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"I don't like English!":

A qualitative study on students' and

teachers' motivation

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ABSTRACT

English is now the most studied language in Spanish high schools. However, issues such as what motivates students to learn it, or why teachers want to teach it are probably among the most discussed and least comprehended. This present study aims to shed light on motivation in learning and teaching English as a foreign language (EFL). To achieve this, two questionnaires are designed around five main areas: personal motivation, physical and social environment, activities developed in class, and students and teachers' relationships. The study determined that the curriculum and didactic materials, the vocation for teaching, and the influence of the language on their future are the factors that best motivate students and teachers. It also shows that there is a positive influence that students and teachers have on each other's motivation during their language learning and teaching experience.

Keywords: Motivation, Education, English as a Foreign Language, English teaching, English learning.

RESUMEN

El inglés es la lengua más estudiada en los institutos de España en la actualidad. Sin embargo, lo que motiva a los adolescentes a aprender Inglés como lengua extranjera, o a los docentes a querer enseñarla son cuestiones muy investigadas pero muy poco comprendidas. El presente estudio tiene como objetivo indagar en el conceptro de la motivación en la enseñanza y aprensizaje del inglés como lengua extranjera. Para ello, han sido diseñados dos cuestionarios que analizan la motivación de estudiantes y profesores en cinco áreas principales: motivación personal, entorno físico, entorno social, las actividades desarrolladas en clase y la relación entre profesor y alumno. Este estudio determina que el curriculum y los materiales didácticos, la vocación por la enseñanza y la influencia de la lengua en su futuro son los factores que aumentan más la motivación de estudiantes y profesores. También se prueba que la relación entre estos docentes y estudiantes tiene una influencia positiva en sus motivaciones durante el aprendizaje y la enseñanza de la lenuga.

Palabras clave: Motivación, Educación, Inglés, lengua extranjera, Enseñanza, aprendizaje.

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1. <u>**INTRODUCTION**</u>

English as a Foreign Language (EFL) has proven to be a main concern for many and an essential competence to reach academic, social, and economic progress worldwide (Escobar Fandiño et al., 2019). Its presence and relevance in Spain have increased its demand in the country since 1975 overshadowing French as the most demanded language in schools (Reichelt, 2006). Additionally, according to Reichelt (2006), EFL in Spain constitutes a compulsory subject for students in primary and secondary school between the ages of 13 and 16. But, do they really want to and how motivated they are to learn it? If so, where does this motivation come from? When it comes to teachers, how motivated are they to teach foreign languages? Does their motivation influence students? These are just a few questions that this present dissertation will shed some light on.

It has been demonstrated that motivation constitutes a key factor to success and establishing effective Foreign Language Learning (FLL) and Foreign Language Teaching (FLT) being it the spotlight of research worldwide (Reichelt, 2006; Flannery, 2017; Doiz & Lasagabaster, 2018; Escobar Fandiño et al., 2019; etc.). However, motivation in English learning and teaching has never been a straightforward matter. On the one hand, two types of motivation have been established depending on the level of self-determination involved in FLL and FLT: intrinsic and extrinsic (Flannery, 2017). The more self-determination an individual presents, the higher the quality of their motivation will be and the more intrinsically motivated they will be (Escobar Fandiño et al., 2019). On the other hand, motivation constitutes a theoretical construction containing two subsystems (i.e., the instrumental subsystem and the integrative motivational subsystem) and two independent motives (i.e., the need for achievement and the attribution to past events) (Dörnyei, 1990).

Hence, this present qualitative work aims to study the concept of motivation in EFL on students and teachers in different secondary schools in Valladolid (Spain) and to analyze the possible influential effect between students' and teachers' motivation. More specifically, these effects are: i) the intrinsic and extrinsic factors that motivate students and teachers to learn and/or teach EFL; ii) the factors that do not contribute or contribute less to their

motivation; and iii) the relationship or lack of relationship between students' and teachers' motivations.

This dissertation is organized as follows: chapter one contains the theoretical framework. It covers the concept and definitions of motivation, its two types (extrinsic and intrinsic motivation); its two main components (the instrumental subsystem and the integrative motivational subsystem) and two independent motives (the need for achievement and the attribution to past events); how it affects teachers and students of EFL and the influence on each other's motivation; and finally, the influence of psychological factors on students' learning process.

Chapter two deals with the methodology. It first addresses the aim of the study and the procedure, followed by a detailed description of the two questionnaires designed for teachers and students. Additionally, a description of the participants is provided.

Chapter three deals with the results obtained from the questionnaires. The analysis follows a structure section by section of the questionnaire together with their corresponding research questions. Some section statements have been highlighted in specific cases for a more precise analysis and discussion of the answers.

Finally, the last chapters of this dissertation deal with the conclusions that summarize key points of the study.

2. <u>LITERATURE REVIEW</u>

Motivation is an essential aspect of any language teaching and language learning context (Serna Bermejo & Lasagabaster Herrarte, 2023). Previous studies (Flannery, 2017; Escobar Fandiño et al., 2019; Dörnyei & Ushioda, 2021) have shown that there are at least two types of motivation: intrinsic motivation and extrinsic motivation, which depend on the level of autonomy shown by each person during the learning process. This chapter is organized starting first by defining motivation and its two types, followed by the motivational components, and finishing with the explanation of students' and teachers' motivation, and teachers' influence on students' motivation.

1.1. The Concept of Motivation and Types

Motivation is "what moves a person to make certain choices, to engage in action, to expend effort and persist in action" (Dörnyei & Ushioda, 2021: page 1). According to Lalonde & Gardner (1985: page 404), motivation is defined as "a combination of effort and desire to achieve the goal of learning the language as well as favourable attitudes towards learning the language". Moreover, it covers the magnitude and direction of human behaviour (i.e., choosing to perform a particular action, persistence with that action, and the effort invested in it) (Serna Bermejo & Lasagabaster Herrarte, 2023). This complex term has been studied for years extensively considering it a stable and linear factor (Heras & Lasagabaster, 2015). However, in the last two decades, it has shifted towards a more dynamic perspective demonstrating, for example, that motivation affects FLT and FLL because it mediates the attitude towards the target language, as well as the outputs in the process of learning it (Escobar Fandiño et al., 2019). Additionally, Tohidi & Jabbari (2012: page 820) claim that motivation "powers people to achieve high levels of performance and overcome barriers to change".

Following the Specific Determination Theory (SDT) (Escobar Fandiño et al., 2019) the degree of control each person shows determines whether motivation in FLL is intrinsic or extrinsic.

Intrinsic motivation involves autonomous aspects and refers to participating in an activity for the "sake of enjoying it" (Escobar Fandiño et al., 2019: page 2) when there is a genuine interest in learning something. It occurs when autonomy, competence, and relatedness meet (Flannery, 2017). For this reason, the Self Determination Theory refers to this type of motivation as an archetype of autonomy. Moreover, it is considered a high-quality motivation, involving autonomous or intrinsic motives and moving towards more self-determination (Escobar Fandiño et al., 2019).

Extrinsic motivation requires less self-determination, and it relies on variables controlled by the context, including for instance the learning environment, the teacher's influence, or the relationship with classmates (Escobar Fandiño et al., 2019). This type of motivation can be divided into four main types. First, the external regulation including environmental contingencies; second, introjected regulation in which the person internalizes former possibilities; third, the identified regulation, in which the person acknowledges the importance and relevance of the activity; and fourth, the integrated regulation, in which the individual behaves according to their needs. This last type is considered the most autonomous among the four types (Escobar Fandiño et al., 2019). However, external motivation is considered a low-quality motivation, as it embraces controlled motives and moves towards less self-determination (Escobar Fandiño et al., 2019). Table 1 summarizes the extrinsic and intrinsic motivation and its regulation.

Amotivation	Extrinsic Motivation				Intrinsic motivation
Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Less Self-determination	⟷				More self-determination
Amotivation = No Motivation	Controlled Motives = Low-quality Motivation				Autonomous Motives = High-quality Motivation

Table 1: Representation of extrinsic and intrinsic motivation and its regulation (adapted from Escobar Fandiño et al., 2019: page 3)

Table 1 illustrates both types of motivation (i.e., extrinsic and intrinsic) and Amotivation (i.e., the lack of motivation). As it shows, the more autonomous motives drive an individual to achieve a goal, the more self-determination would be involved in the process. Therefore, the individual would experience more high-quality motivation (Escobar Fandiño et al., 2019). The opposite situation occurs when there are more controlled motives compromised, involving less self-determination, and hence, the individual would experience lower quality motivation or the lack of it.

Moreover, intrinsic motivation involves intrinsic regulation, while extrinsic motivation embraces the four types of extrinsic regulation from the one closer to Amotivation (i.e., external regulation) to the one closest to intrinsic motivation (i.e., integrated motivation) (Escobar Fandiño et al., 2019).

1.2. Motivational components

Dörnyei (1990) analyses motivational components in FLL and FLT based on a theoretical construction that contains two main motivation subsystems or main clusters of motives (i.e., the instrumental subsystem and the integrative motivational subsystem) and two independent motives (i.e., the need for achievement and the attribution to past events).

The instrumental motivational subsystem is defined as the different individual motives that seek altogether better professional perspectives (for instance, the possibility of applying for a better job or a higher salary) (Dörnyei, 1990: page 46). This subsystem, together with the need for achievement, is considered a significant component of reaching intermediate language proficiency. It is where the interest in studying a foreign language relates to the interest in the practical and professional usefulness of this language proficiency, as it could be related or used in areas of their professional job, career, or professional interests (Dörnyei, 1990).

The second motivational subsystem contains components traditionally considered integrative, hence, its name being integrative subsystem. It is not a homogeneous subsystem but rather a multifaceted cluster consisting of four loosely related components (Dörnyei,

1990): i) the interest in a foreign language, its culture, and its people; ii) the desire to broaden one's view; iii) the desire for new stimuli and challenges; and iv) the desire to integrate into a new community.

Firstly, the interest in a foreign language, its culture, and its people, refers to what individuals can learn about it through FLL and the values they convey; secondly, the desire to broaden one's view embraces reading for non-professional purposes and the desire for knowledge and values associated with English (this first two contribute to the idea of staying abreast and avoiding provincialism (i.e., the holding of old-fashioned attitudes and opinions)). Thirdly, the desire for new stimuli and challenges is considered a type of intrinsic motivation; and finally, the desire to integrate into a new community is related to the desire to travel and live abroad for a time.

Regarding the independent motives contained in language learning motivation, the need for achievement relates to the need for success. It is especially associated with foreign language learning contexts for being specially developed in academic environments, where there is a special interest in excellence. Regarding the second independent motive, the attribution of past failures is especially associated with foreign language learning contexts, where "learning failure" situations are very common together with "bad learning experiences". Both situations are emerging as independent factors due to their frequency in language learning contexts.

Analysing these motivational components and their relationship is essential to understanding foreign language learning as an elaborate heterogeneous process that would vary depending on the learner's behaviour (Dörnyei, 1990). Dörnyei's analysis also shows in the results of their questionnaire how teacher-specific and classroom variables influence how the lesson develops more than the students' original motivation as such.

1.3. Motivation in students and teachers

Regarding motivation in learning, it is important to differentiate between teachers and students, highlighting that teachers usually report high levels of intrinsic or autonomous

motivation, whereas students tend to be more extrinsically motivated (Dörnyei & Ushioda, 2021).

A. Students' motivation

Motivation has a direct influence on students' learning process, as it can affect the way students learn and how they act toward the content they are facing (Tohidi & Jabbari, 2012). For example, motivation can guide students' behaviour toward specific goals, increase persistence, energy, or effort, and enhance cognitive processing (Tohidi & Jabbari, 2012). Therefore, the more this intrinsic motivation is enhanced and developed, the better the learning process is expected to be.

Nevertheless, students are typically more extrinsically motivated, and contextual variables and external factors directly influence and impact students' initial level of motivational arousal (Williams & Burden, 1997). Some important factors are the social support network (i.e., including parents, friends, and teachers) and the nature of interaction, the learning environment (i.e., comfort, resources, class, the school, time of day, week, or year, etc.), and the broader context (i.e., wider family, the local education system, cultural norms, social expectations, etc.) (Williams & Burden, 1997).

As students have different personalities that are in constant change, growth, and development, the aforementioned factors will influence each learner differently, and each of them is motivated by different unconscious and semiconscious needs and wants. This means that their motivation and their learning process would develop differently even when exposed to the same factors (Seven, 2020).

A. Teachers' motivation

Teaching is considered one of the most stressful occupations showing high attrition rates in a wide range of educational contexts (Dörnyei & Ushioda, 2021). Nonetheless, a general assumption regarding teachers' motivation is that they report high levels of intrinsic or autonomous motivation due to the nature of their professional vocation (Dörnyei & Ushioda, 2021).

However, to shape teachers' motivation it is necessary to consider diverse factors beyond these internal psychological elements, such as social-environmental, structural, and systemic factors (Dörnyei & Ushioda, 2021). Some instances are their career development, teacher's social positioning, their working conditions, or even their professional status. Among these important issues that influence teachers' motivation, it is important to highlight the temporal dimension that directly impacts teachers as they develop professionally and experience constraints and challenges in the classroom and their personal lives (Dörnyei & Ushioda, 2021).

There are diverse motives that move teachers to choose teaching as a vocation, and that have a direct relationship with teachers' motivation (Dörnyei & Ushioda, 2021). On the one hand, there are altruistic type motives that are of intrinsic importance for teachers and that have a social utility: shape the future and work with children or adolescent students, enhance social equity, and make a social contribution (Dörnyei & Ushioda, 2021). On the other hand, there are personal utility value motives that are related to more extrinsic motivation, for instance, job security, having time for family and friends, or job transferability. Along these two types, there is a third motive that pictures teaching as a career chosen as an alternative to another one that failed (Dörnyei & Ushioda, 2021).

Studies collectively agree on the fact that the core motivation for teachers lies in the desire to contribute to a better society as well as in the personal interest in teaching. On the contrary, extrinsic factors such as status or salary are not usually significant for teachers' motivation (Dörnyei & Ushioda, 2021).

B. Teachers' influence on students' motivation

Teachers' behaviour and practices in the classroom can positively influence students' learning process. When students are not intrinsically motivated, teachers can extrinsically motivate them in different ways. A wide variety of empirical studies (such as Lam et al. (2009), Ahn (2014), Dörnyei & Ushioda (2021), and Zou et al. (2024)), or have proven that teachers have a direct influence on students' motivation.

On the one hand, O'Malley et al. (1985: page 23) studied and defined learning strategies, as "operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information". Hence, good learning strategies implemented by teachers can help learners with their learning and boost their motivation. Additionally, Rubin (1981, 1987) distinguished between strategies that directly and indirectly contribute to learning, suggesting three main types of categories used by learners: i) learning strategies (contributing directly to the development of the language system constructed by the learner); ii) social strategies (related to enhancing the learner's exposure to the language), and iii) communication strategies (used to improve communication with other individuals) (Williams & Burden, 1997). Moreover, (Oxford, 2017) states that learning strategies must enhance learners' participation in communication as well as increase their language system, which will have a positive impact on learners' motivation as well.

On the other hand, (Dörnyei & Csizér, 1998) study examines and explains how teachers can support students' motivation in FLL. In their article, 10 motivational macro strategies were listed as key for teachers to enhance students' motivation externally. To provide the list of strategies, 200 Hungarian teachers were asked about 51 selected strategies and the frequency with which they were used in their teaching practice. The study finally provides a list of the ten most useful ones as a guide to help with students' extrinsic motivation. The statements that scored highest were the following: "Set a personal example with your own behaviour", "Create a pleasant, relaxed atmosphere in the classroom", "Present the tasks properly", "Develop a good relationship with the learners", and "Increase the learners' linguistic self-confidence" (Dörnyei & Csizér, 1998: page 215).

On the other hand, the previous strategies listed were later classified by Dörnyei (2021) into four main categories: the conditions of the classroom, the students' values and attitudes, establishing subgoals, and self-evaluation. The first category compiles the strategies related to the conditions in the classroom, where teachers adopt appropriate teacher behaviour, and students can develop and have a good relationship with them. All this will provoke a pleasant and supportive atmosphere to create a cohesive learner group and a good learning environment (Bernaus & Gardner, 2008). The second category includes aspects related to enhancing students' language-related values and attitudes, such as creating realistic learner

beliefs or making the curriculum relevant for them (Bernaus & Gardner, 2008). The third category is related to establishing proximal subgoals to maintain students' motivation, encouraging self-motivation, and creating learner autonomy, which are three important aspects of a good quality and positive learning experience (Bernaus & Gardner, 2008). The fourth category compiles strategies related to positive self-evaluation, encouraging motivation by acknowledging effort rather than ability. To accomplish this, it is important to provide motivational feedback and increase learners' satisfaction (Bernaus & Gardner, 2008).

To sum up, the above-mentioned classification and the different strategies prove the theory that teachers have a direct influence on student's motivation and learning process (Bernaus & Gardner, 2008).

3. <u>METHODOLOGY</u>

This section will describe the methodology of the present work, consisting of a qualitative study based on the results obtained from two questionnaires. These questionnaires were designed to collect and analyze students' and teachers' motivation in different secondary schools in Castilla y León. The possible relationship between both motivations was also studied.

3.1. Preliminaries to the study and procedure and research questions

The main aim of this study is to analyze students' and teachers' motivation in the (E)FL classroom. To do so, two different questionnaires were designed (one for the teachers and one for the students). The decision to use questionnaires as the main data collector device lies in the fact that they constitute the main survey research method in this area by many experts (Lasagabaster (2005a), Lasagabaster (2005b), Dörnyei & Ushioda, (2021). To design them, the following criteria were considered:

1) Extrinsic motivation, focusing on the different factors that can influence language learning and teaching, and precisely on the teacher's role in student motivation;
2) Intrinsic motivation, that moves students/teachers internally to learn/teach EFL.

The first step of the work was designing the students' and teachers' motivation questionnaires. Both were designed in Spanish so that the participants could express themselves better and avoid any language barriers (as the participants were Spanish native speakers). The questionnaires were developed considering six central research questions that guided the study:

1. What makes students motivated to learn (E)FL?
2. What makes the students lose interest?
3. What makes teachers motivated to teach (E)FL?
4. What makes the teachers feel frustrated?
5. Are student's and teacher's motivation related?
6. What activities motivate students best?

Following these research questions, both questionnaires were structured into thematic sections (five sections for students and six for teachers) which are displayed in table 2.

	TEACHERS' SECTIONS	STUDENTS' SECTIONS
1	Vocation for teaching	Motivation and personal goals that have led you to study a language
2	The department head and management team of the school	Habits and personal dedication
3	Students and their families	Teacher's influence
4	Co-workers and the atmosphere in the department	Classmates and group atmosphere
5	Curriculum, course syllabus, and teaching materials	Activities and exercises in class
6	Supporting physical surroundings: classroom, facilities, and equipment	

Table 2: Thematic sections of the questionnaire

The different sections listed 24 statements in the teachers' questionnaire and 28 in the students' questionnaire that participants needed to rate on a Likert scale from 1 to 5 (1 being "I strongly disagree with the statement"; and 5 being "I strongly agree with the statement"). Additionally, sections were structured around four main areas or variables:

1. Personal motivation or reasons to study/teach a language;
2. Social environment where FLL and FLT are conducted (relationship with peers and group work);
3. Physical environment where language learning and teaching are conducted (classroom, equipment, and facilities);
4. Activities developed in class.

These four variables were studied focusing on different issues depending on whether it was the students' or the teachers' questionnaire. In the students' questionnaire, the first two sections cover variable 1; the third and fourth sections study variable 2; and the fifth section focuses on variable 4 (see table 3).

STUDENTS' SECTIONS	VARIABLE
1. Motivation and personal goals that have led you to study a language	1
2. Habits and personal dedication	1
3. Teacher's influence	2
4. Classmates and group atmosphere	2
5. Activities and exercises in class	4

Table 3: Relationship between sections and variables in students' questionnaire

In contrast, the teachers' questionnaire has a different structure: section one focuses on variable 1; sections two, three, and four study variable 2; the last section focuses on variable 3; and finally, section five studies variable 4 (see Table 4).

TEACHERS' SECTIONS	VARIABLE
1. Vocation for teaching	1
2. The department head and management team of the school	2
3. Students and their families	2
4. Co-workers and atmosphere in the department	2
5. Curriculum, course syllabus, and teaching materials	4
6. Supporting physical surroundings: classroom, facilities, and equipment	3

Table 4: Relationship between sections and variables in teachers' questionnaire

In the students' questionnaire, the variables were oriented and focused on the aspects contemplated in the motivation questionnaire elaborated by Bernaus & Gardner (2008). Those include motivational intensity, the desire to learn a language, and the attitude towards

that language, as well as parental orientation, teacher's evaluation, and "language anxiety" [1] (such as "English class anxiety" and "English use anxiety") among others.

However, the teachers' questionnaire was designed to focus on other aspects such as the importance of the classroom's physical environment when developing the class (Puteh et al., 2015), course-specific motivational components, teacher-specific motivational components, or their interaction with the students (Dörnyei & Csizér, 1998).

Finally, as this dissertation mainly deals with students' motivation, some funny pictures were included in the student's questionnaire. They were placed at the beginning of each new section to "keep them motivated" and encourage them to complete the questionnaire as accurately as possible.

3.2.   Participants of the study

Once the questionnaires were designed, a presentation letter was sent to the secondary schools in search of consent, approval, and participation to conduct the study. Once the approval of the dean was obtained, consent from the teachers and students was also collected. After gathering the consents, the questionnaires were distributed via links. The questionnaires were elaborated in Google Forms to foment better participation with simple accessibility.

Students and teachers from five different high schools participated. A total of 350 students and 12 teachers completed the questionnaire. However, 3 participants from two different schools have been excluded from the analysis of the results, as there were not enough participants from their centers that completed the questionnaire. Therefore, the study was conducted with 347 students and 12 teachers from four different high schools. The total distribution of both students and teachers is represented in tables 5 and 6.

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[1] "Language anxiety" is a term used by Bernaus & Gardner (2008) to name all the bad experiences and situations that students have had during the language learning process, such as perceiving the teacher as controlling. It constitutes a negative predictor of English achievement, whereas motivation is a positive English achievement one (Puteh et al., 2015).

School	A	B	C
# of participants	239	25	83
% total	68.9%	7.2%	23.9%

Table 5*: Summary of the students participating in the study.*

School	A	B	C	D
# of participants	4	1	2	4
% total	36.4%	9.1%	18.2%	36.4%

Table 6*: Summary of the teachers participating in the study.*

All students were L1 Spanish speakers who were studying English as a foreign language at different levels, ranging from the first year to the last year of high school (1st ESO[2] to the second year of bachillerato[3] in the Spanish education system): 86 students were from the 1st ESO; 26 were from the 2nd ESO; 88 were from the 3rd ESO; 68 were from the 4th ESO; 15 were from the 1st bachillerato; and 64 from 2nd bachillerato.

Course	1st ESO	2nd ESO	3rd ESO	4th ESO	1st BACH	2nd BACH
# of participants	86	26	88	68	15	64
% total	24.8%	7.5%	25.4%	19.6%	4.3%	18.4%

Table 7: summary of the students divided by courses.

3.3. Statistical analysis procedure

The normal distribution was calculated for the analysis and interpretation of the data. To perform the statistical analysis, the data collected were normalized and plotted section by section. The normal distribution (including one graph per section) allows for a more visual representation of the answers showing tendencies and deviations in terms of mean values.

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[2]ESO stands in Spanish for Educación Secundaria Obligatoria, in English obligatory secondary education.
[3] Bachillerato is the Spanish equivalent in English to high school.

The process undertaken for this analysis and the consequent discussion was the following. To plot the different questionnaire sections and analyze the data, a code was developed using Python. With the function *read_csv* from *Pandas' library*, a DataFrame structure was generated for the results. For the different sections, DataFrame subsets were created selecting the different statements within each section. Each DataFrame values were flattened to obtain a single array of answers regardless of the questionnaire statement. Then, the frequency of each answer value is obtained, together with the means and standard deviations. *NumPy library* was also used for these last steps.

With the means and the standard deviations already obtained, the normal distribution was calculated for each of the sections using *SciPy library*. This library provides the normal distribution function, additionally, to obtain the histograms related to the normal distribution already calculated, *matplotlib.pyplot.hist* was used with the *density=True* parameter. This parameter allows to standardize frequency histograms. Hence, this parameter allows to standardize frequency histograms and it normalizes data according to density. Finally, to plot the results *matolotlib.pyplot* library was used.

4. <u>RESULTS AND DISCUSSION</u>

In this section, the data gathered from the two questionnaires were discussed and analyzed together with their corresponding research question. Firstly, the normal distribution of each section is provided and analyzed together with their corresponding research questions. Specific section statements have been highlighted separately to perform a more precise and accurate study. After the analysis, all the sections are compared to state which factors have a stronger influence on the teachers' motivation.

4.1. Research question five: Are students' and teachers' motivation related?

For this section, a distinction was made between students' and teachers' influence on each other and the influence of co-workers or classmates on teachers' and students' motivation respectively.

A. Teachers' and students' influence on each other

Research question five, "Are student's and teacher's motivation related?", is studied in section three of both students' and teachers' questionnaires. These two sections deal with the relationship and influence that exists between students' and teachers' motivation. Most of the factors contemplated refer to the social utility value of teaching consisting of "the reasons that entail a sense of social purpose and social contribution in choosing teaching as a vocation" (Dörnyei & Ushioda, 2021: page 155). These sections embrace different factors such as students' implication in class, their participation, teachers' explanations, help and dynamism, or how much they encourage students to learn the language. In the teachers' section, the influence of students' families was also considered together with the student's influence. In both sections, the more answers lie towards the right end, the more relevant and positive teachers and students' influence will be on each other. The normal distribution of the answers for these two sections can be observed in figure 1 and figure 2:
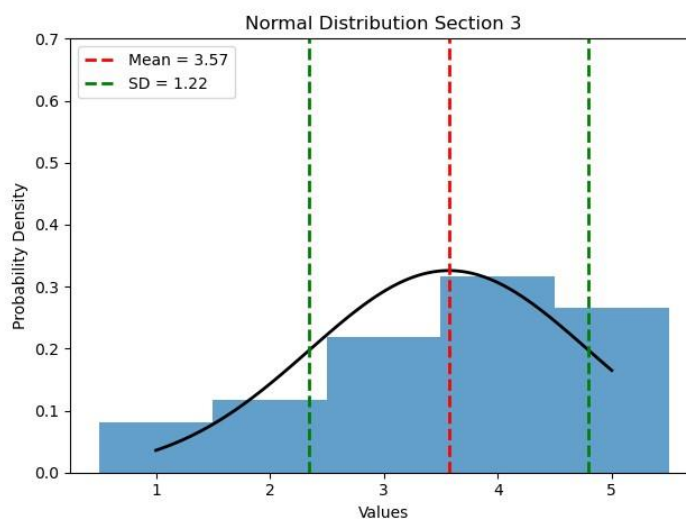
Figure 1: Normal distribution of students' section three – teachers' influence.

On the one hand, students' section three indicates the lowest standard deviation (SD=1.22) among all students' sections showing a shared opinion among students about teachers' influence on their learning experience, as shown in figure 1. In this section, the mean stands at 3.57 and a high number of answers are around values 4 and 5, portraying a positive tendency regarding the teacher's influence on students' motivation. Nevertheless, the distribution also shows answers at the left end between values 1 and 3, which indicates some students feel either indifferent or dissatisfied towards teachers' influence on their learning. A statistically significant difference can be concluded if negative values (i.e., values 1 and 2) are compared with positive (i.e., values 4 and 5) and neutral ones (i.e., value 3), as well as comparing neutral answers with negative ones (all p-value<.05). Therefore, all these data indicate that teachers' influence plays a crucial role in students' motivation and affects it directly. In their study, Dörnyei & Ushioda (2021) also establish teachers as one of the most significant factors that can positively or negatively influence students' learning motivation.
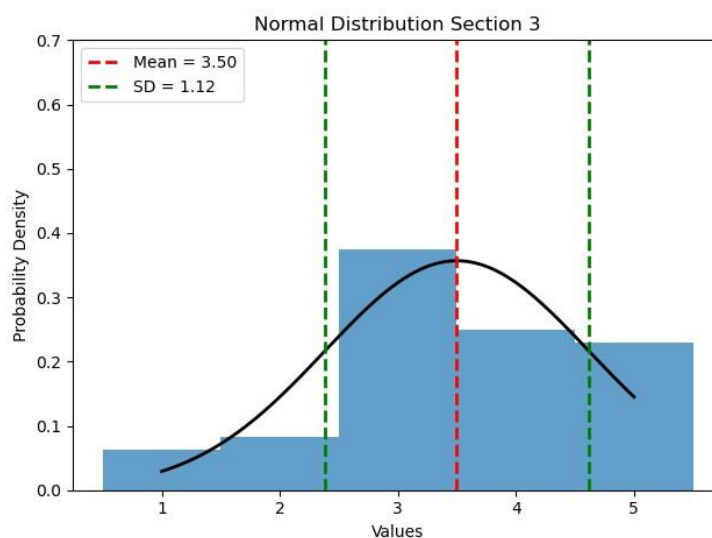
Figure 2: Normal distribution of teachers' section three – students' and families' influence

On the other hand, teachers' section three portrays a moderate level of dispersion of the answers around the mean (SD=1.12), which indicates a shared overview of students' and their families' influence on their teaching experience. Moreover, the mean is slightly lower than students' section three (M=3.50), where the answers selected are mainly between values 4 and 5, although the highest number of answers lies at value 3. A statistically significant difference can be found between positive answers (i.e., values 4 and 5) and negative ones (i.e., values 1 and 2), as well as between negative and neutral ones (i.e., value 3) (both p-values<.05). It can also be found that neutral answers (i.e., value 3) and positive ones (p-value≈0.012). Hence, many teachers seem not to feel affected by the influence of students and their families.

A closer examination of the results made of statement seven of this section separately ("I feel students' families acknowledge my work with their children") are shown in figure 3 below.
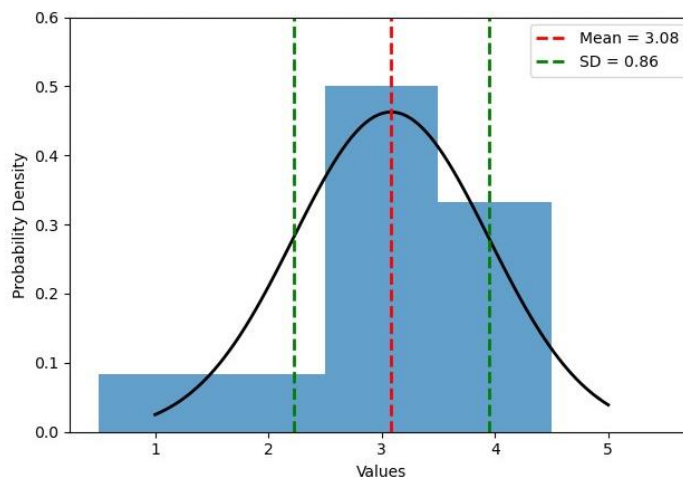
Figure 3: Normal distribution to teachers' statement 7, section three – "I feel students' families acknowledge my work with their children" (n=12)

This statement showed that many teachers feel indifferent about families' acknowledgement of their work (answers at value 3) and no answers lie at value 5, even though value 4 contains the second biggest number of answers. Comparing positive answers (values 4 and 5) with negative answers (values 1 and 2) no statistically significant difference is found (p-value≈0.335). Same way, no statistically significant difference can be found between neutral answers (value 3) and positive ones (p-value≈0.309), nor between neutral answers and negative ones (p-value≈0.074).

This absence of statistically significant difference in this specific statement can be due to the few answers involved. Despite this, a difference can be appreciated by looking at the normal distribution of the statement (figure 3). Therefore, families' influence constitutes a factor that does not enhance teachers' motivation much, although the average tendency regarding students' influence is positive.

A comparison was made between teachers' and students' section three (influence of each other) to see whether there was a significant statistical difference. The results are depicted in figure 4.

Students' section 3 mean (a) à $\overline{x_a} = \frac{1}{n_a}\sum_{i=1}^{n_a} x_{ia} \approx 3.5711$

Teachers' section 3 mean (b) à $\overline{x_b} = \frac{1}{n_b}\sum_{i=1}^{n_b} x_{ib} \approx 3.5$

The standard deviation of both sections' means (s) à $s = \sqrt{\frac{s_a^2}{n_a} + \frac{s_b^2}{n_b}} \approx 0.1636$

$$\bar{x}_a - \bar{x}_b = 3.5711 - 3.5 = 0.0711$$

Confidence interval (C1, C2) à $(C1, C2) = (\bar{x}_a - \bar{x}_b) \mp t_{df;\frac{\alpha}{2}} s$

$$(C1, C2) = 0.0711 \pm 1.96 \cdot 0.1636$$

$$(C1, C2) = (-0.2496, 0.3918)$$

Figure 4: Calculations for the statistically significant difference between teachers' and students' section 3

As $0 \in$ to the confidence interval [C1, C2], where (C1, C2)=(-0.2496, 0.3918), there is no evidence to conclude that there is a statistically significant difference between students' section 3 and teachers' section 3. These results indicate that the students' and teachers' motivations can be analyzed under the same premises.

B.   Co-workers' influence on students' and teachers' motivation

The second relevant factor directly influencing teachers' and students' extrinsic motivation is the influence of their classmates and co-workers contemplated in section four of the students' and teachers' questionnaire. According to Raufelder et al. (2018), these contextual and social factors directly influence students' and teachers' motivation; hence, they were considered in students' and teachers' section three as well as in teachers' section four. Figure 5 and figure 6 show the normal distribution of students' and teachers' answers in section four respectively.
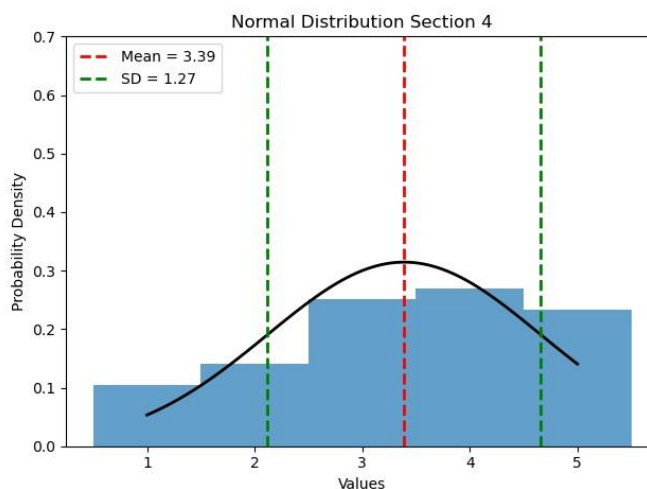
Figure 5: Normal distribution to students' section four – Influence of classmates and classroom environment.

Figure 5 shows a mean of 3.39 and a greater number of answers lie between values 3, 4, and 5. In this section, the more answers lie on the right end the more positive influence classmates and the classroom environment will have on students' motivation. The standard deviation (SD=1.27) shows a mostly shared overview of this matter. If a comparison is made between positive values and negative or neutral ones, a statistically significant difference can be concluded in both cases (p-value<.05), but no such difference can be concluded from comparing negative answers with neutral ones (p-value>.05).

The distribution presents a slightly positive tendency where most of the answers lie between values 4 and 5, although value 3 also contains a great number of answers. Therefore, this can constitute a positive factor for students' motivation when learning English.

On the other hand, to study the influence of co-workers on teachers' motivation, another distinction was made between the department head together with the management team of the school, and their co-workers, as the relationship between the teachers and those two social groups can influence their motivation differently.
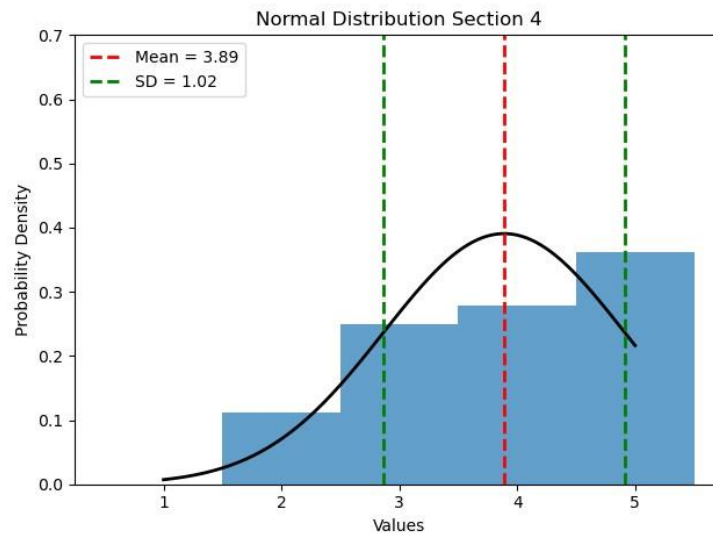
Figure 6: Normal distribution to teachers' section four – Influence of the department head and the management team on teachers.

Figure 6 presents the normal distribution of the answers for the influence of the department head and the management team on the teachers' questionnaire. In this section, the more answers lie on the right end, the more relevant and positive the influence of this social group will be on teachers' motivation. The mean of the answers lies at 3.89, where none of them is at value one, and the majority stand between values 3 and 5. Moreover, the standard deviation (SD=1.02) indicates a moderate level of dispersion of the answers around the mean, which indicates that teachers have mostly the same opinion about the influence of the department head and the management team of the school.

Comparing positive answers (i.e., values 4 and 5) with negative ones (i.e., values 1 and 2) a statistically significant difference is found as well as between neutral answers (i.e., value 3) and positive ones ($p\text{-value} < .05$), and between neutral answers and negative ones ($p\text{-value} \approx 0.020$).

Hence, these data show an indifferent attitude toward this aspect for some teachers (answers at value 3), but the influence of the department head and the management team can be seen as a factor that positively influences teachers.
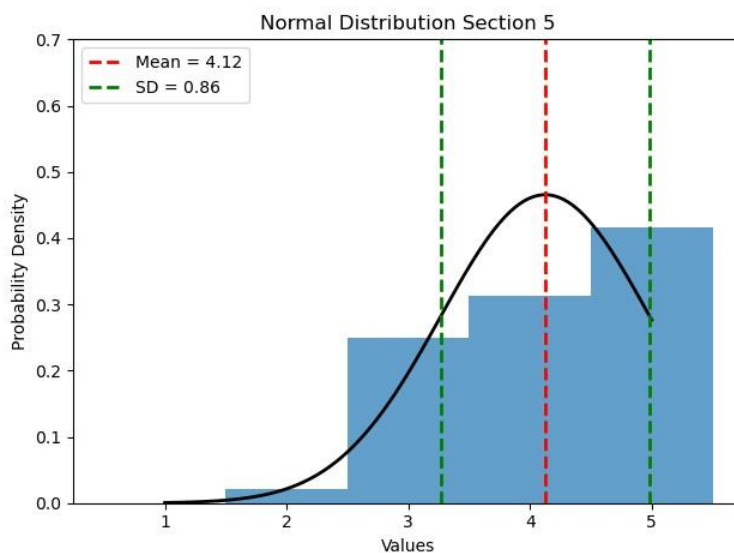
Figure 7: Normal distribution to teachers' section five – Co-workers' influence on teachers.

Figure 7 studies the influence of co-workers on teachers' motivation and has the highest mean among all the sections studied on the questionnaire (4.12), with no answers on value one and very few on value two. Moreover, the standard deviation is the lowest among all the sections (SD=0.86) indicating a nearly unanimous view of this factor.

Comparing positive answers (i.e., values 4 and 5) with negative answers (i.e., values 1 and 2) a statistically significant difference is found (p-value<.05). Same way, a statistically significant difference can be concluded between neutral answers (i.e., value 3) and positive ones (p-value<.05), and between neutral answers and negative ones (p-value≈0.003).

These data show a positive tendency for the influence of co-workers on teachers' motivation, constituting the factor that most positively influences and enhances teachers' motivation when teaching EFL.

A statistically significant difference can be concluded between sections four and five of the teachers' questionnaire (influence of co-workers and head department on teachers' motivation) and section four of the students' questionnaire (i.e., influence of classmates on students' motivation), as $0 \notin$ to [C1, C2], where the confidence interval is (C1, C2) =(-0.8423, -0.4263).

Based on the previous analysis, teachers and students influence greatly each other's motivations. Precisely, the role of teachers in students' motivation is one of the key extrinsic factors that most positively enhance students' motivation. Additionally, students' classmates positively influence learners' motivation, although teachers have a greater influence on students than their classmates.

In the case of students' influence on teachers, students also enhance their motivation greatly. However, families' influence does not constitute such a determinant factor in teachers as 50% of teachers feel indifferent about it (answers at value 3). In the case of the school's head of department and co-workers, both constitute great positive extrinsic factors. However, the latter presents the most positive results of all the factors contemplated in the questionnaire and is concluded to be the most influential one. Therefore, the answer to research question 5 is that teachers and students influence each other's motivation positively. Additionally, other social groups (such as students' families, co-workers and classmates) also have a positive impact on their motivation.

4.2. Research questions one and two: 1) What makes students motivated to learn EFL? And 2) What makes the students lose interest?

Research questions one and two are answered below together with their corresponding questionnaire sections, but as sections three and four have already been discussed previously, only the first two will be highlighted. The normal distribution of the answers for these two first sections can be observed in figure 8 and figure 9:
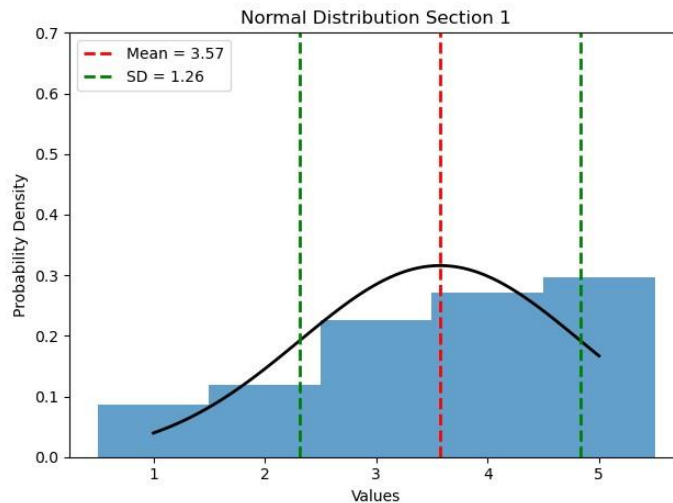
Figure 8: Normal distribution of students' section one – extrinsic personal motivation factors.

On the one hand, figure 8 portrays students' external personal drives (i.e., extrinsic motivation), where the more answers lie on the right end, the more positive influence and relevance those personal drives will be. Considering this, the curve is slightly shifted to the right and the mean stands at 3.57. Moreover, the standard deviation (SD=1.26) shows a low dispersion of the answers around the mean. A significant statistical difference is found when comparing positive answers (i.e., values 4 and 5) with negative (i.e., values 1 and 2) and neutral ones (i.e., value 3), as well as comparing negative answers with neutral ones (all p-values<.05).

This way, a positive tendency in the answers can be observed in this section, where most answers lie between values 3 and 5. All this portrays high extrinsic motivation values regarding students' extrinsic personal factors.

Focusing on the statements within this first section, the different extrinsic factors studied in it that showed the most positive results in their answers are the following:

Statement- "I study English because…	Result (%)
2. …I can speak and communicate better with people from other countries and cultures"	72.3%
5. …I want to travel or even live in a foreign country in the future"	64.5%
6. …I think my future career will be positively influenced if I master a second foreign language"	79.5%
7. …Mastering a second foreign language is considered to be of educated people"	49.8%

Table 8: Statements with the most positive results in students' section 1 – extrinsic motivation factors

Despite no statistically significant difference can be concluded comparing statements 2 (with 72.3% of positive answers) and 6 (with 79.5% of positive answers) (p-value≈ 0.053), both factors show highly positive results on those two statements. The factor that strongly encourages and motivates students to learn English is its positive influence on their future careers which was chosen by 79.5% of the participants. However, students do not believe only educated people master a second language, which was one of the least considered factors with 49.8%. Therefore, the factors that showed a greater influence on students' extrinsic motivation towards English learning are related to its usage in their future careers together with the possibilities that the language brings in terms of travelling and communicating with others.

These results agree with the conclusions shown in Beltrán (2015) study, where globalization is a key aspect that motivates students to learn the language. Moreover, the study concludes that students perceive English as a key factor in ensuring their active participation in a global culture (Beltrán, 2015).
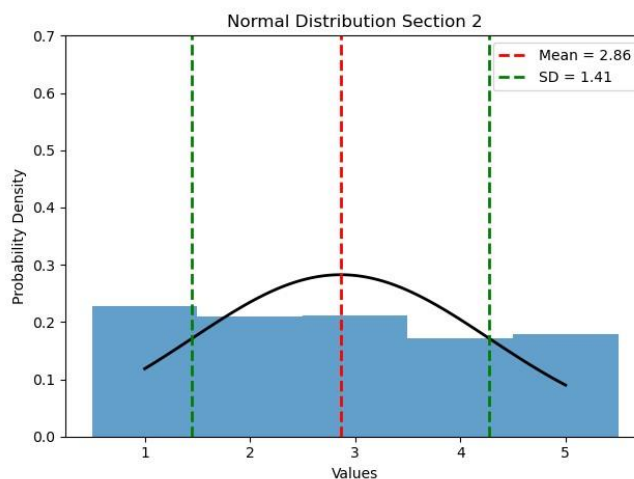
Figure 9: Normal distribution of students' section two – Intrinsic motivation

On the other hand, figure 9 deals with students' internal drives (i.e., intrinsic motivation). In this section, the more answers lie on the right end, the more intrinsically motivated students will be. Considering this, the curve is shifted slightly towards the left, where the mean stands at 2.86, and fewer answers are between values 4 and 5. This section shows a flattered curve and the highest standard deviation. This indicates that the answers are polarized, and the students are spread around two main opposite groups: one that has very low intrinsic motivation towards learning English, and the second one that is very willing to learn the language.

A significant statistical difference is found when comparing positive answers (i.e., values 4 and 5) with negative (i.e., values 1 and 2) and neutral ones (i.e., value 3), as well as comparing negative answers with neutral ones (p-value<.05 in all cases).
These data represent a lower intrinsic motivation in the students than previous extrinsic motivation results, where most answers lie at values 1 and 3. If students are not intrinsically motivated, other extrinsic factors can enhance their motivation in FLL, such as the teachers' influence and interaction, their classmates, or favorable contextual conditions (Heras & Lasagabaster, 2015).

An instance of other studies that align with these results is Beltrán's (2015) study about cultural influence in EFLL. It shows factors that greatly influence students' motivation, such

as the influence of the language on their future career opportunities, the interest in travelling, and the social interactions with people from other cultures. These factors align with the ones obtained in this section as the most influential for students. Another study, conducted by Reichelt (2006), highlights work, studying abroad, and travel as the main reasons for Spaniards to study EFL, which coincided with the results obtained in this section.

The first statement in this section represents students' intrinsic motivation very distinctively and is going to be analyzed separately (see figure 10 below).
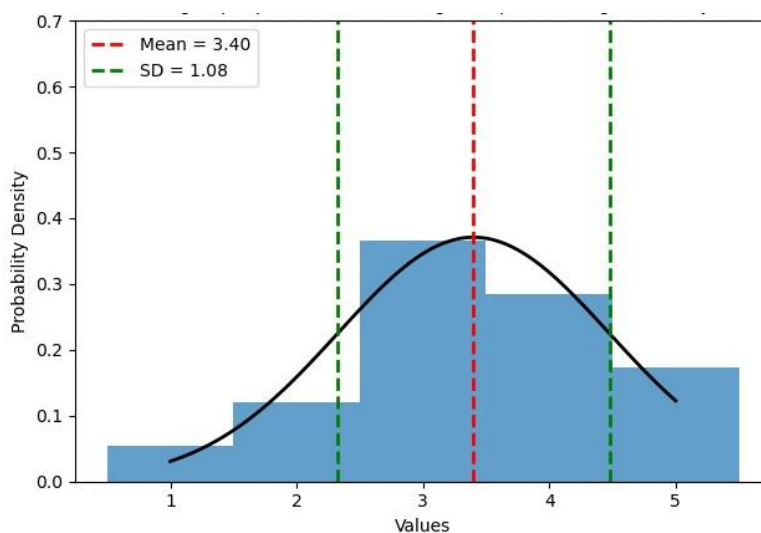

Figure 10: Normal distribution to students' statement one, section one – "I study English because I actually like learning foreign languages" (n =347)

Figure 10 shows that there is a great number of students who like learning EFL (answers between values 4 and 5) or feel indifferent about this matter (answers at value 3), but very few in negative values (between values 1 and 2). These results indicate that students who study English, in general terms, also like studying other FLs. Comparing positive answers (values 4 and 5) with negative answers (values 1 and 2) a statistically significant difference is found (p-value<.05). Same way, a statistically significant difference can be found between neutral answers (value 3) and positive ones (p-value<.05), and between neutral answers and negative ones (p-value<.05).

This instance, together with previously analyzed students' sections, demonstrates that students are intrinsically less motivated than extrinsically, although a positive tendency can be seen. While students usually portray lower intrinsic motivation, Lam et al., (2009) shows that teachers' intrinsic motivation can increase students' intrinsic values in their learning experience.

A statistical comparison can be concluded between sections one and two of the students' questionnaire (students' intrinsic versus extrinsic motivation)**,** as $0 \notin$ to [C1, C2], where the confidence interval is (C1, C2)=(0.6211, 0.8003). Based on the aforementioned analysis and results, students are more extrinsically than intrinsically motivated, although a group of students have a great interest in EFL.

All the factors studied portray a positive tendency, where the most remarkable ones are their desire to travel to other countries, communication with people from other countries and cultures, and the influence of EFL in their future careers. However, students' intrinsic motivation portrays the least positive results, although this is compensated with higher extrinsic motivational values presented in other sections.

4.3.   Research questions three and four: 3) What makes teachers motivated to teach EFL? and 4) What makes the teachers feel frustrated?

Research questions number three and four are approached in all sections of the questionnaire. As sections three to five have already been discussed, sections one, two and six will be now discussed. The normal distribution of the answers for these three sections can be observed in figure 11, figure 12, and figure 13:
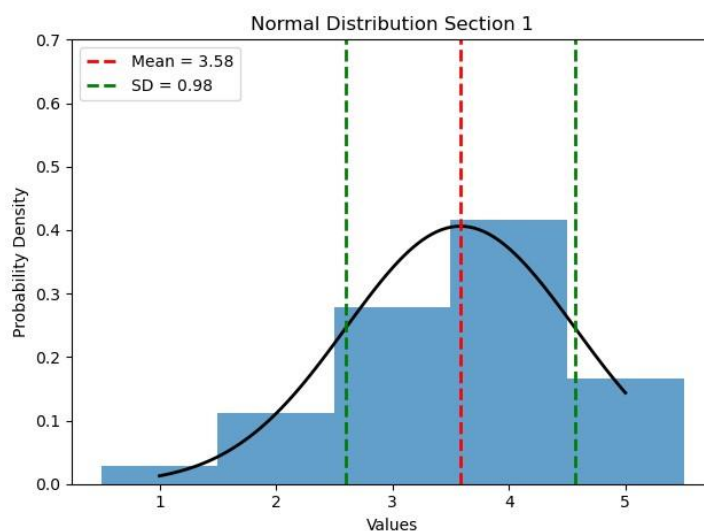
Figure 11: Normal distribution to teachers' section one – The influence of the physical environment.

Figure 11 represents the normal distribution of the influence of the physical environment on teachers (i.e., extrinsic motivation), where the more answers lie on the right end, the more positive and greater the physical environment influences teachers. This factor was studied in the teachers' questionnaire for being considered in EFT not only an important element in creating a stimulating and conducive learning environment but also an influence on students' social interaction and behaviour (Puteh et al., 2015).

The standard deviation (SD=0.98) shows consensus among the teachers about the influence of the physical environment. The mean (M=3.58) shows that many teachers feel positively influenced by the physical environment in the classroom, where value 4 concentrates the biggest number of answers. A statistically significant difference can be found between positive answers (i.e., values 4 and 5) and negative answers (i.e. values 1 and 2) ($p\text{-value}<.05$); between positive answers and neutral ones (i.e., value 3) ($p\text{-value}<.05$); and between negative answers and neutral ones ($p\text{-value}\approx 0.017$).

These results show a positive tendency can be seen regarding this factor constituting a positive factor enhancing teachers' motivation extrinsically. Dörnyei & Csizér (1998) have also established the physical environment as a main factor that directly influences teachers' practices in class.
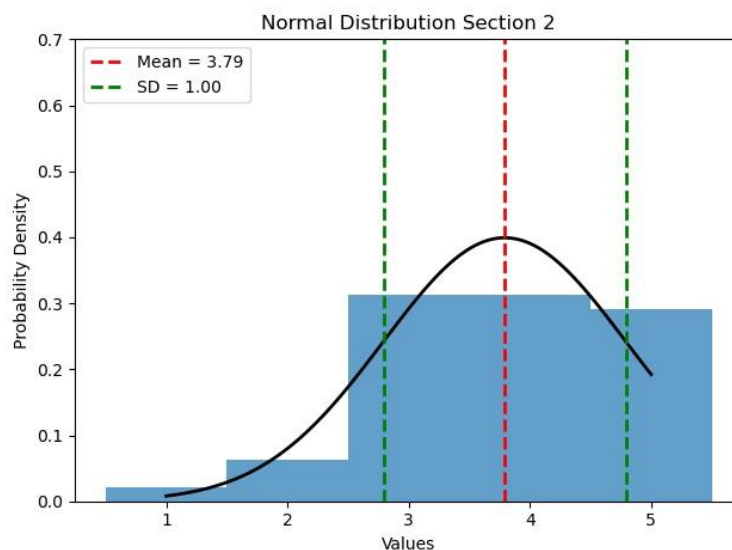
Figure 12: Normal distribution to teachers' section two – The curriculum and didactic materials.

Figure 12 represents the normal distribution of the influence of the curriculum and the didactic materials used by teachers (i.e., extrinsic motivation). In this section, the more answers lie on the right end, the more positive influence those materials will have on teachers' motivation. Even though the mean stands close to value three (3.79), the normal distribution curve is shifted to the right end of the graphic and many answers are between values four and five, presenting a positive tendency of the answers. Even though many answers concentrate on value three, the standard deviation (SD=0.94) shows a common satisfaction towards the curriculum and the didactic materials established for English learning in high schools.

Comparing positive answers (i.e., values 4 and 5) with negative answers (i.e., values 1 and 2) a statistically significant difference is found (p-value$<.05$). It can also be found between positive answers and neutral ones (value 3) (p-value$<.05$), and between neutral and negative ones (p-value$<.05$). These results clearly indicate that the curriculum and the didactic materials are crucial factors in EFL and EFT. In other words, this extrinsic factor presents a positive tendency where most answers are concentrated between values 3 and 5.
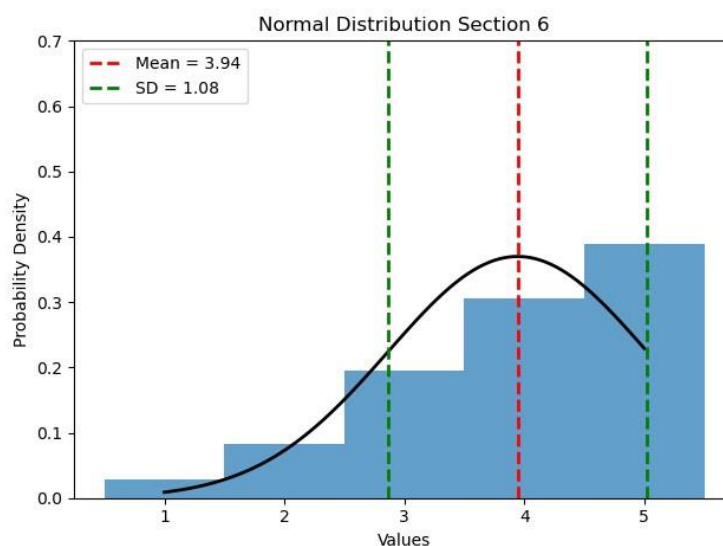
Figure 13: Normal distribution to teachers' section six – Personal vocation for teaching.

Figure 13 deals with teachers' vocation and personal factors for teaching EFL (i.e., teachers' intrinsic motivation). Despite teaching being considered a very vocational career in which intrinsic motivation is strongly presented, this is not such a straightforward matter (Dörnyei & Ushioda, 2021).

Even though negative answers are registered (answers between values 1 and 2), a positive tendency can be seen based on the mean (M=3.94), the standard deviation (SD=1.08), and the curve shifted to the right end. These results show that intrinsic motivation is one of the factors that scored the highest only surpassed by the extrinsic influence of co-workers (M=4.12; SD=0.86).

Statistically significant differences are found between positive answers (i.e., values 4 and 5) and negative ones (i.e., values 1 and 2) (p-value<.05) and between neutral answers (i.e., value 3) and positive ones (p-value<.05). However, no statistical difference is found between negative answers and neutral ones (p-value ≈0.147).

Although there is still a minority that does not present such a strong vocation, these results reinforce the idea that teaching is indeed a vocational career in which intrinsic motivation plays an essential role (Poorbehzadi et al., 2019).

Finally, the two extrinsic factors regarding the possibility of promotion and the salary were contemplated in statements two and three of teachers' section six.
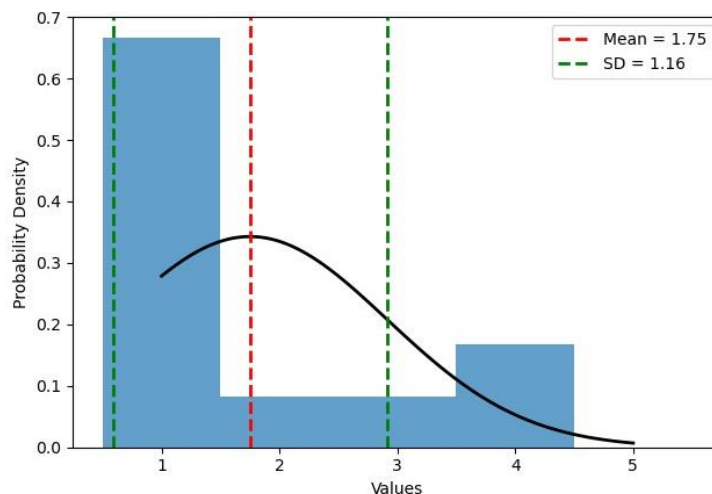
Figure 14: Normal distribution to teachers' statement two, section six – "I am a teacher because of the possibility of promotion" (n=12)
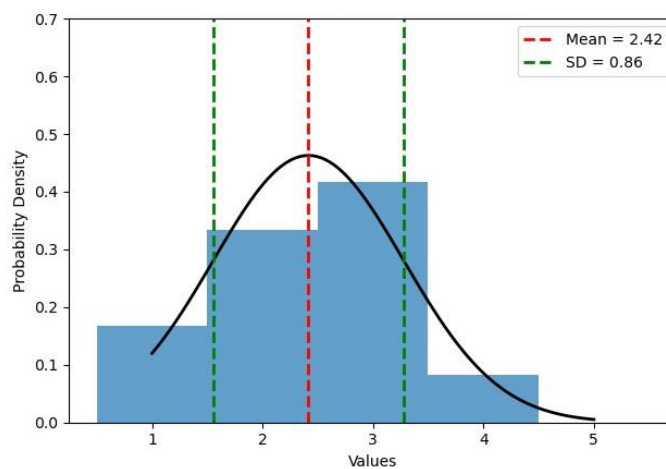
Figure 15: Normal distribution to teachers' statement three, section six – "I am a teacher because of the salary" (n=12)

As can be seen in figures 14 and 15, promotion does not influence teachers' motivation extrinsically nor the salary, even though this last one presents a slightly higher tendency on the answers. This goes in line and is confirmed with the theory exposed in Dörnyei & Ushioda's (2021) study about language teaching and teachers' motivational factors.

A comparison is made between these results together with the ones obtained in figure 13 (teachers' intrinsic motivation) and the previously mentioned in figure 9 (students' intrinsic motivation). In this case, a statistically significant difference can be concluded as $0 \notin$ to [C1, C2], where the confidence interval is (C1, C2) = (-1.4271, -0.7371). These results show that teachers present higher intrinsic motivation values than students.

However, if a second comparison is made between all teachers' extrinsic sections (from sections one to five) and the last teachers' section (the only one dealing with intrinsic motivation), a statistically significant difference cannot be concluded, because $0 \in$ to [C1, C2], where the confidence interval is (C1, C2) = (-0.54, 0.2158).

Based on the previous results, teachers portray the highest positive values in intrinsic motivation, restating that teaching is a vocational career. However, not all teachers answered positively (values 4 and 5), which shows not all teachers are driven by vocation. Dörnyei & Ushioda (2021) also highlight this last conclusion in their study.

Moreover, extrinsic factors were also determinants of teachers' motivation. The most positive extrinsic factor was the influence of co-workers, followed by the curriculum and the didactic materials. On the contrary, the factors that do not seem to contribute to their motivation are the salary, and the possibility of promotion, which also coincides with the information exposed in Dörnyei & Ushioda (2021). Additionally, the influence of the students' families seems a neutral factor with a slightly positive tendency.

4.4. Research question six: "What activities motivate students best?

Research question number six was related to the fifth and last section of the questionnaire: "In-class activities and exercises". These questions were created to support the answers obtained previously and are merely informative and qualitative, thus no statistical analysis was conducted on their answers.

On the one hand, questions three, and four of this last section were studied and compared to establish what type of activities students prefer, from activities that explicitly involve grammar and written tasks to those that involve oral tasks and listening exercises (see figure

16 to 19). Moreover, it was also studied what way of participation students prefer in class (see figure 19 to 21).
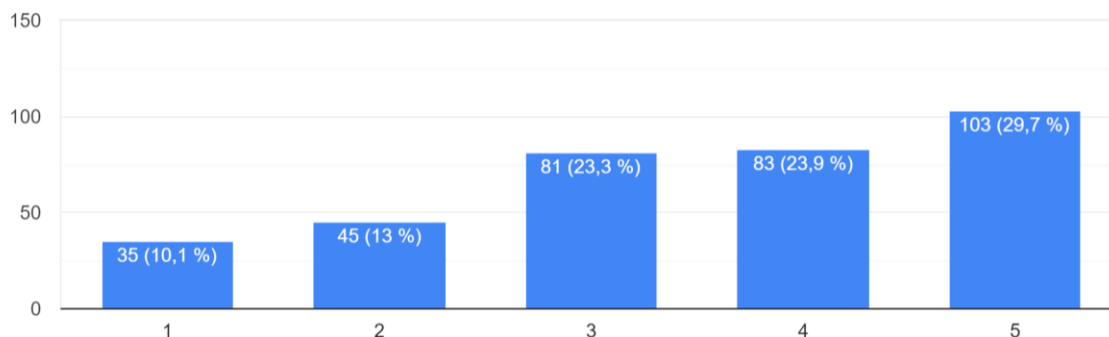
Figure 16: Results of students' questionnaire statement four, section five – "I prefer speaking or listening activities over grammar and writing exercises" (n=345)
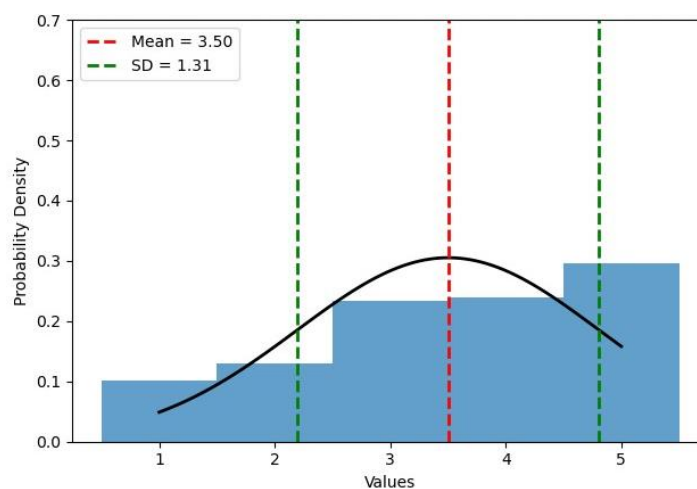
Figure 17: Normal distribution to students' statement four, section five – "I prefer speaking or listening activities over grammar and writing exercises"

Results showed that 52.7% of students answered between values 4 and 5, indicating they were comfortable participating and performing activities that required active class participation. On the contrary, only 19.7% answered between values 1 and 2, preferring not to be involved in them.
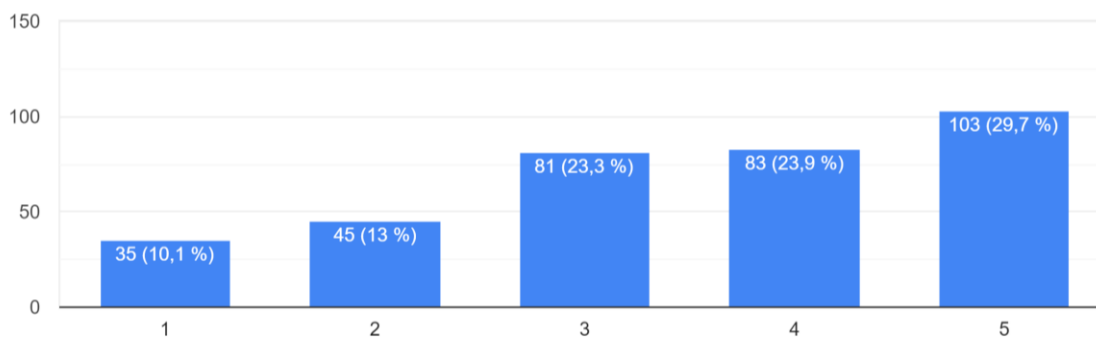
Figure 18: Results of students' questionnaire statement four, section five – "It does not bother me activities that require active participation in class" (n=347)
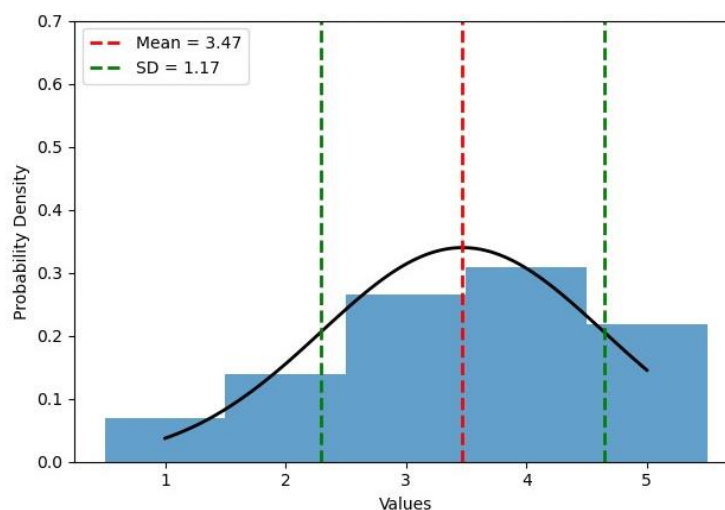
Figure 19: Normal distribution to students' statement four, section five– "It does not bother me activities that require active participation in class"

Moreover, figure 18 shows that students prefer activities that involve listening practice and speaking skills (53.6%) to the ones explicitly involving grammar and writing (25.5%). Hence, to help with students' motivation, the activities could be slightly more oriented towards more active participation of the learners and involve more speaking and listening-oriented tasks rather than the conventional exercises to revise grammar and practice writing skills (i.e., gap-filling activities, or writing essays about a certain topic).

On the other hand, statement five from the same last section was also compared to analyze what way of grouping students preferred in English classes (see figures 20 and 21).
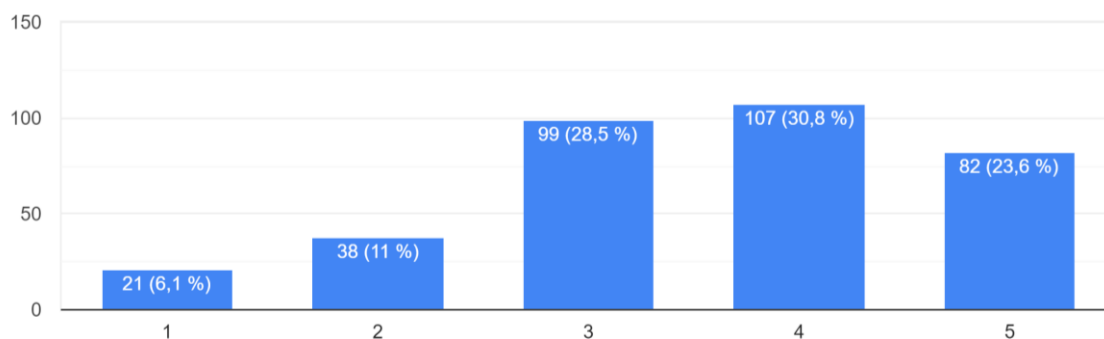
Figure 20: Results of students' questionnaire statement six, section five – "I enjoy activities that require active grouping participation" (n=347)
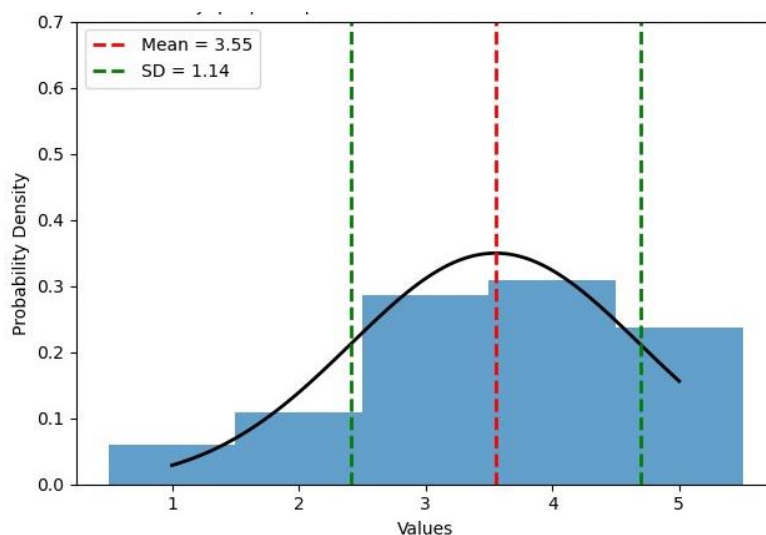
Figure 21: Answers of section 5, question 6 of the students' questionnaire – "I enjoy activities that require active grouping participation"

Figure 20 shows that 54.4% of students answered between values 4 and 5, enjoying activities more when they involved grouping and active discussion, and only 27.1% answered between values 1 and 2 preferring to work individually and in silence. Consequently, doing exercises in pairs or groups could enhance students' motivation and help them feel more comfortable in class.

Based on these results, including active participation in groups or pairs as well as speaking and listening interaction can help to motivate students to learn English in grammar and writing areas where they lack motivation.

4.5. Summary of the results

In this section, the results are synthesized and represented in two tables, one for students and one for teachers (see tables 9 and 10 below). The tables portray the data organized by sections, showing in each case its mean, the standard deviation, the percentage of positive answers (answers between values 4 and 5) and the motivational factor they represent:

STUDENTS' QUESTIONNAIRE		
SECTION	**MOTIVATION FACTORS** **(Mean 1-5)**	**% of positive** **answers**
1	**Personal extrinsic factors:** Mean: 3.57 / SD: 1.26 - Mastering a FL is considered educated people - Travel to foreign countries - Communication with others - Influence in future career	 49.8% 64.5% 72.3% 79.5%
2	**Personal intrinsic factors:** Mean: 2.86 / SD: 1.41 - I like foreign languages	 45.8%
3	**Teachers' influence** Mean: 3.57 / SD: 1.22 **-** Teacher's explanations and activities are useful	 51.3%
4	**Classmates and group** Mean: 3.39 / SD: 1.27	

Table 9: Summary of the students' results

Table 9 shows the summary of students' results. The factors that better influence students' motivation are the influence of the language on their future careers and the possibility of communicating with others (personal extrinsic factors), followed by the influence of the teacher (extrinsic factor).

TEACHERS' QUESTIONNAIRE		
SECTION	**MOTIVATION FACTORS** **(Mean 1-5)**	**% of positive** **answers**
1	**Physical environment:** Mean: 3.58 / SD: 0.98	
2	**Curriculum, course syllabus and teaching materials:** Mean: 3.79 / SD: 1.00	
3	**Students' and families' influence:** Mean: 3.52 /SD: 1.12	
4	**The department head and the management team:** Mean: 3.89 / SD: 1.02	
5	**Co-workers:** Mean: 4.12 / SD: 0.86	
6	**Vocation for teaching:** Mean: 3.94 / SD:1.08 - Possibility of promotion - Salary - I have always wanted to become a teacher	 16.7% 8.3% 66.6%

Table 10: Summary of the teachers' results

Table 10 shows the summary of teachers' results. The factors that better influence teachers'
motivation are their vocation for teaching (intrinsic factor), followed by the influence of their
co-workers and the head department and management team (extrinsic factors).

5. <u>CONCLUSION</u>

To conclude, EFL is a main concern nowadays in Spain because of its use and relevance. Studying motivation in EFLL and EFLT is essential, as it is the key to effective learning and teaching experience. Studying it also contributes to establishing the factors that better influence students and teachers of English, as well as clarifying the way to enhance their development and growth.

Although motivation was considered a stable and linear factor, it was proven to be a complex theoretical construction influenced by many extrinsic and intrinsic factors that affect students and teachers differently (Dörnyei, 1990). Although FLT seems to be a vocational career and involves more intrinsic motivation (autonomous motives), indeed, a high number of students are also intrinsically motivated for EFLL.

The analysis of the results from the questionnaires shows the influence of co-workers, vocational factors, the curriculum and didactic materials, and the influence of the students as the most influencing factors that enhance teachers' motivation in EFLT. In contrast, the factors that show the most positive results influencing students' motivation are the ability to communicate with people from other countries, the influence of EFL in their future careers, and teachers' influence. Additionally, the activities that encourage students to study the language are the ones that involve active participation and discussion, grouping and/or partner exercises, and speaking and listening skills.

The former analysis helps to understand the concept of motivation in EFLL and EFLT more in-depth as well as identify the factors influencing it. This identification allows for reinforcing areas in which motivation is lacking, using the factors that motivate students and teachers.

One of the most striking results was the influence of the curriculum and the didactic materials. Before taking the questionnaire, it was assumed that teachers could be dissatisfied with the contents and the curriculum designed. However, after analyzing the answers and the statistical differences, it has proven to be a factor of general satisfaction for teachers that influences their teaching experience greatly.

Another interesting result was the intrinsic motivational tendency of students. Students in Spain are thought to be less intrinsically motivated by being obliged to study English. Despite this, a significant group of students is intrinsically motivated, and a positive tendency can be seen.

The present study was only conducted once, but it would be interesting to replicate the questionnaire with the same sample in the future to compare the results and see the possible evolution of students' and teachers' motivations. It would also be interesting to involve more teachers in the study. Additionally, studying the same motivational factors but relating each teacher to a group of students could lead to different views, analyses, and interpretations, and should be addressed in future studies.

For a further detailed analysis, a comparison could be made between genres, high schools, bilingual lines, or languages. What is more, other motivational factors could be considered in the questionnaire to study different variables not contemplated in the present study.

Finally, the concept of language anxiety (related to language enjoyment) was also mentioned, yet it was not addressed nor considered in the questionnaire as a factor, because it is beyond the scope of this study. Future studies could delve into contemplating them as other motivational factors, together with the presence of emotions or impairments during the learning process.

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APPENDIX:

Appendix figure 1- COPY OF TEACHERS' QUESTIONNAIRE:

1. **ENTORNO FÍSICO DE APOYO: AULA, INSTALACIONES Y EQUIPAMIENTOS**
   - El espacio y entorno de aula es un entorno adecuado, cómodo y confortable para desarrollar actividades de clase y en grupo
   - Dispongo de total libertad para modificar y adaptar el espacio y equipamiento a mis objetivos educativos
   - Dispongo de material electrónico (ordenadores, proyector, pizarra digital o pantalla interactiva) para desarrollar la clase

2. **CURRICULUM, PROGRAMACIÓN DE LA ASIGNATURA Y MATERIALES DIDÁCTICOS**
   - Considero útil y práctico el desarrollo curricular del área
   - Tanto la programación didáctica como los temas de las unidades me parecen bien seleccionados y desarrollados para el alumnado
   - Dispongo del material didáctico necesario para desarrollar las clases de forma óptima

3. **LOS ESTUDIANTES Y SUS FAMILIAS**
   - Prefiero preparar las clases y desarrollar mi práctica docente con alumnado de 1º y 2º de ESO
   - Prefiero preparar las clases y desarrollar mi práctica docente con alumnado de 3º y 4º de ESO
   - Prefiero preparar las clases y desarrollar mi práctica docente con alumnado de 1º de Bachillerato
   - Prefiero preparar las clases y desarrollar mi práctica docente con alumnado de 2º de Bachillerato
   - El alumnado se implica y participa con interés en las actividades propuestas
   - Me siento especialmente animado/a y motivado/a cuando los alumnos están receptivos y activos en clase
   - Considero que las familias reconocen y valoran el trabajo que realizo con sus hijos

4. **JEFE DE DEPARTAMENTO Y EQUIPO DIRECTIVO**
   - Percibo el apoyo del equipo directivo y siento que estoy en sintonía con él
   - Siento el apoyo y que estoy en sintonía con el jefe de departamento y el conjunto de sus miembros
   - Considero que el equipo directivo está motivado y promueve la motivación del profesorado

5. **COMPAÑEROS Y AMBIENTE EN EL DEPARTAMENTO**
   - La relación con los compañeros del departamento es buena
   - Compartimos ideas, proyectos y nos ayudamos con el desarrollo de las clases
   - Considero fundamental cumplir con los aspectos administrativos y con lo establecido por el departamento
   - Considero que el entorno de los miembros del departamento está motivado para la práctica docente

6. **VOCACIÓN POR LA DOCENCIA**
   - Siempre he tenido claro que quería dedicarme a la docencia
   - Soy docente por la retribución económica y por la posibilidad de promoción
   - Soy docente porque quiero ayudar a los estudiantes a desarrollar sus capacidades de manera trascendente
   - Considero que estoy más motivado que cuando comencé en la docencia

Appendix figure 2 - COPY OF STUDENTS' QUESTIONNAIRE:

1. **MOTIVACIÓN Y OBJETIVOS PERSONALES QUE TE HAN LLEVADO A ESTUDIAR UN IDIOMA**

   Estudio ingles porque…
   - Realmente me gusta la lengua en sí y aprenderla
   - Puedo hablar y relacionarme mejor con personas de otros países y culturas
   - En el futuro o quiero seguir estudiando y profundizando en esta lengua
   - En el futuro quiero viajar e incluso me gustaría vivir en el extranjero
   - Creo que mi futuro profesional va a necesitar o verse muy beneficiado del dominio de una segunda lengua
   - Dominar una segunda lengua se considera de personas formadas y cultas
   - No he tenido mucha alternativa y me he sentido un poco obligado/a

2. **HÁBITOS Y DEDICACIÓN PERSONAL**
   - Escucho con especial atención música en inglés/idiomas que no sean el español
   - Veo frecuentemente vídeos, series o películas en versión original
   - Leo libros, artículos y textos en general en un idioma diferente al español
   - Si pudiera, daría una hora más de clase a la semana de esta lengua

3. **INFLUENCIA DEL PROFESOR**
   - Me resultan útiles las explicaciones y actividades del profesor, me ayudan a entender mejor los conceptos y a desarrollar el conocimiento de esta lengua
   - Las clases se me hacen dinámicas y llevaderas
   - Sus clases me despiertan interés por aprender esa lengua
   - Noto que a mi profesor le gusta enseñar esa lengua
   - Nos proporciona toda la ayuda que necesitamos cuando nos hace falta
   - El profesor nos anima a que hablemos y usemos esa lengua durante las clases

4. **COMPAÑEROS Y GRUPO DE CLASE**
   - El ambiente con mis compañeros es bueno y me hace estar a gusto en clase
   - Me siento cómodo/a a la hora de hablar en esta lengua porque siento que mis compañeros no van a reírse de mí y van a respetar y valorar mis intervenciones
   - Trabajar en grupo me ayuda a mejorar en esta lengua
   - Aprendo mucho más sobre la lengua a partir de los trabajos que hago de forma individual que aquellos que realizo en grupo

5. **ACTIVIDADES Y EJERCICIOS DE CLASE**
   - Las actividades que hacemos en clase me resultan útiles para mejorar la lengua
   - Los ejercicios que hacemos en clase me resultan dinámicos y llevaderos
   - No me agobian las actividades que implican participar activamente en clase
   - Prefiero las actividades de gramática y escritura que aquellas que implican hablar o escuchar.
   - Prefiero las actividades de hablar o escuchar a aquellas que implican gramática o escritura
   - Disfruto cuando hay que participar en actividades de clase activamente de forma conjunta
   - Disfruto cuando hay que realizar tareas en clase de forma individual y en silencio