation of future investigations.

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APPENDIX A

Preliminary Observation



Some students were not paying attention to the teacher. Clearly, they were demotivated, so some external factors were hindering their EFL learning process.



During the English class it was common to see some students checking their cellphones or standing up.



APPENDIX B
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



Observation guide addressed to tenth graders at Complejo Educativo Dr. Alberto Luna

Objective: to get through a deep observation data related to external and internal factors that might prevent the EFL learning process

1- Are the students willing to participate in the class, explain?

2- Are the students motivated with the activities developed in the class?

3- Do the students work in the activities assigned during the class?

4- Does the teacher provide motivational activities for the class?

5- Does the teacher provide feedback?

6- Are the students distracted during the class?

7-Do the students try to speak English during the class?

8-Do the students confused the Spanish structures with English structures?



APPENDIX C
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



Questionnaire addressed to tenth graders at Complejo Educativo Dr. Alberto Luna

Objective: to gather information about extrinsic and intrinsic motivation, the role of the teacher, and the mother tongue.

Indicaciones: Marque con una X las preguntas que se le presentan a continuación y luego explique por qué.

1. ¿Le gusta participar en la clase de inglés? Si ____ No ____

Explique ¿por qué? _____

2. ¿Les gustan las actividades desarrolladas en la clase de Inglés?

Si ____ No ____ Explique ¿por qué?

3. ¿Entiende los contenidos desarrollados en la clase de inglés?

Si ____ No ____ Explique ¿Por qué?

4. ¿Estudia fuera de clase los contenidos desarrollados en la clase de inglés?

Sí ____ No ____ ¿Por qué?

5. ¿tiene problemas con las estructuras cuando escribe en inglés? Si ____

No ____ ¿Por qué?

6. ¿Confunde algunas palabras del idioma Ingles con el español? Si____ No____
Explique

7. ¿Se distrae durante el desarrollo de la clase de inglés? Si____ No____ Explique
que lo o la distrae

8. ¿Le gusta como imparte la clase de inglés el profesor o profesora? Si____
No____ ¿Por qué?



APPENDIX D
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



Questionnaire addressed to the English teacher in charge of first year of high school at Complejo Educativo Dr. Alberto Luna to know about her point of view towards academic performance

Objective: To know about her point of view towards the EFL learning process

Direction: Answer the following questions:

1. Do you perceive some factors that could affect the English language learning, explain?

Yes

No

2. Do you consider that the English teaching learning process is a problematic process, explain?

Yes

No

3. What are the strategies that you use to make students participate in the English learning process?

4. Do you consider that the mother tongue can affect positively or negatively the Learning process?

Yes

No

Explain:

5. What is the role of motivation in the classroom of tenth graders?

6. How the intrinsic motivation can affect tenth graders?

7. Can the extrinsic motivation be determinant in the learning English process?



APPENDIX E
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



Questionnaire addressed to Nora Anzora English teacher at Instituto Nacional de Santa Ana INSA

Objective: To have an academic opinion about the factors that hinder students' English learning process at the public schools.

Indication: Answer the following questions.

1. What is your opinion about teaching English as a subject at the public schools in El Salvador?

2. In your opinion, what are the most common factors that prevent the students' from learning English?

3. Does mother tongue have influence on EFL learning process?

4. Are there any significant differences in the grammar and pronunciation of Spanish and English?

5. Do the students have qualified English teachers in El Salvador?

6. In your opinion, can motivation and interest influence the English learning process at public schools in El Salvador?

APPENDIX F
LEY LEPINA

LEPINA (LEY DE PROTECCION INTEGRAL DE LA NIÑEZ Y ADOLESCENCIA)

Art 86. Responsabilidad del Estado en materia de educación

Para hacer efectivo el derecho a la educación el Estado deberá:

n) Propiciar la comunicación y la creación de redes sociales entre las autoridades educativas y los padres, madres, representantes o responsables de niñas, niños y adolescentes.

p) Supervisar el desempeño y aplicación de métodos pedagógicos con la finalidad de garantizar la calidad educativa en centros públicos y privados.

Art. 87 Responsabilidad de las madres, padres, representantes o responsables en materia de educación

b) Incentivar, exigir y verificar la asistencia regular a clases y participar activamente en todo su proceso educativo.

d) Respetar y vigilar porque se cumplan los derechos educativos de las niñas, niños y adolescentes, así como denunciar las posibles violaciones a esos derechos.

e) Denunciar actos contrarios que atenten contra la vida y la dignidad de las niñas, niños y adolescentes.

art. 88 Responsabilidad de los centros educativos públicos y privados

Las autoridades educativas también estarán obligadas a denunciar cualquier forma de amenaza o violación a la integridad física, psicológica y sexual de las niñas, niños y adolescentes, que se realicen dentro o fuera de los centros educativos.

Artículo 86.- Responsabilidad del Estado en materia de educación Para hacer efectivo el derecho a la educación el Estado deberá:

- a) Garantizar educación integral de calidad y progresiva en condiciones de igualdad y equidad para toda niña, niño y adolescente;
- b) Procurar asistencia alimentaria gratuita en los centros públicos de educación inicial, parvularia y primaria;
- c) Crear y fomentar los niveles más elevados del conocimiento científico y tecnológico;
- d) Fomentar la expresión artística y cultural;
- e) Promover los valores éticos, morales y ciudadanos;
- f) Difundir y promover el respeto a los derechos de toda niña, niño y adolescente y los Derechos Humanos en general;
- g) Fomentar el conocimiento y respeto del idioma castellano, la identidad cultural y de otras manifestaciones culturales;
- h) Crear y mantener centros de estudios con infraestructura e instalaciones que cuenten con los espacios y condiciones físicas adecuadas para el desarrollo de la enseñanza científica y tecnológica, las actividades lúdicas, deportivas y culturales;

- i) Proveer los centros de estudios de recursos humanos cualificados y garantizar a éstos, condiciones laborales adecuadas; además, deberá facilitar materiales pedagógicos, científicos, tecnológicos, lúdicos, deportivos, culturales y los instrumentos adecuados para cualquier tipo de expresión artística;
- j) Estimular en todos los niveles de enseñanza el desarrollo de la inteligencia y del pensamiento autónomo, crítico y creativo, respetando la iniciativa y las características individuales de cada niña, niño o adolescente;
- k) Garantizar modalidades y horarios escolares especiales que permitan a los adolescentes trabajadores asistir regularmente a sus centros de estudio;
- l) Diseñar estrategias para erradicar la deserción educativa;
- m) Incluir en los programas educativos temas relacionados con la nutrición, la educación sexual y reproductiva, el embarazo precoz, la equidad y violencia de género, las drogas, las enfermedades infecto contagiosas y el medio ambiente y garantizar la permanencia en el ámbito escolar y no discriminación de las niñas y adolescentes madres, embarazadas o víctimas de violencia;
- n) Propiciar la comunicación y la creación de redes sociales entre las autoridades educativas y los padres, madres, representantes o responsables de niñas, niños y adolescentes;
- o) Promover las investigaciones sobre la educación y tomar en cuenta las mejores propuestas relativas a la pedagogía, didáctica, evaluación, currícula y metodologías planteadas por expertos u organismos internacionales, que correspondan a las necesidades de las niñas, niños y adolescentes;

p) Supervisar el desempeño y aplicación de métodos pedagógicos con la finalidad de garantizar la calidad educativa en centros públicos y privados; y,

q) Establecer una política financiera destinada a cumplir con la educación integral de la niñez y adolescencia.

Artículo 87.- Responsabilidad de las madres, padres, representantes o responsables en materia de educación Es responsabilidad de los padres, madres, representantes, y responsables de las niñas, niños y adolescentes:

a) Inscribir a la niña, niño o adolescente oportunamente en un centro educativo;

b) Incentivar, exigir y verificar la asistencia regular a clases y participar activamente en todo su proceso educativo;

c) Garantizar el máximo aprovechamiento de los medios de enseñanza que se les proporcionen; d) Respetar y vigilar porque se cumplan los derechos educativos de las niñas, niños y adolescentes, así como denunciar las posibles violaciones a esos derechos;

e) Denunciar actos contrarios que atenten contra la vida y la dignidad de las niñas, niños y adolescentes; y,

f) Dar a conocer a las niñas, niños y adolescentes las instancias donde deben acudir en caso de atentar contra la vida e integridad de ellas y ellos.

Artículo 88.- Responsabilidad de los centros educativos público y privado

Las autoridades educativas comunicarán a las madres, padres, representantes o responsables de las niñas, niños o adolescentes, así como a los organismos de

administración escolar los casos de deserción escolar, los índices de reprobación y las reiteradas inasistencias injustificadas.

Las autoridades educativas también estarán obligadas a denunciar cualquier forma de amenaza o violación a la integridad física, psicológica y sexual de las niñas, niños y adolescentes, que se realicen dentro o fuera de los centros educativos.



APPENDIX G
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



Interview Guide Sheet addressed to the English teacher at Complejo Educativo Dr. Alberto Luna, San Sebastian, Salitrillo, Santa Ana in order to obtain information for the research work.

Objective: To know the incidence of the internal and external factors in the English development to comprehend the relation between academic performance and variables such role of the teacher, mother tongue, and motivation having finished the observation.

1. How do you deal with the students who do not like to participate in the English classes?
2. How do you make the students become involved in their own learning?
3. What are some of the difficulties do you believe that the students face during the English classes?
4. Do you consider that the students work better if you offer them rewards?
5. Do you think that some students participate in the class just for avoiding any punishment?
6. Do the students have problems with words that are similar to Spanish but they have different meaning (false cognates)? If they have any problem, how do you solve it?
7. How do you manage to tell students that words in English have different pronunciation?
8. In some cases, do you observe that the students do not show any interest or delight in learning English?
9. What are the activities that the students fully enjoy?
10. Why do you think some students do not feel passionate to learn English during tenth year?



APPENDIX H
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



Observation checklist for tenth graders' EFL learning at Complejo Educativo Dr. Alberto Luna San Sebastian Salitrillo, Santa Ana

Objective: To observe the students' behavior related to English learning process and the effect of external and internal factors in the English classes.

Direction: place a check in the corresponding box. Select one item only.

1. Does the teacher tell students the importance of learning English?

Yes No

2. Which of the following grouping strategies does the teacher apply?

- a) Team work
- b) Pair work
- c) Individual work
- d) Group-discussion
- e) Rotating-trios
- f) Group quizzes
- g) Other

3. Does the teacher help students understand ideas and meanings during the class?

Yes No

4. Do the majority of students participate in the English activities?

Yes No

5. Are students willing to participate actively or to get involved in their English classes eagerly?

Yes No

6. Do students show interest in learning English?

Yes No

6. Do students seem to enjoy the class?

Yes No

7. Do the majority of the students ask the teacher how to deal with some English words which are similar to Spanish words, but they are semantically different?

Yes No

8. Do students translate words and speak in Spanish all the time?

Yes No



APPENDIX I
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



Questionnaire addressed to first year of high school students to obtain essential information for the research work.

Objective: To describe internal and external factors that hinder first year of high school students' EFL learning process at Complejo Educativo Dr. Alberto Luna San Sebastian Salitrillo, Santa Ana, during the year 2017

Directions: Answer the following questions

1-Do you find topics easy and understandable in the English class, explain them?

2-How do you feel when the teacher asks you to participate in the activities being developed in the English class?

3- What is your reaction when you think the topic is hard to be understood during the class?

4-Do you think that your motivation is affected by the exam results?

5- Do you feel willing to participate in the activities developed during the English class?

6-Personally, what is your opinion about learning English?

7-Do you like the activities developed in the English class, give some examples?

8-Do you see yourself in the future mastering the language and speaking English fluently?

9- Do you have problems with the English grammar rules?

10- Do you consider that the meaning of some English words cause certain confusion when they are translated into Spanish? If your answer is yes, can you give some examples?



APPENDIX J
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



Cuestionario dirigido a los estudiantes de primer año de bachillerato para obtener información importante para la investigación.

Objetivo: Describir los factores internos y externos que impiden el proceso de aprendizaje de los estudiantes de primer año de bachillerato en la escuela: Complejo Educativo Dr. Alberto Luna San Sebastián Salitrillo, Santa Ana, durante el año 2017.

Indicaciones: conteste las siguientes preguntas

1-¿Encuentra temas fáciles y comprensibles en la clase de inglés?

2-¿Cómo se siente cuando el profesor te pide que participes en las actividades que se están desarrollando en la clase de inglés?

3-¿Cuál es su reacción cuando piensas que el tema es difícil de entender en la clase?

4-¿Crees que su motivación se ve afectada por los resultados del examen?

5- ¿Se siente dispuesto a participar en las actividades desarrolladas durante la clase de inglés?

6-Personalmente, ¿cuál es su opinión sobre el aprendizaje del inglés?

7-¿le gustan las actividades desarrolladas en la clase de inglés?

8-¿Se ve en el futuro dominando el idioma y hablando inglés con fluidez?

9- ¿Tiene problemas con las reglas de gramática inglesas?

10- ¿Considera que el significado de algunas palabras en inglés causa cierta confusión cuando se traducen al español? Si su respuesta es sí ¿puede dar algunos ejemplos?



APPENDIX K
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



Diary criteria for High school students group A at Complejo Educativo Dr. Alberto Luna during 2017.

Researcher's name: _____

Place: _____

Date (s): _____

Time to observe: From: _____ to: _____

Objective: To gather information about internal and external factors that prevent tenth graders' EFL learning process

Aspects to observe:

- 1 students' engagement in the English classes
- 2 students' participation because of extrinsic motivation
- 3 enjoyment of the English activities because of intrinsic motivation
- 4 language transfer because of the mother tongue influence

Note: This information will be administered anonymously. Feel free to answer according to what you state

APPENDIX L
Transcriptions of the English teacher interview
Interview No.1

1. How do you facilitate the English learning to make students participate in the English classes?

I talk to them and make them know the importance to make effort, but some of them do not like to learn it. I think that to facilitate students' learning is important to create a nice environment in the class, so I try to facilitate the students every time I have the possibility to explain any topic. I answer any question they ask me or I tell them that I will investigate later to have an answer.

2. How do you make the students become involved in their own learning?

I explained to them the importance of English now...Hmm... We need it everywhere. I told them that it is important for getting a job, so aah I make them participate in the activities, so it is important to have all the students participating in the class.

3. What are some of the difficulties that the students face during the English classes?

Most of the time, the students do not pay attention, they are not interested. Therefore, lack of attention and interest are the problems they face. ...Hmm...They do not bring homework because they say they do not have time since they help their parents to work.

4. Do you consider that the students work better if you offer them rewards?

Yes, they do, most of the time, they participate when they know they will get candies or something else. I use these techniques in the classroom, but not all the time.

5. Do the students participate in the class just for avoiding any punishment?

No, some of them participated because they wanted it. It was not because they could be punished. For me, it is better to make them feel comfortable instead of giving them any kind of punishment. Eer it is important to offer them a reward.

6. What do you do to contrast English and Spanish sounds?

I try to explain a little of phonetics. Also, when I use cognate words, I explain them the differences. ...Hmm... It is not easy to explain how the English language works since they do not understand different concepts or ideas

7. Do the students have problems with words that are similar to Spanish but they have different meaning (false cognates) if they have any problem, how do you solve them?

I explain to them that there are words that have different meaning in English, so I think everybody finds difficult these words. For me, the best is to look for their definition in the dictionary.

8. In some cases, do you observe that the students do not show any interest or delight in learning English?

Yes, most of them are not interested in learning English, but it is because they do not have a real motivation or reason. I try to call students' attention by using different activities they would like.

9. What are some the activities that the students fully enjoy?

They enjoy games, songs, and dialogues. I use many things to make them participate. Ummm I like to start every class with a warm up to motivate students. They prefer activities that bring competence. For example, I was making some challenges for them, and I make girls and boys have challenges.

10. Why do you think some students do not feel passionate to learn English during tenth year?

They think English is difficult, and some of them even don't try it. For some students English is important and they get better grades, but some others as I told you before do not feel a motivation. They think they just have to approve every subject because it is a requirement.

APPENDIX M

Transcriptions of first year high school students' questionnaire

Questionnaire No.1

1-Do you find topics easy and understandable in the English class, explain them?

Si, en algunos casos casi como cada adjetivo en Ingles cambia.

2-How do you feel when the teacher asks you to participate in the activities being developed in the English class?

A veces me siento con depresión.

3- What is your reaction when you think the topic is hard to be understood during the class?

Sorprendido

4-Do you think that your motivation is affected by the exam results?

Si claro poco.

5- Do you feel willing to participate in the activities developed during the English class?

No, porque algunos son difíciles y no los comprendo.

6-Personally, what is your opinion about learning English?

Algunos si son fáciles y entendibles y se pueden pronunciar, pero hay otras difíciles.

7-Do you like the activities developed in the English class, give some examples?

Si, honestamente me gustan.

8-Do you see yourself in the future mastering the language and speaking English fluently?

No, porque es muy difícil

9- Do you have problems with the English grammar rules?

Si, por que algunos cambian y confunden.

10- Do you consider that the meaning of some English words cause certain confusion when they are translated into Spanish? If your answer is yes, can you give some examples?

Si, en algunos casos casi como cada adjetivo en Ingles cambia. Por ejemplo en ingles ejemplo cuando se dice casa blanca el adjetivo pasa antes del sustantivo. En ingles se dice White house.

Questionnaire No.2

1-Do you find topics easy and understandable in the English class, explain them?

Si un poco, a veces.

2-How do you feel when the teacher asks you to participate in the activities being developed in the English class?

Nerviosa porque no sé cómo contestar bien.

3- What is your reaction when you think the topic is hard to be understood during the class?

sorprendida

4-Do you think that your motivation is affected by the exam results?

Si afectada

5- Do you feel willing to participate in the activities developed during the English class?

En algunas si, cuando me preparo. Pero cuando no me prepare no me gusta.

6-Personally, what is your opinion about learning English?

Es muy dificil

7-Do you like the activities developed in the English class, give some examples?

Si, Pues, creo que nos servirán mucho, pero cuesta mucho sobre esta materia.

8-Do you see yourself in the future mastering the language and speaking English fluently?

No, porque no les comprendo y no creo comprenderles.

9- Do you have problems with the English grammar rules?

Pues, creo que nos servirán mucho, pero cuesta mucho sobre esta materia.

10- Do you consider that the meaning of some English words cause certain confusion when they are translated into Spanish? If your answer is yes, can you give some examples?

Si hay muchas palabras que confunden.

Questionnaire No.3

1-Do you find topics easy and understandable in the English class, explain them?

Si algunas reglas

2-How do you feel when the teacher asks you to participate in the activities being developed in the English class?

Primeramente poner atencion en clases porque me cuesta mucho y practicar en casa.

3- What is your reaction when you think the topic is hard to be understood during the class?

Primeramente nervioso porque me puedo equivocar y más cuando el tema no lo e entendido bien.

4-Do you think that your motivation is affected by the exam results?

Sí, claro Si porque cuando uno saca mala nota se afecta mucho.

5- Do you feel willing to participate in the activities developed during the English class? ***Si porque me ayuda mucho a que se me quite el miedo.***

6-Personally, what is your opinion about learning English?

Si porque es muy importante porque lo vemos mucho en la vida cotidiana. . Y la materia es muy importante en si

7-Do you like the activities developed in the English class, give some examples?

Si me gusta mucho porque practicamos ejemplo conversamos con la maestra y los compañeros.

8-Do you see yourself in the future mastering the language and speaking English fluently?

Con mucha practica.

9- Do you have problems with the English grammar rules?

Si algunas reglas

10- Do you consider that the meaning of some English words cause certain confusion when they are translated into Spanish? If your answer is yes, can you give some examples?

Si porque uno piensa que se refiere a lo mismo.

Three = Tree

Tres = arbol

Questionnaire No.4

1-Do you find topics easy and understandable in the English class, explain them?

Si se comprenden muy bien

2-How do you feel when the teacher asks you to participate in the activities being developed in the English class?

Me siento bien porque me da la oportunidad de participar

3- What is your reaction when you think the topic is hard to be understood during the class?

Me tengo que esforzar un poco más para entender

4-Do you think that your motivation is affected by the exam results?

No me motiva a mejorar mucho más

5- Do you feel willing to participate in the activities developed during the English class?

Si claro que si

6-Personally, what is your opinion about learning English?

Está bien porque en la actualidad el inglés se ha vuelto necesario en la vida

7-Do you like the activities developed in the English class, give some examples?

Si me gustan las actividades por que me gusta todo lo que tenga que ver con este idioma

8-Do you see yourself in the future mastering the language and speaking English fluently?

Si, la carrera que llevare en la UES es muy necesaria

9- Do you have problems with the English grammar rules?

Un poco

10- Do you consider that the meaning of some English words cause certain confusion when they are translated into Spanish? If your answer is yes, can you give some examples?

A veces porque parece ser una palabra y es otra

People - apple

Persona - manzana

3- Do you find topics easy and understandable in the English class?

Si se comprenden muy bien

4- What is your reaction when you think the topic is hard to be understood during the class?

Me tengo que esforzar un poco más para entender

5- Do you like the activities developed in the English class?

Si

6- How do you feel when the teacher asks you to participate in the activities being developed in the English class?

Me siento bien porque me d la oportunidad de participar

7- Do you feel willing to participate in the activities developed during the English class?

Si claro que si

8-Do you think that your motivation is affected by the exam results?

No me motiva a mejorar mucho más

9-Personally, what is your opinion about learning English and what is your opinion about the subject itself?

Está bien porque en la actualidad el inglés se ha vuelto necesario en la vida

10-Do you see yourself in the future mastering the language and speaking English fluently?

Si, la carrera que llevare en la UES es muy necesario

Questionnaire No.5

1-Do you find topics easy and understandable in the English class, explain them?

si

2-How do you feel when the teacher asks you to participate in the activities being developed in the English class?

Me siento muy bien porque de esa manera puedo aprender nuevas palabras.

3- What is your reaction when you think the topic is hard to be understood during the class?

Cuando el tema es difícil me desespero pero también trato de prestar atención en la clase para poder comprender.

4-Do you think that your motivation is affected by the exam results?

no

5- Do you feel willing to participate in the activities developed during the English class?

si

6-Personally, what is your opinion about learning English?

Mi opinión es que inglés es una materia muy interesante que al aprenderlo nos puede traer muchas oportunidades para nuestro futuro.

7-Do you like the activities developed in the English class, give some examples?

si

8-Do you see yourself in the future mastering the language and speaking English fluently?

si

9- Do you have problems with the English grammar rules?

Un poco

10- Do you consider that the meaning of some English words cause certain confusion when they are translated into Spanish? If your answer is yes, can you give some examples?

Si.Sentences que significa oraciones lo puedo confundir con la palabra sentencia.

Questionnaire No.6

1-Do you find topics easy and understandable in the English class, explain them?

si

2-How do you feel when the teacher asks you to participate in the activities being developed in the English class?

Capaz de participar

3- What is your reaction when you think the topic is hard to be understood during the class?

Desesperación y al mismo tiempo mas interés en la clase.

4-Do you think that your motivation is affected by the exam results?

no

5- Do you feel willing to participate in the activities developed during the English class?

Si

6-Personally, what is your opinion about learning English?

Aprender inglés me parece importante porque en ocasiones nos vemos en la necesidad de leer indicaciones o letreros en inglés y opino que la materia nos ayuda a conocer aspectos básicos.

7-Do you like the activities developed in the English class, give some examples?

si

8-Do you see yourself in the future mastering the language and speaking English fluently?

si

9- Do you have problems with the English grammar rules?

si

10- Do you consider that the meaning of some English words cause certain confusion when they are translated into Spanish? If your answer is yes, can you give some examples?

Si relaciono palabras en inglés con una en español por el hecho de que las escucho parecidas. Ejemplo: farm

APPENDIX N
Transcriptions of the diaries
Transcriptions of the diary No 1

TREATMENT GROUP

Date: Friday, June 16

The class started on time. It began with a warm-up, where students were given a paper ball to pass it among them, student's holding the ball when teacher said stop, had to say what they did the day before. It really motivated students, as they were reviewing the previous vocabulary. Then, they were asked to go to their sit, and teacher started to ask for verb in past tense. Student A, had non active participation when teacher asked for volunteers to say some verbs. When teacher moved to a writing activity, he preferred to talk to the classmate next to him. He did not make an effort to write his sentences, but he asked his mates for some. Then, he did not follow instructions when teacher asked to repeat with her. Later, teacher asked for some volunteers to share what they have written, but he did not say a word. Ss had some group activities to repeat with her, but he did not follow her. Researchers noticed he is not motivated to learn English. He does not consider English as an important subject and takes time to do other activities during the English class. Therefore, he is not willing to participate or learn. As researcher, we observed teacher did not follow up on each ss, and activities did not involve all her ss participation. Finally, teacher ended up the class with a homework that he did not take note of.

Transcriptions of the diary No 2

TREATMENT GROUP

Date: Friday, June 16

The class started on time. It began with a warm-up, where the students were given a paper ball to pass it among them, the student's holding the ball when teacher said stop, had to say what they did the day before. It really motivated students, as they were reviewing the previous vocabulary. Then, they were asked to go to their sit, and teacher started to ask for verb in past tense. Student B, had an active participation when teacher asked for volunteers to say some verbs. He had some problems with pronunciation, but he was willing to participate in every activity. When teacher moved to a writing activity, he made use of a dictionary to find out words, then he left his desk to ask the teacher some doubts about his sentences. When teacher asked for some volunteers, he was the second to rise his hand and share his sentences. He had made some grammar mistakes, but he did his job. As researcher we did not find any reward on teacher behalf. Then, teacher asked them to repeat some sentences in choir. He did it and seemed to enjoy the activity. Researchers noticed he is willing to learn English, though he is facing problems with mother tongue influence which were evident when translating sentences to English. We consider teacher could have taken some time to work on his mistakes to improve his knowledge instead of just giving the right answer. At the end of the class, he asked the teacher to grade his work.

Transcriptions of the diary No 3

TREATMENT GROUP

Date: Friday, June 23rd

The class started on time. The class started with a warm up activity. It was a word puzzle where students had to find adjectives. Students had then to repeat them. Teacher wrote them on the whiteboard and repeat them so that they learned the right pronunciation. Student A, seemed to enjoy the activity, though she did not know the meaning of each adjective. Then, teacher asked them to create a sentence with each adjective. Student had a big problem on it. She missed the verb in some sentences. Also, she followed Spanish grammar rules, by putting adjective after the noun. Later, teacher asked them to share their sentences. It was obvious she is willing to learn, but it was notorious she has serious problems in grammar and pronunciation. Teacher properly corrected her, giving some examples how the adjective must be placed before the noun it modifies. She felt ashamed somehow. Researchers noticed how mother tongue influence affects EFL learning. Though, student A had some knowledge and shows interest in learning, she was problems in transmitting her ideas. She made use of a dictionary, but she was not able to give a logical order following proper English grammar rules. Finally, teacher asked them to work in couples to create a dialogue using adjectives. The dialogue finished as homework since there was no time left for them to perform it.

Transcriptions of the diary No 4

TREATMENT GROUP

Date: Friday, June 23rd

The class started on time. The class started with a warm up activity. It was a word puzzle where students had to find adjectives. Students had then to repeat them. Teacher wrote them on the whiteboard and repeat them so that they learned the right pronunciation. Student B arrived late to class and missed the warm up. On the following activity, teacher asked them to create a sentence with each adjective. Though student was not at the beginning, he had no problem in creating sentences, though he had some problems in pronunciation. The grammar rule for adjective was fine, though he just made use of verb "To Be" to create his sentences. Then, teacher asked him to share their sentences. He had any problem in saying them, but he used basic vocabulary. He was very comfortable in participating since he was sure about his writing. However, we did not notice any external motivation, teacher did not provide any reward or compliment for his work. Teacher focused more on the ones with problems. As researchers we consider teach could provide some reward in order to motivate him to continue the good work. Finally, teacher asked them to work in couples to create a dialogue using adjectives. The dialogue finished as homework since there was no time left for them to perform it.