



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL**

**OFFICE OF GRADUATE STUDIES MASTER'S DEGREE PROGRAM IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

TITLE

**STUDENTS' ATTITUDE TOWARDS EFL ACQUISITION IN THE
LEARNING CLIMATE OF AMARILIS FUENTES ALCIVAR PUBLIC HIGH
SCHOOL**

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We certify that this research Project was presented by **Celeste Josefina Higuera Salvatierra**, as a partial fulfillment for the requirements for the **Degree of Master in Teaching English as a Foreign Language**.

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I, **Celeste Josefina Higuera Salvatierra**

HEREBY DECLARE THAT:

The Research Project **STUDENTS' ATTITUDE TOWARDS EFL ACQUISITION IN THE LEARNING CLIMATE OF AMARILIS FUENTES ALCIVAR PUBLIC HIGH SCHOOL** carried out at prior to obtaining the **Degree of Master in Teaching English as a Foreign Language** has been developed based on thorough investigation, respecting the intellectual property right of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is my full responsibility.

Under this statement, I am responsible for the content, truthfulness and scientific scope of the aforementioned paper.

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DEDICATION

I dedicate this work to my loved husband because without his advice and the way he has encouraged me to believe in myself, I would not have achieved this goal.

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ABSTRACT

EFL learning is a challenge for students in public high schools in Ecuador. One of the most negative aspects teachers face is **learners' attitudes** towards English Foreign **Language learning**. This study was conducted (1) to characterize the students' attitude towards EFL learning, (2) to describe the **learning environment** of the EFL classroom, (3) to determine how the students' attitude is influenced by this learning environment at Amarilis Fuentes Alcívar high school in Guayaquil. This thesis analyses the result of a survey on 118 undergraduate EFL students, a survey to 9 English teachers; and a class observation. The survey to students focused on the learners' attitude towards English learning and causes that might influence on it. The survey to teachers focused on EFL classes with students of different levels of competence to collect demographic information ; and finally, the class observation focused on corroborating information to understand the aspects that affect English learning. For data collection, a 19 item questionnaire was administered to students, a 7 questions survey was administrated to teachers and a class observation with 9 aspects of learning. Result of the quantitative analysis shows that students at the beginning of the course have had very high expectation towards English language learning. However, the data also revealed that they have had negative feelings regarding classroom instructions and **motivation** in their learning experience. It also showed that students feel unsatisfied with the curriculum and the teaching methodology teachers have applied. Several suggestions have been made regarding to motivation, curriculum, and teaching material.

Keywords: EFL learners, Learner attitudes, Learning environment, Language learning.

INTRODUCTION

Our country, as one of the most requested to live and do business by many multinational companies due to the American currency and the favorable import/export laws and policies, needs its people be trained on communicative competences in English. As we know, English has been the lingua franca for decades and it is the subject that authorities and teachers should give the right attention. Unfortunately, teachers and students' attitude limit going beyond and achieve this goal. In *Education of the Edge of Possibility* Caine (1997) states:

Teachers' beliefs in and about human potential and in the ability of all children to learn and achieve are critical. These aspects of the teachers' mental models have a profound impact on the learning climate and learner states of mind that teachers create. Teachers need to understand students' feelings and attitude will be involved and will profoundly influence learning (p.124).

Effective teachers believe that each learner has potential in his or her own learning style and they commit in finding out that potential. Students' attitude could be positive if teachers changed the classroom learning environment since it is a factor that influences on EFL learning. Teacher's reaction makes the difference, what students think and feel should not be ignored by teachers; effectiveness of a classroom is reflected on the progress of students' learning and their feelings about it (Schmuck, 1974).

This negative attitude from teachers and students is consequence of a negative classroom learning climate influenced by a negative classroom learning environment.

Considering the importance of students' attitude to get an effective learning, it is extremely necessary to differentiate classroom learning climate from classroom learning environment.

Classroom learning climate definition

Classroom climate refers to the prevailing mood, attitudes, standards, and tone that teachers and students feel when they are in your classroom. A negative classroom climate can feel hostile, chaotic, and out of control. A positive classroom climate feels safe, respectful, welcoming, and supportive of student learning (Gulbrandson , 2012).

Classroom Learning environment definition

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for example.

The term also encompasses the culture of a school or class—its presiding ethos and characteristics, including how individuals interact with and treat one another—as well as the ways in which teachers may organize an educational setting to facilitate learning—e.g., by conducting classes in relevant natural ecosystems, grouping desks in specific ways, decorating the walls with learning materials, or utilizing audio, visual, and digital technologies.

The Glossary of Educational Reform, 29 August, 2014

Places influence on individuals and vice versa, it could be relaxing or stressful. Students' self-image, confidence, learning and attitude depend on the classroom atmosphere. Acquiring a foreign language needs students high self-esteem about their capacities to be able to understand written and oral production. Moghari (2011) states that humanistic atmosphere between the teacher and the learner facilitates that students' self-efficacy leads to his teacher's trust in him as well as English teacher's trust make the students do their best to attract their teacher's attention.

PROBLEM STATEMENT

This study was developed after observing the low level in EFL learners of tenth grade at Amarilis Fuentes Alcívar Public High School. It could be the result of several situations and circumstances surrounding the academic and personal life of students. It is well researched that results from learning somehow depend on the participants' attitude and perceptions. At present, social psychologists have agreed that the term 'attitude' should be used to refer to a general and enduring positive or negative feeling of a person, object, or issue (Petty & Cacioppo, 1981). Phrases like "I love working in groups" or "I do not like Grammar exercises" are statements that express positive and negative feelings toward learning and attitude is an important element for learning any subject including English. Students normally say, "I will learn it when I really need it", referring to English language. This negative attitude is transmitted to each other, and provokes a negative reaction on the rest of students, like not completing tasks during class time or homework, it has been noticed that the activities are copied by half of the class; and, most of all the concern is around the low English proficiency evidenced in the low grades. This negative attitude can be changed as well as changing teachers' and students' belief or behavior. According to Marzano (1992), there are two categories of attitudes and perceptions that affect learning: (1) attitudes and perceptions about the *learning environment*; and, (2) attitudes and perceptions about *classroom tasks*. For this reason, the classroom environment and tasks should be analyzed to check if it contributes to the problem. The old fashioned methods teachers apply in class do not motivate students to participate. Students have a negative attitude.

JUSTIFICATION

Most of training courses for EFL teachers do not satisfy teachers' necessity and this study is based on real life situations in class.

Students at Amarilis Fuentes Alcívar school show negative behavior during English classes, such behavior is reflected in poor participation individually or group work and low grades, even though the assessment system gives them several opportunities to increase their average. This work will explore how the learning environment contributes to negative students' attitude and will demonstrate that learning environment needs to be enhanced. The problem of a bad attitude toward English learning is of interest since it is a widespread issue in many public high schools, which makes difficult to achieve effective results on the teaching learning process. This study is going to be important to students, teachers, parents and the institution.

First, teachers will get to know the reasons of students' reactions and how to turn them into positive ones based on the learning environment. To perceive and react to acquiring a different language in a public school environment is not easy and this study will help teachers to understand the linguistic behavior of students and take action over specific strategies to be implemented while teaching for overcoming difficult situations. Teacher's reaction makes the difference, what students think and feel should not be ignored by teachers (Schmuck, 1974).

Second, students' performance is better when their attitude is positive towards their intention to learn. This statement is supported by Jaworski "Positive Thinking is the key to success in Business, Education, Pro-Football, anything that you can mention". Students' positive thinking depends on their personality and experiences, and teachers should make students live positive experience to create a positive attitude. Students love to live new experiences. The desire for emotional experiences plays a very important role in the major goals of most people (Baron, 2000, p.60).

Third, parents will benefit from the results gathered from this research because they will know the possible reasons for the low average on English class and how to avoid them. By determining the origins of the problems, they could help their children to overcome scholastic situations.

Finally, the educational institution will gain prestige from this research because it could be a contribution to know about EFL matters for the district community. Besides, current research indicates that this problem is both relevant and meaningful to the field of English as Foreign Language (EFL) learning. It is an interesting field to be researched due to attitude and environment could influence behavioral, cognitive, and emotional aspects of teaching and learning.

Research Questions

- To what extent is low performance in the English classroom linked to students' attitude?
- How does the learning environment contribute to the students' attitude?

General Objective

To determine the impact of students' attitude towards the learning environment in the EFL class at Amarilis Fuentes Alcívar public high school.

Specific Objectives

- To characterize the students' attitude towards EFL learning.
- To describe the learning environment of the EFL classroom.
- To determine how the students' attitude is influenced by the learning environment of the EFL classroom.

1. THEORETICAL FRAMEWORK

This chapter is going to develop some concepts about the ideas mentioned in the problem statement, which are, attitude, learning, and classroom environment

1.1. Attitude

According to the online Oxford dictionary (2018), attitude is “a settled way of thinking or feeling about something, typically one that is reflected in a person's behavior”. Therefore, the knowledge of self-thinking and feeling about a person, an object or a situation is essential to understand his or her behavior.

As a person's behavior reflects his or her attitude, it is not so difficult to know a person's attitude toward something. Behavior refers to “the way in which one acts or conducts oneself, especially toward others”, online Oxford dictionary (2018). This definition means that working in groups depends on people's attitude since success of group work is the result of members' good attitude.

Attitude can be positive or negative; it depends on one's experiences. Some psychologists have agreed that “the term attitude should be used to refer to a general or enduring positive or negative feeling about some person, object or issue”, (Petty & Cacioppo, 1981, p.7).

Most of the time attitude can be interpreted according to one's behavior in front of a situation. *The Psychology of Attitudes*, a book written by Eagly & Chaiken (1993, p.1), define an attitude as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor”. Likewise, Fazio (1995, p.147) defines an attitude as “an association in memory between a given object and a given summary evaluation of the object”.

1.2 Attitude and classroom performance

In education, a student's attitude depends on the environment he or she develops and on the experiences they have lived. Many sociologists and psychologists have noted the reciprocal nature of its influence in groups' processes. Therefore, a student can influence a group as well as a group can influence a student.

In the book "Great Minds and How to Grow them", Berliner & Eyre (2018) mention that high performance does not depend on age but on the attitude in front of opportunities to practice something. They say:

"We know the way the most high performing students work can be copied by others. Virtually all children can be taught these same ways of thinking and being. We call this High Performance Learning. If you take what is known about the characteristics of high performance at school, the skills and the attributes and the attitudes that deliver success in school and in life, teachers and parents can teach children how to be more intelligent and how to succeed at school" (p.13).

A student can learn from the teacher as well as from a classmate. The creation of a connected classroom plays a critical role in classroom climate to achieve a good performance since they can help each other. (Frisby, & Martin, 2010, p.70).

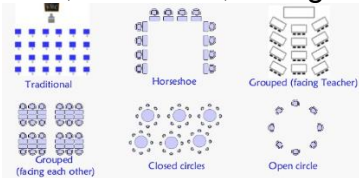
1.3 Classroom learning environment

This part identifies the importance of examining the relationship between classroom environment and students' achievements. Classroom climate studies are one of the most prominent contemporary, which suggests strong evidence between classroom climate and student achievement (Wang & Holcombe, 2010).

One of the keys to a successful learning is to manage the classroom efficiently by providing a good interactive environment. Effective teaching cannot take place in poorly managed classrooms. (Marzano & Pickering, 2003)

The term “Classroom climate” can be confused with the term “Classroom environment”. In accordance to Rowe, Kim, Baker, Kamphaus & Horne (2010) classroom climate is a broad term intended to assess the perceptions that students have about different aspects of environment. Likewise, Ambrose et.al (2010) define classroom climate as “the intellectual, social, emotional, and physical environments in which our students learn” (p.170). These terms are described by them as follows:

- **Physical** – It refers to the location students’ seat in the classroom. It could be, closed circle, open circle, traditional, facing each other, etc.



- **Intellectual** – The Intellectual aspect of the class is determined by the materials, course content and class discussion topics.
- **Social** – Social interactions between and among students also affects classroom climate. Students tend to be individualistic or team-oriented; they also could be competitive or cooperative among them. On the other hand the instructor may be approachable or authoritative to students and the social atmosphere could be casual, inclusive, formal or democratic.
- **Emotional** – Reactions from students and instructor to course materials and class discussions can be different emotionally. That is, from discomfort to comfort emotions, or from anger to joy, etc.

On the other hand, classroom environment, according to Oxford Living Dictionaries (2016), refers to the “setting or conditions in which a particular activity is carried on ‘a good learning environment’.”(p.1). Then, we can say that the

aspects or conditions of classroom environment determine a good classroom climate.

According to the website of the American Institutes for Research, AIR (2013), the essential conditions for learning environments in schools present the following characteristics:

- **Safety.** When students feel physically and emotionally safe, they improve. They are more likely to attend school and be academically engaged and are less likely to abuse drugs or use violence.
- **Supportive.** Students learn more when they feel connected and attached to adults in school and believe their teachers care about them and treat them respectfully.
- **Challenging.** Having high expectations for all students, establishing goals, and differentiating support helps energize students to learn and meet high expectations.
- **Socially and Emotionally Nurturing.** Developing students' abilities to cope with social and emotional challenges improves their grades, attendance, behavior, and attitudes toward school.

In Dorman, Aldridge, & Fraser, (2006), it is mentioned that what happens in classrooms, students' reactions and perceptions of their educational experience are significant because they spend most of the time in classrooms and this time should be as pleasant as possible. Therefore, the teacher-student relationship as an interpersonal relationship should be excellent since according to Brookfield (2006) the instructor self-disclosure illuminates an instructor's personhood to students, which is "the perceptions students have that their teachers are flesh and blood human beings with lives and identities outside the classroom" (p.71).

1.4 Classroom climate and intelligence

Albert Einstein once said: “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid”. So, students need to learn using their own abilities and disabilities.

According to Armstrong (2017), in his book “Multiple Intelligences in the Classroom”, it is important to keep in mind that beyond the descriptions of the intelligences each person possesses all eight intelligences and they function together in ways unique to each person, most people can develop them to an adequate level of competency. These eight intelligences can usually work together in a complex way and interact with each other because there are many way to be intelligent within each category because most of intelligences work following students’ senses. That is, some students learn by seeing, hearing, touching, moving and acting at the same time. Mental computer power is the main point, and how intelligence reacts based on that sensory information collected (Gardner, 2013).

1.5 Creating a positive classroom climate

Change on students’ attitude starts from inside to outside. Students need to believe that they can learn and what they are learning is relevant, useful and meaningful for them. Positive students’ thinking is the key to success. Winston Churchill, a British politician once said: “The positive thinker sees the invisible, feels the intangible, and achieves the impossible”. If students trusted their teachers and classmates, they could improve their knowledge because they would participate more and learn better (Dallimore, Hertenstein, & Platt, 2004, p.3). One example of participatory environment is discussion teaching, which they state in their book that it is “a highly effective method to cultivate learning, engage students, and create a positive classroom climate” (Dallimore, Hertenstein, & Platt, 2004, p.228). In a positive classroom climate, students communicate freely with no hesitation and do not matter their mistakes. Besides, students in

supporting communication climates retain significantly more knowledge than those in defensive climates.

1.6 Students' Attitude towards EFL Acquisition

EFL acquisition of a language in a non-native environment represents a challenge for students and it requires research, leadership and innovation.

Most of the students in public high schools show little interest in EFL learning due to the difficulties they face. Students' attitude depends on teachers' ones and teachers' attitude on their training. If students achieved their learning goals, their attitude could be satisfactory. Variation in student achievement has been systematically related to variation in the classroom behavior of teachers, according to The National Academies Press (2000, p.44). Therefore, student's attitude is the reaction of their previous EFL learning result.

Students' negative attitude is a Latin American issue. However, according to Cronquist & Fiszbein (2017), in Ecuador the English Learning policy framework demonstrates that there has been some progress in the creation of teacher education standards.

Rivers (1981) mentions the importance of students' interests and aspirations. The author suggests one straightforward approach, which could be a survey to students about themselves with questions like these:

1. Who are they? (Background, career interests, scholastic preferences),
2. What are their attitudes towards learning another language?
3. What do they want to get from the study of this particular at this time?
4. How do they prefer to learn another language?

After having this information, teachers are in a much better position to decide appropriate objectives and methodology to design didactic materials related to students' needs and wants in order to develop on students intrinsic motivation.

1.7 Intrinsic Motivation?

Intrinsic motivation is considered a powerful human driver because is driven by internal rewards. Santos 2019 states that it is the act of doing something without any obvious external reward. You do it because it's enjoyable and interesting, rather than because of an outside incentive or pressure to do it, such as a reward or deadline.

1.8 What is Extrinsic Motivation?

Extrinsic motivation is a reward-driven behavior or other incentives — like praise, fame, or money used as motivation for specific activities (Rochaun, 2018).

1.9 Differences between Intrinsic and Extrinsic motivation

They both, Intrinsic and Extrinsic motivation play a significant role in the learning process. Intrinsic motivation refers to doing something that is personally rewarding to the person who does the activity, it is an internal desire. On the other hand, extrinsic motivation involves doing something because the person is motivated to earn a different rewarding such as money, fame or avoid punishment. (Bernazzani, 2017)

2. LITERATURE REVIEW

This part of the research presents an overview of the state of the art about the students' attitude towards EFL learning and the classroom climate. It is primarily based on previous and recent research; it includes a brief description of students' attitudes, highlights how classroom climate influences on learning, and describes the approaches for its measuring.

2.1 Students' attitude

It has been conducted many studies about this topic, but it was at the end of the Second World War that the need of communication with other countries made people learn in short intensive courses amazingly fast. They really wanted to learn because they were highly motivated with strong reasons for doing it. This fact should make teachers think that having information about students' needs and interest related to the language is the key to succeed on learning process. Schunk, Pintrich, & Meece (2008) agree and state that early theorists suggested that instincts, traits needs or drives cause achievement motivation. Motivation is affected by attitudes, and these are also influenced by aspects of language, language learning and language teaching (Richards & Schmidt, 2002, p.297).

Noursi (2013) stated that there are four important reasons of studying students' attitude towards EFL learning. Firstly, information from students' beliefs and thinking allow teachers and authorities select the most effective strategies and syllabus. Secondly, teachers and authorities can prevent a negative attitude from students. Thirdly, learners have views on the learning process and can articulate them. Lastly, studies about students' attitude are limited.

Not giving importance to students' behavior while learning is a mistake a teacher can make, since it is influenced by their beliefs which are the roots of attitude expressed. This behavior may guide teachers on the teaching process. Students' positive and negative reactions show their attitude and should be taken into account for developing specific strategies. Therefore, improving students' attitude is the first step to provide them an effective feedback, if they want to succeed,

they will achieve it. Salehi, Taghavi, & Yunus (2015) state that learners' motivation and belief depend on teachers' attitude toward their level of job satisfaction and teachers and authorities must become more familiar with these topics because students' attitudes are of importance in the learning process, they reflect good or bad experiences.

Krathwohl' Taxonomy of Affective Domain theory states that experiences students had in the past influence on their future learning. Tsiplakides & Keramida (2010), state that students' attitude towards EFL learning is often influenced by three aspects, they are: teacher-student relationships, the general classroom atmosphere, and the use of authentic teaching materials and activities.

2.2 Language attitude

Richards and Schmidt (2002) define language attitudes in Longman Dictionary as follows: "The attitudes which speakers of different languages or language varieties have towards each other's language or to their own language." (p.286); they also state that language attitude may be measured by the students' negative or positive expressions about ease or difficulty of learning a language, and the degree of importance for them.

2.3 Positive Attitude

Positive attitude is a state of mind that envisions and expects favorable results (Sasson, 2018). In order to help students develop a positive attitude towards learning English as a foreign language is necessary to personalize the environment by using certain practical strategies. When students consider learning English a positive and rewarding experience they will have higher level of motivation and high language performance which is a consequence of an appropriate relationship with their teachers.

2.4 Strategies to improve Students' attitude

Social, cultural and psychological complex factors influence on students' attitude to learn (Elyildirim & Ashton, 2006, p.10). Strategies must be personalized and applied according to the factor that may influence to each student. For example, at present, they live the digital era and almost all devices they use are connected with the Internet, they need to be taught with authentic materials and activities. Tsiplakides & Keramida (2010) suggest strategies classified into three groups, teacher-student relationships, the general classroom atmosphere, and the use of authentic teaching materials and activities.

Strategies to enhance students' attitude with a good teacher-student relationship

1. To motivate your students to learn English, you need to be enthusiastic, cheerful and sincere Brophy, (2004) in Tsiplakides & Keramida, (2010). Friendship and confidence students expect to find in teachers Ebata, (2008) in Tsiplakides & Keramida, (2010).
2. Use humor, students' first name, eye contact, and positive gestures. Such behavior has a positive impact on motivation, and can decrease foreign language anxiety. Frymier, (1993) in Tsiplakides & Keramida, (2010).
3. Provide to all students enough time to answer questions. That is, to instruct them step by step on assignment about completion and give appropriate suggestions. (Tsiplakides & Keramida, 2010)
4. Base your expectations from students on their qualities not on their gender, ethnicity, or parents' background (Schunk et. al, 2008: 322).
5. Lack of interest after past failures in the foreign language is a common issue. It should be treated immediately because it may be the reason of poor motivation and low self-esteem. Tsiplakides & Keramida, (2010) state that teachers should consider priority desiring each student success, regardless

the previous performance. Provide confidence to students by telling them that you expect them to "make a fresh start" because you believe on their abilities.

6. Praising should be provided carefully, that is according to the performance. It can convey "positive teacher affect", and should also be proportionated to the language performance eliciting the praise. (Schunk et al, 2008: 314). Teachers should prevent misunderstanding, for example, giving excessive praise to students of low abilities since they could think that teacher do not believe on their abilities. (Thompson, 1997). To get a better performance, teacher should provide a feedback to students by explaining them how they could do better and should be devoided of personal criticism or sarcasm. (Kyriacou, 1997).

Strategies that fostering a Positive Psychological Classroom Atmosphere

Classroom atmosphere creation should be developed by the teacher in order to allow that language errors turn into effective tools in the EFL learning process Dörnyei, (2001). If students are ridiculed, they may be unwilling to communicate using the target language.

Barr (2016, p.1) states that there are seven internally consistent dimensions of the higher education classroom climate; they are "Personalization", it refers to go beyond an interaction between the teacher and the student, that is demonstrate interest on each student's welfare. On "Involvement" dimension, teacher should persuade students to get involved in all class activities. "Student cohesiveness", getting solidarity and friendship among them also helps on classroom climate. Students' "satisfaction" is shown when they enjoy participating actively supported by "task orientation", that is, clear and organized instructions. Assignment, activities and teaching methods the teacher applies are unique and "innovators". Students have freedom to make decisions according to their own interests and abilities; and they are treated in different way.

The strategies should be applied according to the skill to be developed.

Khoshsima & Shokri (2017) suggest to avoid excessive correction “on the spot” in **speaking** activities. Likewise, to develop writing skills students feel free to write when the feedback is clear. Mistakes deserve being corrected by using a correction code. It is an effective tool to avoid correcting each error by prompting students about the location and nature of their errors (Lee, 1997). Students frustrate and demotivate when they receive their tasks with too many corrections. Similarly, Heick (2017) suggests the use of mistakes to improve learning by pointing 9 ways to help students learn through them since most of teachers tend to punish students instead of seeing mistakes as an opportunity to learn, they are:

1. See mistakes as a source of understanding.
2. Improve motivation and self-esteem by responding to and overcoming mistakes.
3. Honor mistakes as guidance for the teacher, too.
4. Allow mistakes through the learning atmosphere.
5. Allow a variety of mistakes.
6. Provide timely feedback so mistake can be responded to.
7. Analyze root causes and sources.
8. Encourage independent mistake correction as a matter of habit.
9. Use technology that supports mistakes and personalized mistake analysis.

2.5 Strategies to Developing Classroom Climate

The “classroom climate” is a reflection of students’ opinions of their academic experience (Reid & Radhakrishnan, 2003). Therefore, classroom climate depends on students’ satisfaction from learning and it is reported by all of the students in class. Fraser & Treagust (1986) said that classroom climate is a general feeling shared by all in the class.

To get students’ satisfaction from their learning it is essential that teachers get respect by showing that they care of them and relate to students with maturity and

dignity. Sasson (2018), states that a teacher should never communicate the student's lack of acceptance as an individual consideration regardless of the difficulty of accepting the behavior of a given student. In fact, learners use to claim from teachers' lack of respect as a reason for misbehavior; she also suggests the following strategies to demonstrate acceptance in a classroom.

1. Making any statement that tells the student that she/he is a worthwhile person.
2. Being available, helpful, supportive and caring.
3. Asking the student for help.
4. Demonstrating understanding, caring and liking.
5. Taking the student seriously.
6. Sharing with the student.
7. Being fair, considerate and respectful.
8. Accepting students' feelings.
9. Creating opportunities for personal contact with students.
10. Modeling the desired behavior.

2.6 Use of Authentic Materials in activities

Authentic material, in accordance to Jordan (1997, p.113) refers to “authentic texts as texts that are not written for language teaching purposes”. Likewise, Peacock (1997, p.144) states that authentic materials are everyday materials “that have been produced to fulfill some social purpose in the language community.” but can be used in language teaching or learning. Most of artificial didactic materials are used to simulate a situation in teaching process. On the contrary, authentic materials make learners feel the situation in real life; these experiences foster the teaching-learning process and improve their attitude towards EFL learning. For example, reading news from newspaper and comment about it or talking about famous people's achievements involve learners' feelings and critical thinking. However, authentic materials should be used according to each

student's level to prevent they feel de-motivated and frustrated. Guariento & Morley (2001, p. 347) claim that "at post-intermediate level, the use of authentic materials is available for use in classroom. This might be attributed to the fact that at this level, most students master a wide range of vocabulary in the target language and all of the structures".

Ma (2018) suggests the following materials as authentic ones:

- Maps
- Transport schedules
- Telephone directories
- Menus
- Comics and cartoons
- Advertisements
- Brochures
- Recipes
- Pamphlets
- Product labels and packaging
- Receipts
- Shopping lists
- Signs
- Blogs
- Wikis
- Messages
- Newspapers
- Magazines
- Communication (cards, letters, etc.)
- Music
- Music videos
- Film
- Radio broadcasts
- Television programs
- Literature
- Internet websites
- Guides (city/theatre)
- Bill

2.7 Strategies for Developing Classroom Management

According to Mulvahill (2018), applying techniques and skills on students learning and ensure a smoothly classroom with disciplined students is classroom management. Thus, Johnson (2016) says that displaying specific rules that promote learning and the consequences from them which could be positive or negative helps to avoid interruption and provides a positive environment. He also suggests 5 priorities:

1. Fostering valuable working relationships with students
2. Instructing learners about the way learning occurs in classroom
3. Saving time
4. Predicting learners' behaviors in lesson plans which be understandable
5. Creating quality of behavior which develop real learning on students

The environment is one of the three main components to foster higher learning which has three areas to focus: physical, non-physical and emotional environment. An educator can adapt students' environment in classroom by using potential ways to achieve it since it refers to the place where students spend a large amount of their time (Ryan, 2013). He said that the classroom decoration will demonstrate students that the teacher cares about their work enough to show it off. Students will also gain understanding of the social expectations of the teacher in the classroom based on how the desks are organized. Each of these tools can be used in any classroom regardless of the content.

2.8 Classroom Environment and School Performance

Providing learners' autonomy to learn into learner spaces where they could interact without problems related to classroom orientation, light or air quality should be a priority in the teaching-learning process. Kausar, Almas, Kiyani, & Suleman (2017) suggest to teachers adequate well-managed, vibrant and favorable classroom with basic advance facilities to have a deep effect of success and efficiency on students with all types of intelligences.

Students' perceptions on their classroom environment to learn are the key to apply changes. They assess various components, such as, facilities provided, housing environment, parents' motivation, school and teacher factors it and school/teacher involvement. Rohana, Aminuddin, Zainal, & Jusoff (2009), state that students consider as "the key element that contributes to their achievement, the organizational factors, the extra class and motivational programs provided by the school, (p.173). They suggest improving the quality of learning environment and teachers' involvement to get a better academic performance.

Well-trained teachers with efficient strategies and motivation is not enough since authorities do not allow teachers make changes to improve the classroom environment and applying modern methods. Classroom in dilapidated conditions do not motivate nor teachers neither students. Akomolafe & Adesua (2015) state that in comfortable and functional classroom learning can take place and students can learn, perform and behave better (p.21).

3. METHODOLOGY

The main objective of this research work is to determine the impact of students' attitude towards the learning climate in the EFL class at Amarilis Fuentes Alcívar public high school. To achieve this objective, the descriptive design has been selected for studying a sample population at Amarilis Fuentes Alcívar high school. Additionally, it has been considered to take the work of Mohd (1994) survey design since it would provide characteristics of the students' attitude towards English as a Foreign Language. According to Creswell (2009, p.145) a survey design gives "a quantitative or numeric description of trends, attitude or opinions of a population".

The approach to be used is the mixed methods data analysis, which "consists of analytic techniques applied to both the quantitative and qualitative data as well as the integration of the two forms of data" (Creswell & Plano, 2018, p.218). On the other hand, when quality is involved in a phenomenon, the research to be applied is qualitative. It is used to find out people's feelings and think about something. Kumar (2008) states that as it is necessary to know factors which motivate people's behavior or reasons about their likes and dislikes to a particular thing.

The Approach applied in this research is the concurrent triangulation since qualitative and quantitative data were collected in order to compare them to determine if there is convergence, differences, or some combination of both. Creswell (2009) mentions points of view from Greene, Caraceli, & Graham, (1989); Morgan, (1998); Steckler, McLeroy, Goodman, Bird, & McCormick, (1992) who stated that "some authors refer to this comparison as confirmation, disconfirmation, cross validation, or corroboration."(p.213). Creswell does not only agree with their statement but he also adds that this model is the most convenient. It can result in well-validated and substantiated findings.

3.1 Participants

The participants of this research were **118** students from a population of 245 from Tenth grade. They were 38 were boys and 80 were girls, whose ages vary from 15 to 16 years old.

Besides, eleven English teachers from a total of twelve; two men and nine women, their ages go from 40 to 50.

3.2 Instruments for Data Collection

To collect data about Students' attitude towards EFL acquisition in the learning climate at Amarilis Fuentes Alcívar public high school the researcher applied three instruments: a survey to students, a semi-structured interview to teachers and a class observation.

Having information about students' thoughts, feelings and needs related to their learning is the key to improve knowledge in class since topics and activities will fit them. To obtain this information the researcher will use questionnaires. The use of questionnaires is popular because it is easy to construct, and practical to apply in order to gather a large amount of information. According to Mackey & Gass, (2005), "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from existing answers." Likewise, Dórnyci (2003) states that many questionnaires do not contain real questions with question marks, and most of them are tests, checklists, scales, surveys, profiles, forms, etc. Therefore questionnaires are going to be used in the surveys design and in the class observation.

a) Survey to Students

Surveys are valuable applications and have a variety of purposes. It is possible to gather feedback and opinion from both the learner and educator about expectations to improve courses, teaching methods, processes and, therefore, overall achievement. A survey contains pre-defined questions intended to collect information that reflects views and experiences from people.

The survey used in the study was taken from the work of **Mohd (1994)** which is a questionnaire that consists of 19 multiple choice items. The first five questions were a set **to measure the students' attitude** towards the use of English. Questions 6 and 7 referred to common hurdles students face in classroom. The answers would range from 1 to 4, 1 corresponds to a positive attitude and 4 to a negative one. There were also questions related to past experiences of the students regarding to English Language Learning. Questions from 8 to 11 deal with learners' preferences on teaching methodology. Questions from 12, to 15 focus on learning skills in teaching curriculum. Questions from 16 to 19 are about the learners' choice of language skills.

To apply the survey to students it was chosen a convenient moment for both teachers and students. It was given a handout with the survey. The completion of the survey lasted 30 minutes.

b) Survey to teachers

The survey to teachers used in this research is the one developed by **Xanthou & Pavlou (2010)**, who also used triangulation methods to collect demographic information. A Likert-type questionnaire was administered to 9 teachers.

c) Classroom Observations

The instrument for class observation applied in this study contains items that are adapted from **Chism (2007) and University of Minnesota Peer Review of Teaching Guide (2009) used in** Centre for Teaching Support & Innovation, University of Toronto (2017 p. 20-22), where the researcher will write some comments about the class observed.

It is divided into nine categories from which were selected in order to find information from all of the aspects that affect students' attitude. It was added a Likert scale. The categories are as follows:

- Instructor organization
- Instructional materials
- Instructional strategies
- Content knowledge
- Presentation
- Rapport with and responsiveness to student
- Clarity
- Impact on learning
- Creating an inclusive classroom

In spite of formal observation and feedback are integral to improving teaching-learning process, performance and practice. Jonson (2008) states that many professionals express their anxiety and worry when it comes to classroom observation, as observers in many parts of the world tend to exercise top-down authority.

To conduct observational assessment of classrooms, Pianta & Hamre (2009) state that the most important tool is the classroom observation, which is for accountability-driven measures of **teacher quality** in order to improve professional development which is of paramount importance within the educational community. The observation provides a standard way of measuring

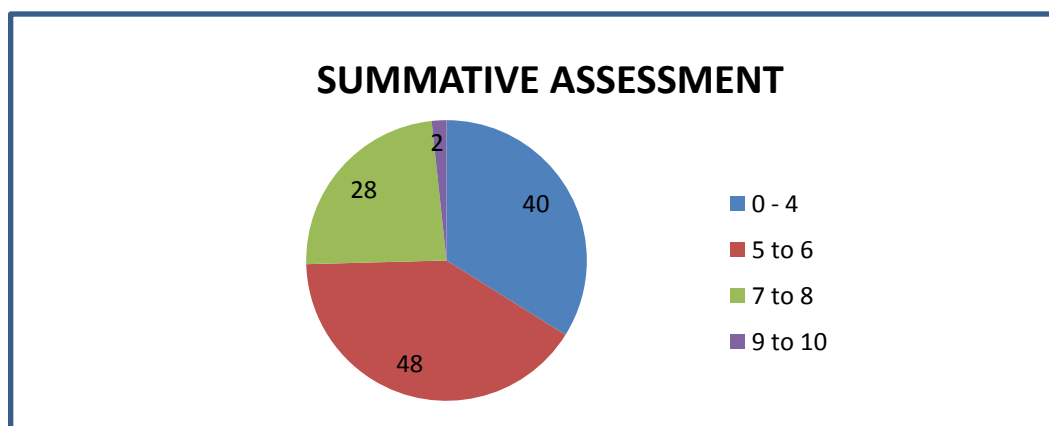
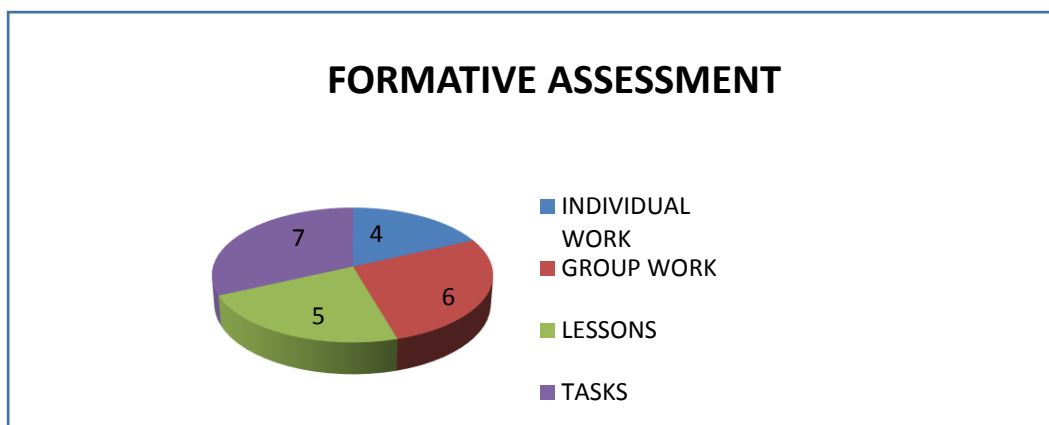
and noting teachers' strengths and weaknesses (Pianta, 2003). According to Reed & Bergemann (2001), observation is a process of "selective watching" The observer records data relevant to the identified objectives as follows:

- Comments are specific and well-evidenced rather than general and subjective.

Teachers' participation in an observation program depends on their attitude which can be inferred from cognitive (thoughts and beliefs), affective (feelings), and conative (actions, behavior) responses (Lasagabaster & Sierra, 2011).

4. RESULTS

The following charts contain data about students' average in formative and summative assessment of **118** tenth grade students at the end of the first quimester in 2018 – 2019 school years in English at Amarilis Fuentes Alcívar public high school. This information was obtained at the beginning of this study. It represents the diagnostic test.



Formative assessment. - Students obtained an average of 7/10 in Tasks. They obtained 5/10 in lessons and 6/10 in Group Work. In individual work they obtained 4/10.

Summative assessment. - The results of the final test show that only **two** students obtained 9/10. Then, we have **twenty eight** students who obtained 7/10. **Forty eight** students obtained 5/10. Finally, **forty** students obtained less than

4/10. This is a total of **118** students in Tenth grade, which means that 30 students approve the course and 88 students did not approve.

The following charts contain the data about students' attitudes in EFL classroom and the learning environment where they interact.

To gather data were used three instruments: A survey to students, a survey to teachers and a class observation.

a) Survey to students

Questions from 1 to 5

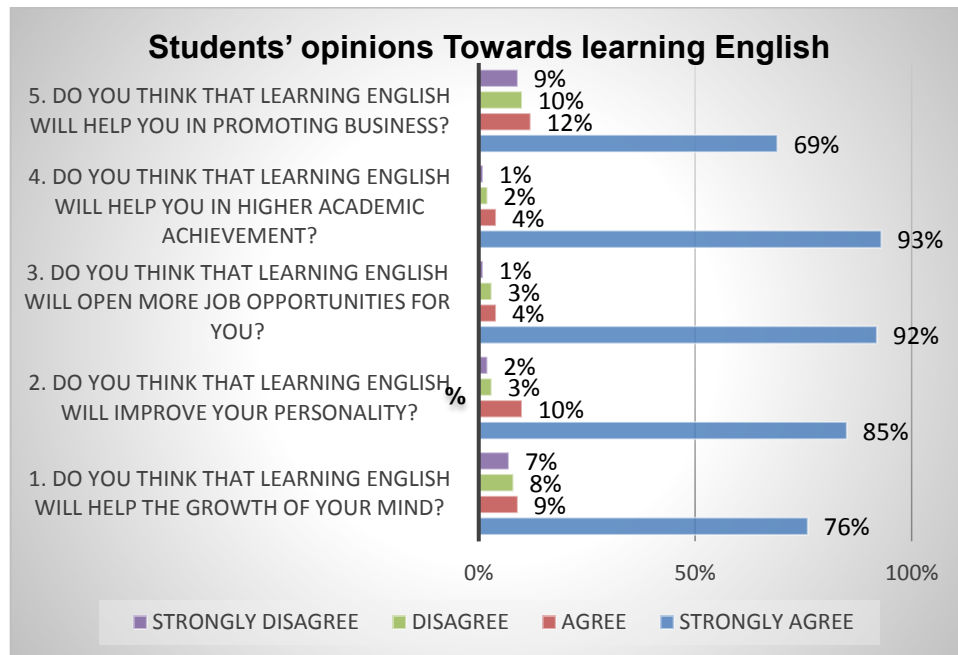


Figure 1: Percentage of students' opinions about attitudes towards learning English.
 . Created by the author

Questions from 1 to 5 were set to measure students' attitudes towards the use of English. As seen in the figure above, students' attitude is positive since more than 75% of them strongly agreed about learning English to make their minds grow, to improve their personality, to be open to more job opportunities, and to reach a higher academic achievement. Likewise, more than half of the students strongly agreed that learning English will help them in promoting business. There were few students who strongly disagreed about the questions mentioned.

Questions 6 and 7

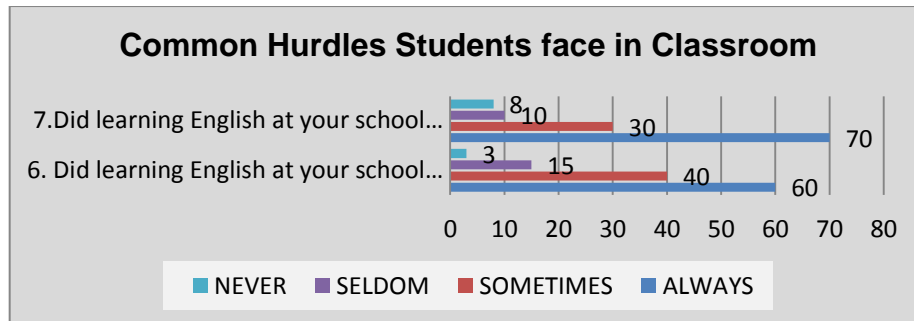


Figure 2: Common hurdles students face in classroom. Created by the author

This table shows students' attitude in front of common hurdles they face in classroom. About their unpleasant feelings about learning English, it was notorious that half of them answered affirmatively, and 2.54% of them said that they had never had unpleasant feelings. Likewise, more than half of students said that they always had fear feelings in class, and 8 students said that they did not have them, which represents the 6.79% of them.

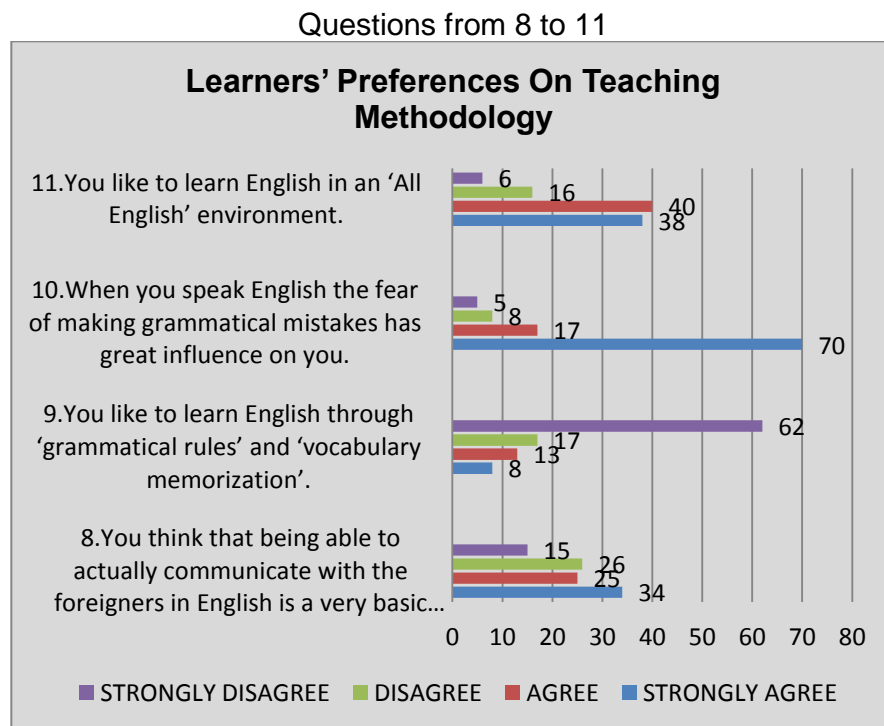


Figure 3: Learners' preferences on Teaching Methodology. Created by the author

This graph shows that students' preferences on teaching methodology are related to a practical environment. In question 8 for example, shows that less than half of

the students strongly agreed that the basic purpose of English is not only to communicate with foreign people, In question 9, more than half of students strongly disagreed about learning English through grammatical rules and vocabulary memorization, and only 10 students strongly agreed with it, which represents the 8% of students. In question 10, almost three quarter of students strongly agree that their speaking skills have been influenced by the fear to make grammatical mistakes. Finally, in question 11, less than half of students said that they always like learning English in an 'All English' environment.

Questions from 12 to 14

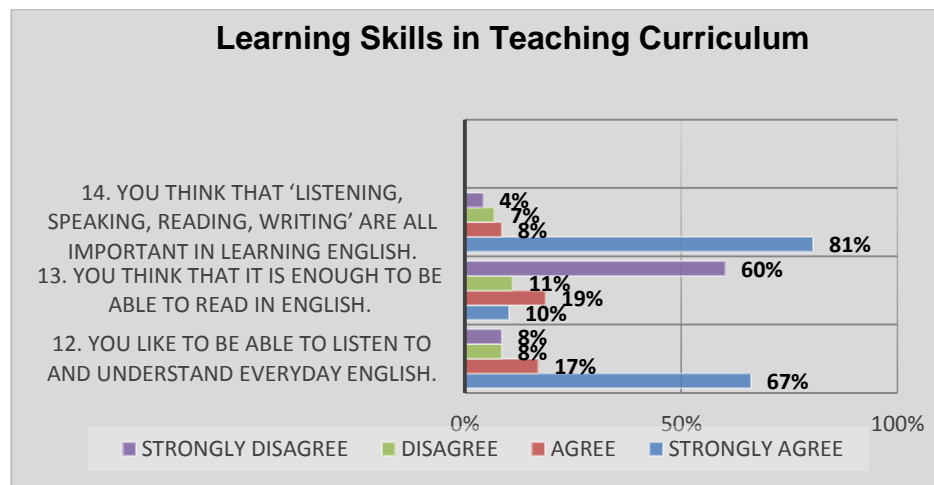


Figure 4: Learning Skills in Teaching Curriculum. Created by the author

This graph shows in question 12 that three quarter of students strongly agree about being able to understand what they listen to. Likewise, in question 13, more than half of them strongly disagree that it is enough to be able to read. However, in question 14, more than three quarter of students strongly agree about giving the same importance to all skills.

Question 15

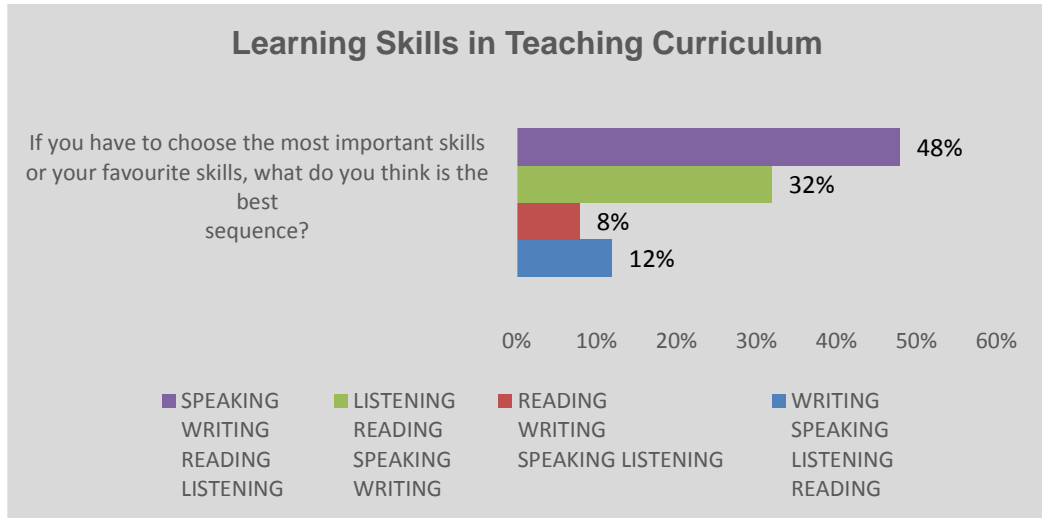


Figure 5: *Learning skills in Teaching Curriculum*. Created by the author

This graph shows that almost half of students chose “Speaking” as the most important skill. They were 58 students from 118 which represent the 48%. As the second important skill they chose Writing. However, there were 10 students who preferred “Reading” that represents the 8%.

Questions from 16 to 19

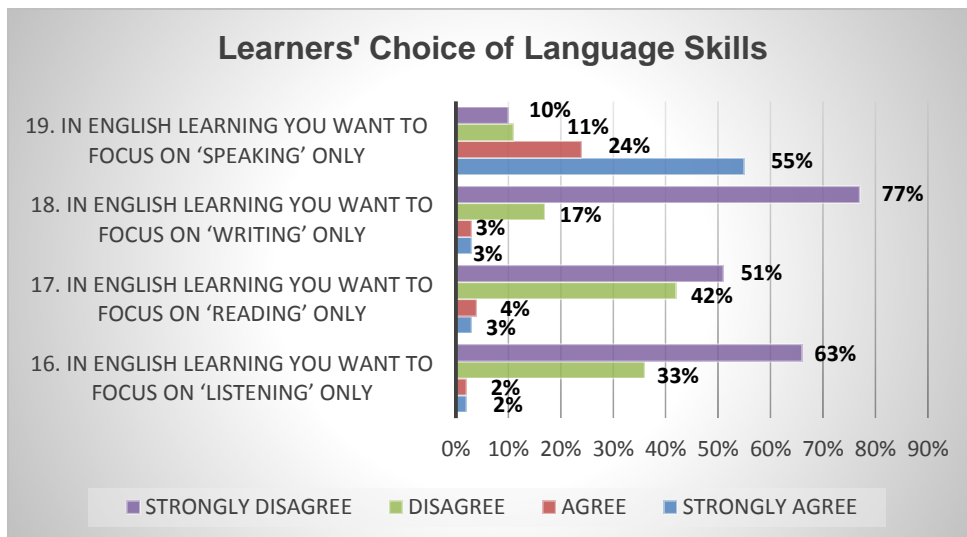


Figure 6:

Learners' Choice of Language Skills. Created by the author

Questions 16 to 19 refer to learners' choice of language skills. In question 16, more than three quarters of students strongly disagreed with learning English focusing only in listening, just 3 students strongly agreed with it, which represents the 2% of students. In question 17, more than half of students strongly disagreed

with learning English focusing only in reading, which represents the 51% of them; however, 3 students strongly agreed with it, which represents the 3% of students. In question 18, more than three quarter of students strongly disagreed with learning English focusing only in writing, which is a high percentage; and 3 students strongly agreed with it, which represents the 3% of students. In question 19, half of students strongly agreed on learning English focusing only in speaking; and 12 students strongly disagreed with it, which represents the 10% of students.

b) Survey to teachers

The following results correspond to the survey conducted to nine teachers for collecting data about students' attitude in the EFL classroom which contain seven questions with a Likert scale from never to always. The results are as follows:

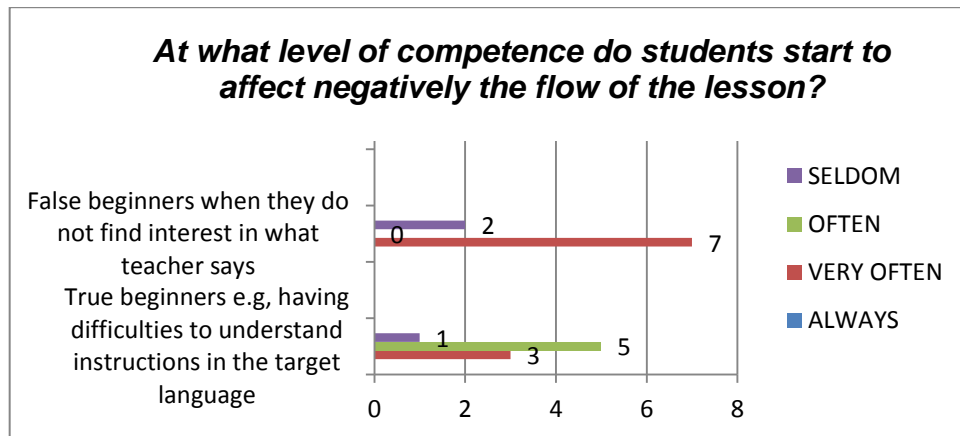


Figure 7: At what level of competence do students start to affect negatively the flow of the lesson?

Created by the author

This figure shows that more than three quarter of teachers think that false beginners affect very often the flow of the lesson in a negative way. On the other hand, more than half of teachers said that true beginners often affect negatively the flow of the lesson due to difficulties in understanding instructions in English.

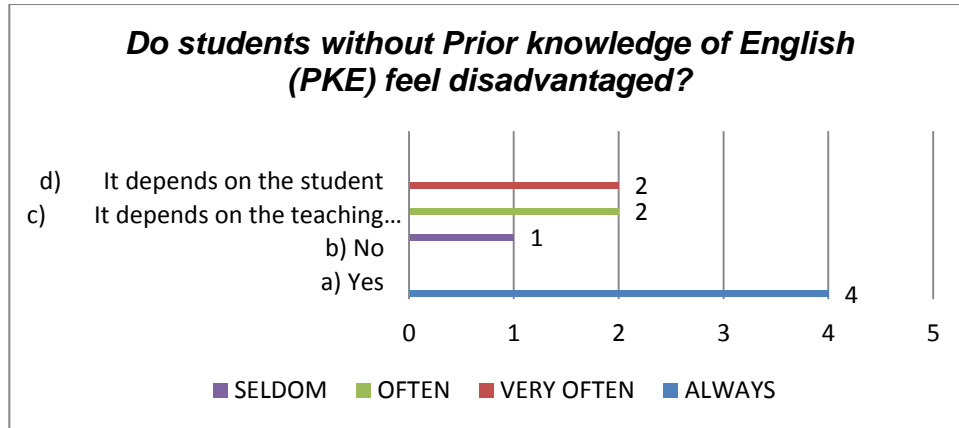


Figure 8: Do students without prior knowledge of English feel disadvantaged?
Created by the author

About the effect of lack of **Prior Knowledge of English (PKE)** in students' attitude towards learning English, almost half of teachers reported that pupils always feel disadvantaged. Likewise the 22,22% think that it depends on the teacher and on the teaching approach. Just one teacher said that students without prior knowledge of English do not feel disadvantaged.

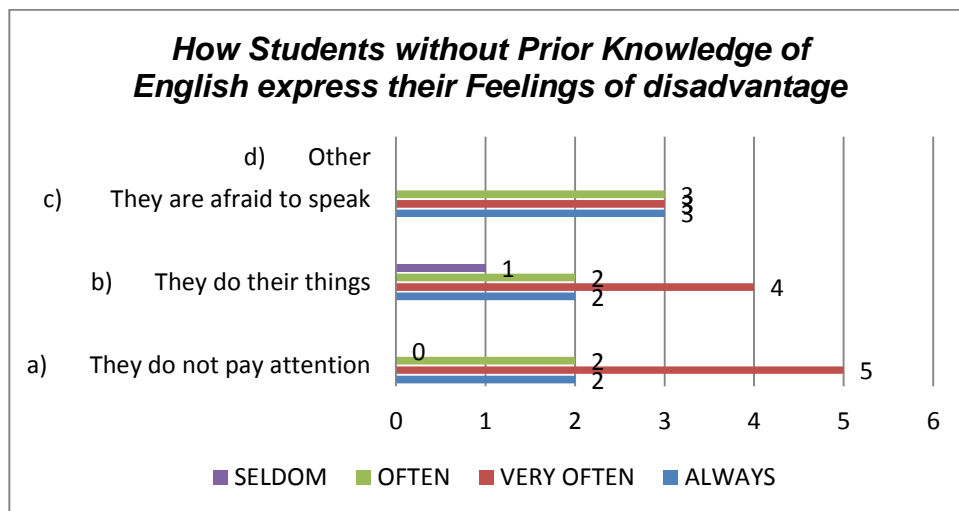


Figure 9: How Students without Prior Knowledge of English express their feelings of disadvantages?
Created by the author

From the above chart, teachers very often say that students express their feelings of disadvantages by not paying attention in class. This is followed by the idea that students prefer to do other things in class. Then, there is the idea that they show this feeling by the apprehension to speak.

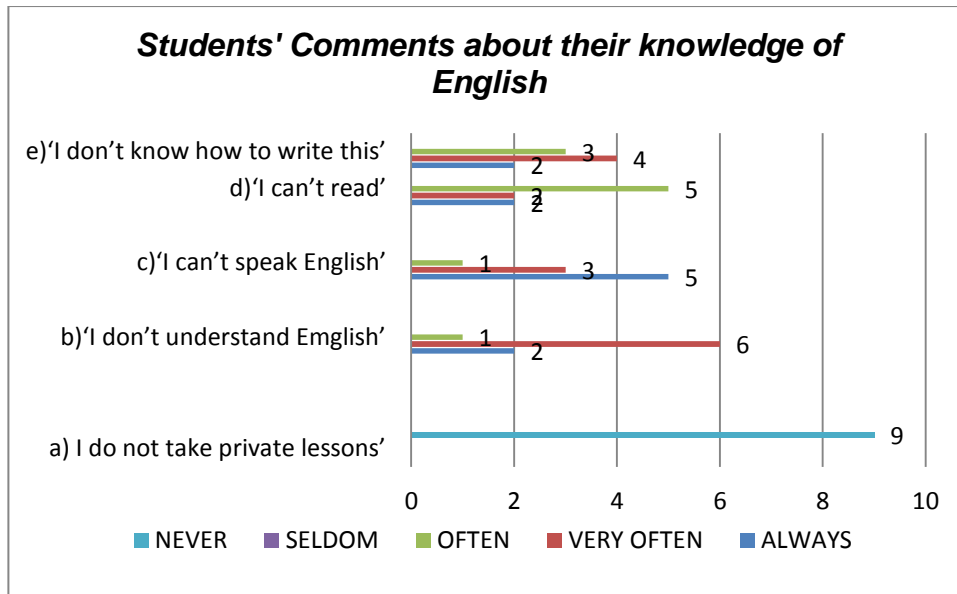


Figure 10:

Students' Comments about their Knowledge of English. Created by the author

All of the nine teachers said that students never consider taking private English classes to solve the lack of prior knowledge, which represents the 100%. More than half of teachers said that their students cannot write, speak, or understand what they hear or read.

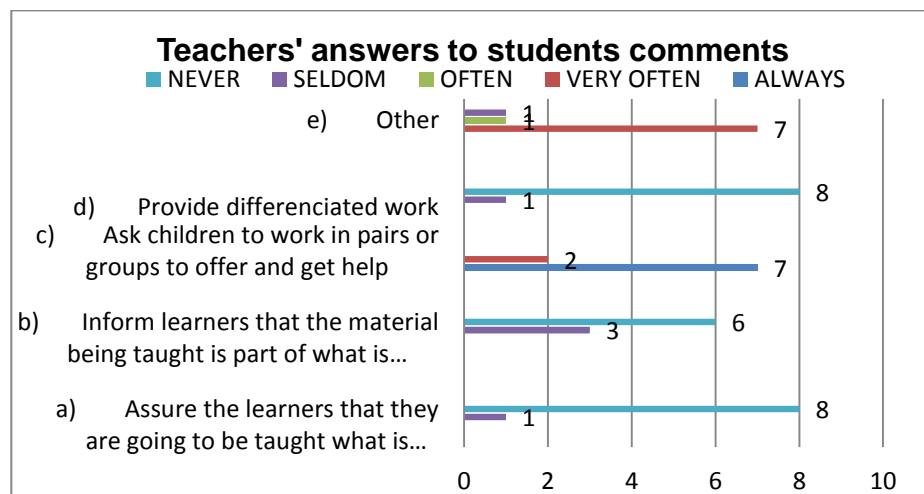
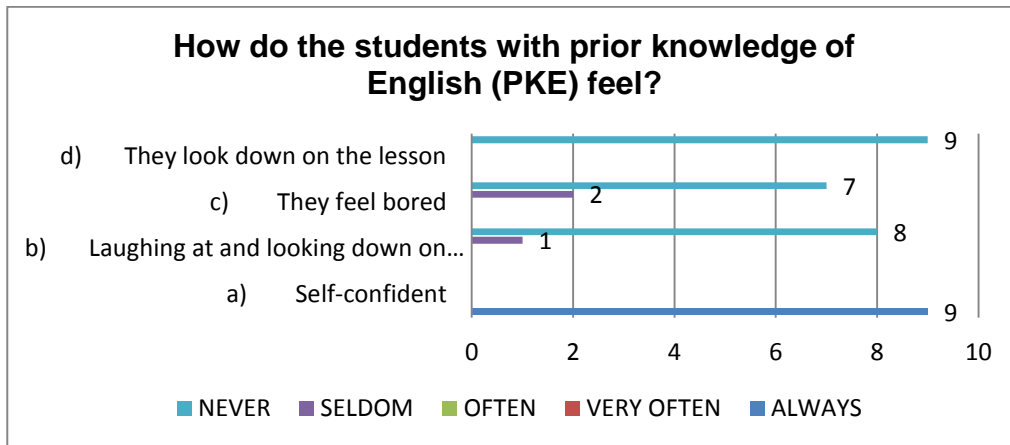


Figure 11: Teachers' answers to Student's comments. Created by the author

In this chart it is clearly appreciated that almost all the teachers do not give information to students about the material they are using. More than three quarter of them always get students working in group. Most of the teachers do not provide

differentiated work to these students. However, more than three quarter of them suggest students to watch tutorials on Internet.



Figure

12: How do the students with prior knowledge of English (PKE) feel? Created by the author

Almost three quarter of teachers said that students with prior knowledge of English never feel bored. Almost all of teachers said that students do not laugh at their classmates' mistakes or look down during lessons. Besides, they said that all these students always feel self-confident in class.

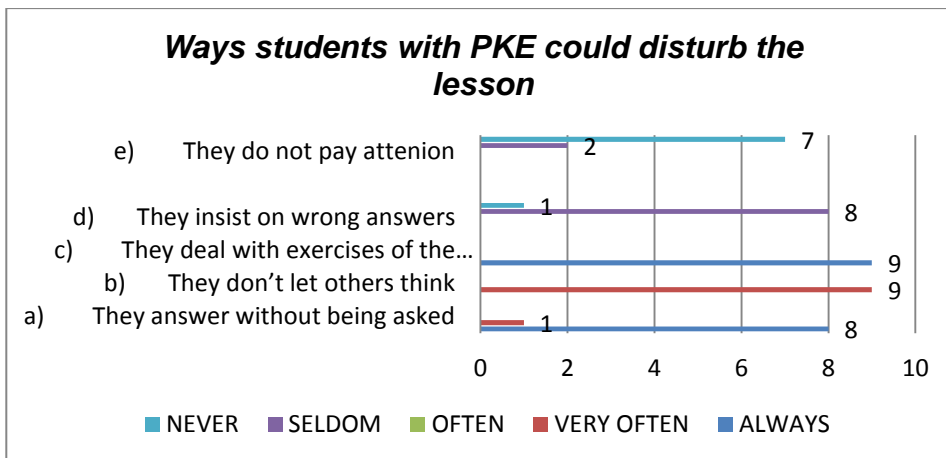


Figure 13:

Ways Students with PKE could disturb the lesson? Created by the author

All teachers said that students with PKE always deal with exercises of the following lessons and very often do not give their classmates time to think about the answers. Most of teachers said that these students always answer without

being asked and they seldom make mistakes. Almost three quarter of teachers said that they very often pay attention to class.

c) Classroom Observation

The results from classroom observation are as follows:

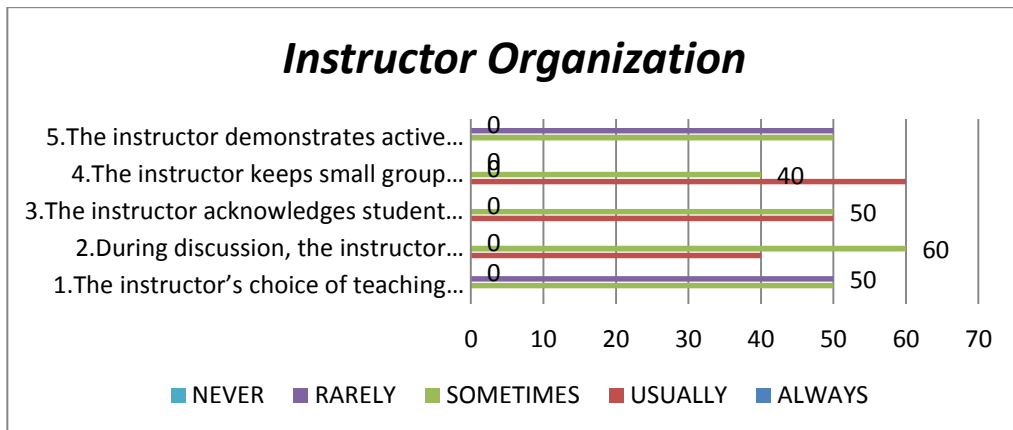


Figure 14: How does instructor organization affect students' attitude towards EFL learning. Created by the author

This graph reveals how the English teachers' classes are organized. It contains five statements about the instructors' organization. Almost all of the teachers do not relate the previous class to the new one, and seldom post class goals or objectives on the board or a slide. Likewise, any of them review the objectives at the end of the class. Almost half of them seldom give specific instructional outcomes for the course and convey the purpose of each class activity.

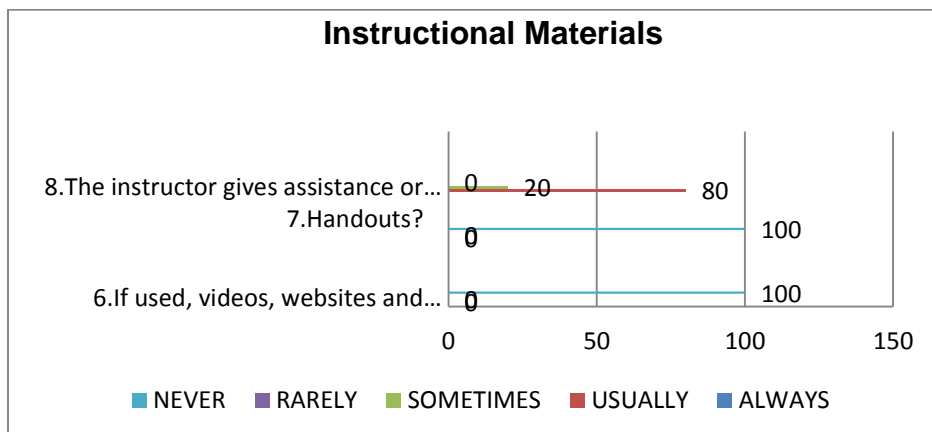


Figure 15:

Instructional materials teacher used in class. Created by the author

This graph reveals that any teachers are used to videos, websites or other technological material. Likewise, any of the them provided students handouts for practice and check the understanding of the class. Most of the time, class was only supported by the use of the text assigned.

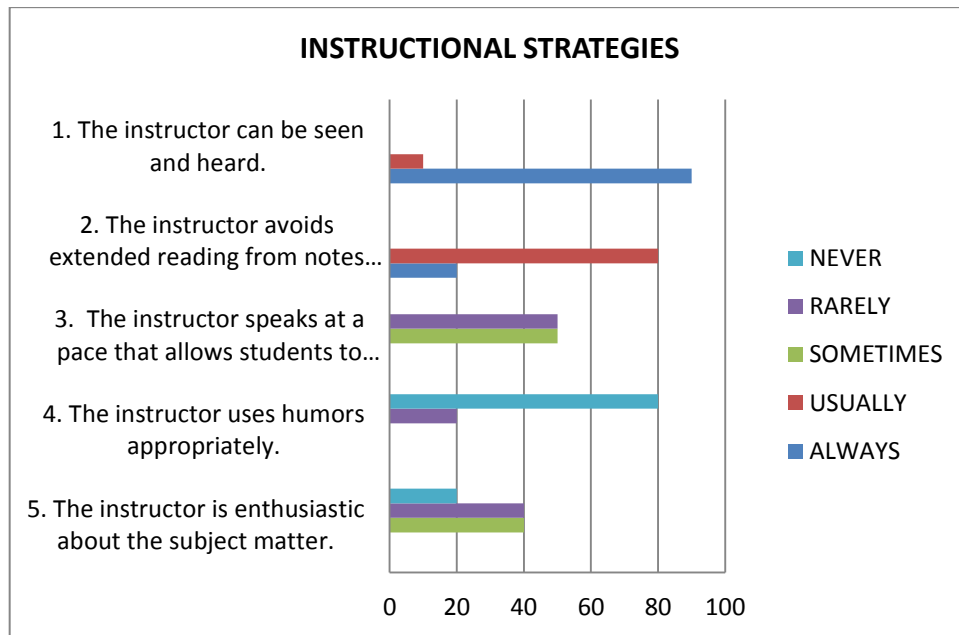


Figure 16: *Instructional Strategies*. Created by the author

This graph shows that rarely teachers' choice of teaching techniques was appropriate for the goals in a fifty percent. Likewise, in a fifty percent the instructor sometimes acknowledged student contributions to discussion. However, the instructor always keeps small group discussion in a sixty percent and they rarely demonstrated active learning techniques in a fifty percent. The instructor usually allows enough time to complete active learning tasks, such as collaborative work. Unfortunately, she never relates class to course goals, students' personal goals, or societal concerns. Likewise, almost three quarter of them never offered "Real World" application.

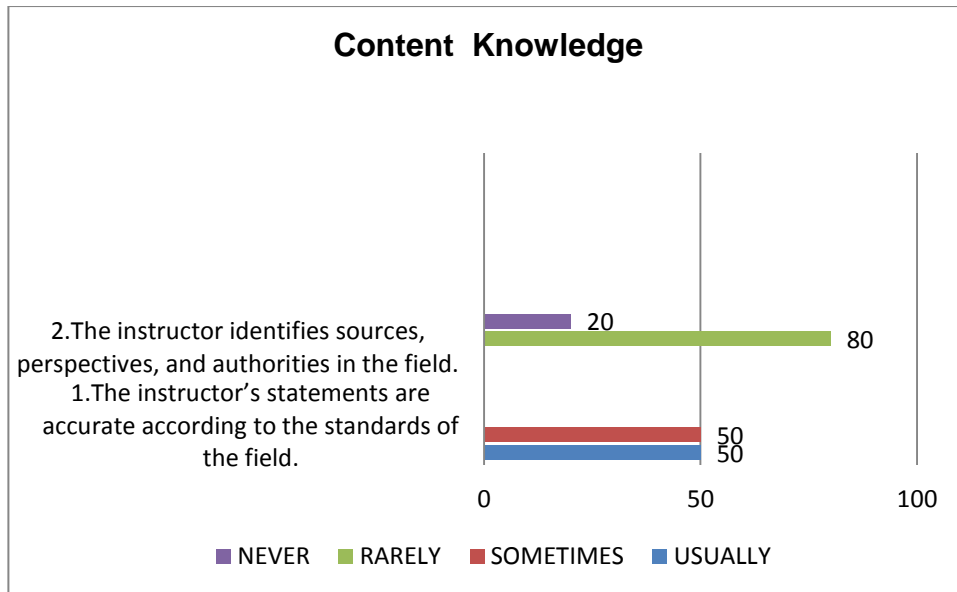


Figure 17:

Teachers' Content Knowledge. Created by the author

According to the class observation, more than three quarter of teachers rarely identify sources, perspectives and authorities in the field of Content knowledge. However, half of them usually accurate according to the education standards.

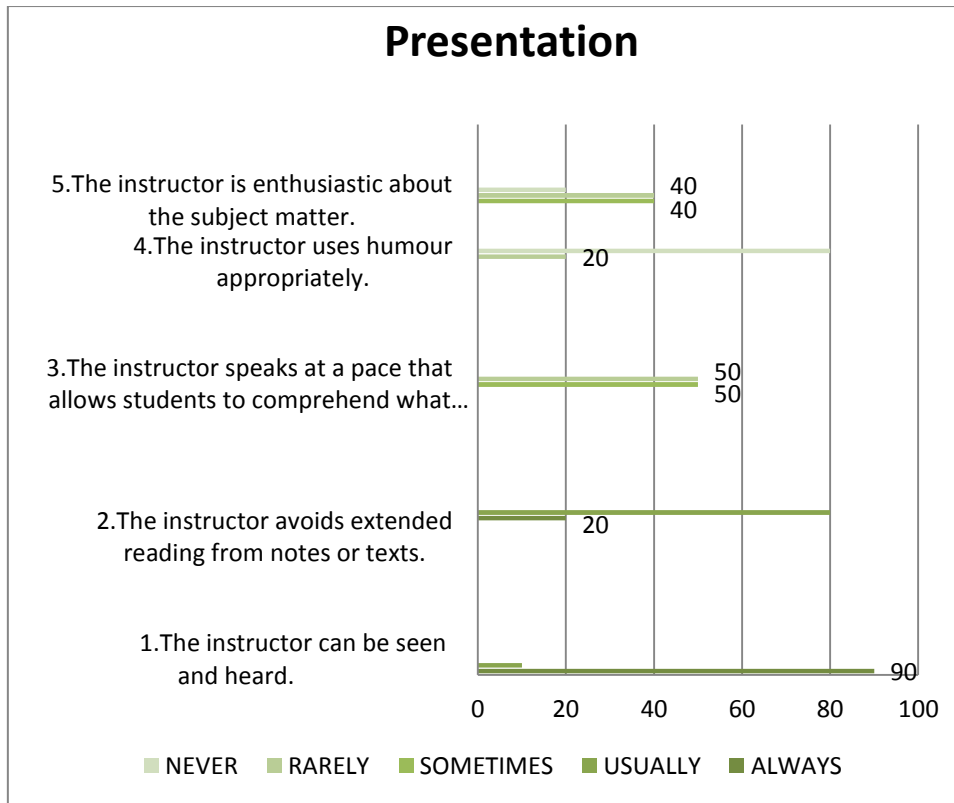


Figure 18:

Presentation. Created by the author

As it can be appreciated from the graph above, almost all of the teachers are always seen and heard by the students in class. Likewise, more than three quarter of them usually avoid extended readings from notes or texts. More than three quarter of them never use humor in class appropriately. However, almost half of them are sometimes enthusiastic about the subject matter. Half of them speak at a pace that allows students comprehension.

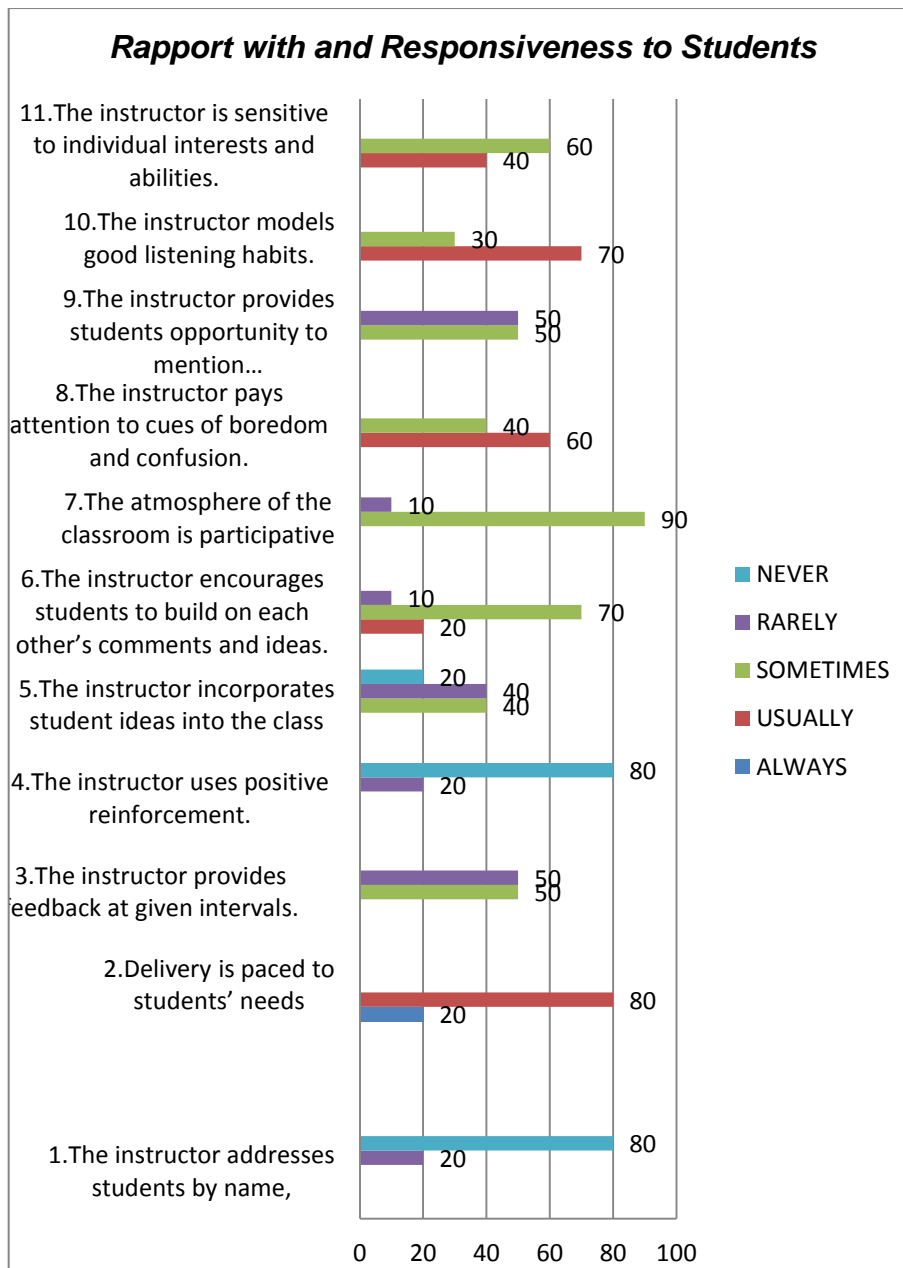


Figure 19: Rapport with and Responsiveness to Students. Created by the author

Almost all of the teachers always teach in a participative atmosphere and more than three quarter of them use positive reinforcement. Usually, teachers model good listening habits, and delivery is paced to students' needs. However, they never address students by their first names; they typically use their last name; If they did, they would gain students' trust to tell them about their doubts related their learning. Likewise, half of teachers rarely provide students' feedback and the

other half do it sometimes. Similarly, half of teachers provide students opportunity to mention their problems and concerns in class. However, more than half of teachers demonstrated sensitivity to students' abilities and interests.

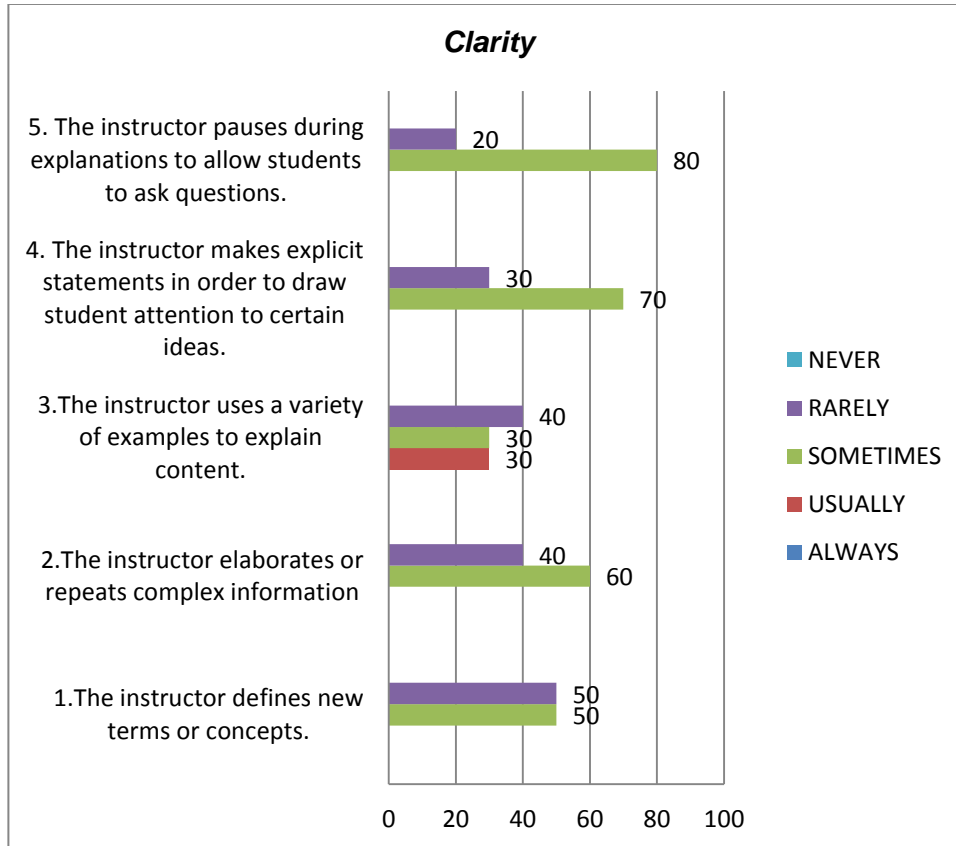


Figure 20:

Clarity. Created by the author

This graph shows how clear knowledge is delivered in class. More than three quarter of the teachers observed, only sometimes give students opportunities to ask questions in class. Half of teachers rarely defined new terms or concepts. Teachers sometimes elaborated or repeated complex information. On the other hand, sometimes teachers made explicit statements to get students pay attention to certain important ideas.

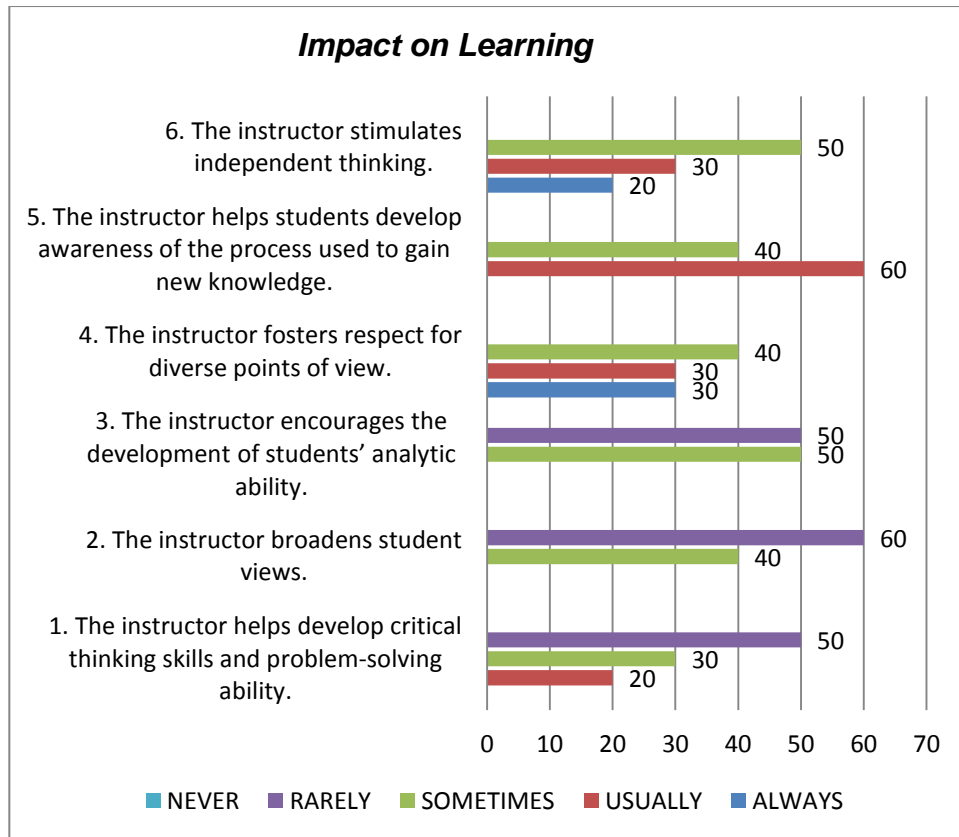


Figure 21: Impact on Learning. Created by the author

In this graph it can be appreciated the impact on learning in class. According to the class observation, half of teachers rarely helped students to develop critical thinking and problem-solving ability; while few of them usually received this help. On the contrary, more than half of teachers rarely broadened their students' views. Half of the teachers rarely encouraged the development of students' analytic ability; the other half rarely did so. Sometimes, the instructor fostered respect for diverse points of view, and few of them usually or always observed this. Most of the teachers helped students to develop awareness of the process to gain new knowledge. Then, half of teachers sometimes stimulated students' independent thinking.

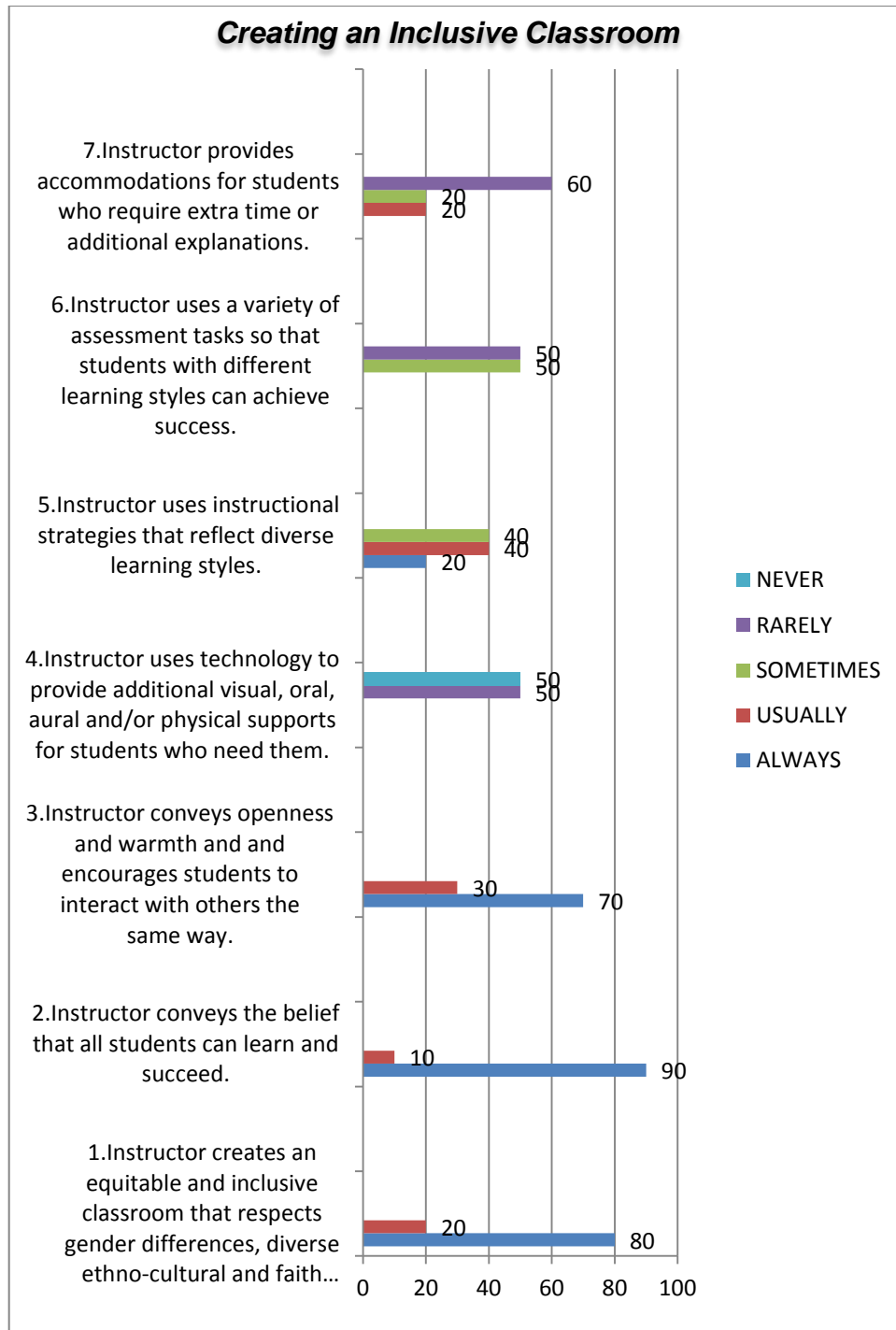


Figure 22: Creating an Inclusive Classroom. Created by the author

It was observed that almost all the teachers always created an inclusive classroom by making them respect their differences each other. Likewise, students were always persuaded by the teacher to believe on their ability to learn. Similarly, almost three quarter of the instructors always conveyed openness and

warmth and encouraged students to interact with others the same way. However, half of teachers did not use technology to provide additional support to improve their abilities; the rest of the teachers rarely did so. Likewise, almost half of teachers rarely used a variety of assessment tasks to make students with different learning styles achieved their goals.

FINDINGS

Survey to Students

Students' attitude is relatively positive regarding to personality improvement, academic achievement. However, unpleasant feelings in class may be one of the reasons why students also have negative feelings towards EFL classes.

Students did not agree that communicating with foreign people should be the main purpose of learning English. Likewise, they reject developing speaking skills through grammatical rules and vocabulary memorization. Therefore, they avoid learning English in an 'All English' environment.

For students it is important to be able to understand what they listen. They think that all skills are important not only one of them. For these students, the sequence to learn is speaking followed by writing, reading and listening. Students mostly prefer to develop speaking skills.

Survey to Teachers

Students without prior knowledge feel disadvantaged and students with feelings of disadvantage do not pay attention to class or may not participate in class. As their level of speaking is too low they are afraid to speak.

Teachers stated that students do not understand English and the fifty percent of them do not participate in speaking activities..

Teachers do not inform students that the material they use in class is part of what is demanded from them. They get students working in groups and do not give differentiated work according to their level of knowledge.

Students with prior knowledge of English feel self-confident in class and never feel bored. They do not bully or look down to students who make mistakes.

About lesson disturbing, all teachers said that pupils with PKE always deal with exercises of the following lessons and they answer without being asked. They very often do not let their classmates take time to think about the answers. They seldom insist on mistakes and they very often pay attention to class.

Classroom observation

It was observed in the classes that teachers do not link the previous class to the new one. None of them review the objectives at the end of the class at all and almost all of them rarely post class goals on the board or slide.

The teachers usually give assistance or insight into reading by using the assigned text.

It was also clearly appreciated that instructional strategies are not applied correctly in class because they are not appropriated for the goals.

In the field of Content knowledge teachers rarely identify sources, perspectives and authorities. Half of them are accurate according to the education standards.

Teachers' presentation of the subject in class is satisfactory. Teacher can be seen and heard by the students all the time. Students are not given extended readings texts and speak at a pace that allow them to comprehend what they hear. However, teachers do not use humor appropriately and they are not enthusiastic about the subject matter at all. The use of humor and enthusiastic activities in class could be useful to get students' confidence about their needs and wants since most of them feel embarrassed about it.

About rapport with and responsiveness to students, it can be said that teachers teach in a participative atmosphere and use positive. Teachers model students' good listening habits. However, they do not provide students feedback. Teachers provide students opportunities to mention their problems and concerns in class only in some occasions.

Teachers are not clear all the time. They sometimes give students opportunity to ask questions and rarely define new terms or concepts; other times they make explicit statements to get students pay attention to certain important ideas.

Teachers rarely develop critical thinking and problem solving ability on students because they do not stimulate independent thinking. They rarely broaden their students' views nor encourage them the development of analytic ability. However, they help students to develop awareness of the process to gain new knowledge.

Teachers have developed on students the belief that all students can learn and succeed by respecting each other differences. They make all students interact with others the same way.

In spite of not using technology which offers resources to create a stimulating, motivational, and dynamic language learning environment, teachers sometimes used instructional strategies that reflect diverse learning styles.

5. DISCUSSION

After analyzing the findings from the research, it is possible to state that students' attitude and performance towards EFL learning may be influenced by a negative environment since they have lived unpleasant experiences in class which determine their attitude and affect their self-esteem. Guitart (2002) said that attitudes are acquired during learning; she stated that it comes from meaningful social interactions, and experiences that a person lives in a determined context.

From survey to students, it was found that in spite they are aware of the importance of EFL learning, they show negative attitudes when they do not work in class and talk about different topics which is contagious and may influence on the whole class to impoverish the learning climate. As Rubal & Trillo (2002) mentioned, attitudes are learned, formed and developed in the social context of our lives.

Students avoid participating in class for developing speaking skills because they make grammatical mistakes and while speaking in class they had been interrupted for language correction. This reaction from the teacher or classmates affects fluency. Case (2008) mentioned this problem as one of the reasons why teacher should not correct mistakes on the spot. He said that the students' worries due to their mistakes will decrease their fluency and they will not be able to reach the next level.

According to teachers' survey, for students without prior knowledge it is a challenge to receive oral instructions in a mixed-proficiency language class (MPLC). It is a challenge for both, teachers and students and may have serious consequences at individual and group levels. The students may dropout and disappointment may cause program failure (Barrantes, 2013).

Lack of active learning techniques discourages students. Activities in class should involve them to make them think by themselves. Confucius once said: "I hear and I forget, I see and I remember, I do and I understand". Similar views have Niemi & Nevgi (2014) when they said that for helping students focus on creating

knowledge using analytical thinking, problem-solving and meta cognitive activities, teachers should involve students in the learning process.

Data from class observation shows that a new class is not related to the previous one. This is a very important step in teaching-learning process. Armstrong (2018) also agrees about the importance of this activity at the beginning of the class when mentions Bloom's taxonomy which are the six categories into a hierarchical structure for educational goals which are remember, understand, apply, analyze, evaluate, create.

There is a need to use technology for students with different types of intelligence to provide them additional visual, oral, aural and/or physical support. According to Gholaminia (2014, p.380), technology offers teaching methods and resources to create a stimulating, motivational, and dynamic language learning environment which can also blend with traditional teaching methods in order to create an exciting, versatile language-learning environment. Students with different learning styles need to be taught and assessed using a variety of activities and assessment according to their type of intelligence. Bas (2008), coincides with this statement when he says that having multiple intelligences in class makes teachers search enough variety of activities to be applied on different students with different intelligence and get they develop their own potential.

6. CONCLUSIONS

The present research, determined the impact of students' attitude towards the learning environment in the 10th grade EFL classroom at Amarilis Fuentes Alcívar

public high school. We researched how low performance in the English classroom is linked to students' attitude and how the learning environment contributes to this attitude.

The results from this research proved that students have not been motivated properly by the teachers and this might be one of the reasons of their negative attitudes towards EFL learning. As stated in the present research, Intrinsic Motivation is considered a powerful human driver because is driven by internal rewards system. Santos A.(2019) states that Intrinsic Motivation is the act of doing something without any obvious external rewards. This means that you do something because it's enjoyable and interesting, rather than because of an outside incentive or pressure to do it, such as a reward or deadline.

Motivation as we know is crucial for students' success in EFL classroom. Teachers need innovative support and training to improving students' attitudes and motivation towards EFL. Technology offers a lot of advantages to solve many issues or inconveniences teachers or learners could have related with motivation to EFL learning. Besides, these students are teenagers and feel attracted to technology, which means that will be easy to engage them.

The research has demonstrated that students are aware of the importance of English in their academic studies, so they are ready to go to any length to meet their needs but they ask for an easier method with efficient strategies that help them not only to write but to engage in real communication. My conclusion confirms the importance of teachers fostering a good environment for their EFL leaners by utilizing the right tools and strategies on a daily basis that bring to the creation of a "Technological teachers Guide".

7. RECOMMENDATIONS

To get students use English language productively, it is extremely necessary to comply with what the curriculum proposes, this is the use of the Communicative-Functional approach. The creation of a safe environment is imperative to reach this goal. Atmosphere with techniques that helps students cope with the difficulties, raise their self-esteem and improve their attitude.

According to data from the research, it was perceived that teachers need to apply different learning styles and interests. It is suggested that teachers send personalized technological instructional materials such as videos, interactive worksheets and games by using platforms and modern applications which are free on the web at any time. The four key principles in learning are: learning is personalized, competency-based, learning happens anytime, anywhere, students take ownership; teacher does not make a decision about students. Besides, technology provides a wide variety of opportunities to make students fun and enjoy while learn. It offers innovative tools that help students to develop their critical thinking skills and problem solving ability in order to get new knowledge and its importance.

In the light of the findings of this research, there are three main points where recommendations should be based; they are:

- Introducing of education technology in teachers' working.
- Providing the school with technological aids should be paramount.
- Teachers' attendance to training courses on new technological aids and education technology.

The present research was valuable both in demonstrating the complexity of factors influencing students' attitudes and in showing how teachers can still effect positive changes in their students' EFL classroom environment.

As students spend most of their time connected to their cell-phones, tablets or computers, learning and using different applications to win when they play games,

the integration of technology in their English classes will not be so difficult for them.

Instead of get distracted with their cell-phones in class, this situation could turn into an opportunity to promote students' abilities and competences if teachers changed their beliefs in learning and make them interact according to their learning style. Changing someone's belief or behavior is not an easy task. Beliefs in learning, both of teachers and students affect teaching-learning process in digital era. Low or high performance teachers have, makes the difference.

Teachers should follow these specific recommendations:

- Start classes with a brainstorming about details of the previous class and have goals written on the class board and then providing a video related to the new topic.

- Provide students enough reasons to believe on themselves. This fact will raise their self-esteem. Get students answer some questions about them. Get them watching videos about reaching goals; and then, have a talk with them about the topic.

- Acknowledge students' contributions to discussions by applying instructional strategies according to their goals.

1. A public recognition to a student who demonstrates proficiency in the language skills is a way to motivate others to reach their goals but trying to use specific, concrete and reinforcing language.

2. To be truly acknowledged is the best for students. They feel appreciated for what they have done, but I think it is so much more than that. When a teacher does it should think what motivated him or her to do that.

- Teachers should work with instructional materials that help students to acquire better competence in the target language because students cannot speak in English in real communication.

1. Get students use the target language by working in pairs or groups.
Teacher should avoid asking questions to them.
 2. Get students play games that keep them involved and interested to develop a friendly competition that encourage them to focus on the use of target language rather than on the language itself.
- Select activities to promote cooperative learning and construction of knowledge. For example, sending students a Pre-Teaching activity before the class by e-mail, Facebook or WhatsApp. The objective of this technique is getting students watch videos at home to use time in class in activities of a higher cognitive level. The use of technology places students in the role of active learners. This technique is called **Flipped classroom**.
 - Teachers should use a platform that provides students extra materials and activities. Digital distance learning is also an opportunity to learn for students who get distracted with friends in class or who are absent with health problems. It engages students because gives them feedback immediately and opportunity to repeat exercises until getting the best grade.
 - Teachers should apply active learning techniques in class by making all students participate on instructions that move from teacher-centered to learner-centered.

8. PROPOSAL

Justification of the proposal

The use of technological resources and applications in the classroom such as social network and learning management system interactive platforms, etc., engage students into the lesson and will make them feel more motivated with a positive attitude because they belong to digital era. They do not know that they have access on up-dated technological resources to get instant information anywhere and at any time they want and these resources are free on the web. These platforms offer material which comes from the best universities around the world such as Coursera, Edx, etc. Old fashion techniques should be replaced by technological tools for a successful communication. Unfortunately, teachers face the technological revolution without training to teach and they need a guide to do it. At present, students finish school without developing interactive communication skills since it is difficult catch their attention. This proposal acknowledges the problems of students' low performance due to negative attitudes they have towards EFL learning and will satisfy the teachers' needs of methodological improvement and technological strategies. It suggests designing a guide to help teacher face this challenge. The expectation of the author is that the results of the application of this project make a big difference between the before and the after in order to share it not only with other institutions in the future but going beyond, such as having a small only English area in the school. It is an ambitious goal but if the whole community participates with responsibility, it is possible.

General objective of the proposal

- To design technological strategies that helps teachers to develop an effective classroom environment and improve the students' attitudes in EFL classes.

Specific objectives

- To establish justification for the use of the technological resources to improve students' attitude on EFL learning.
- To include online interactive activities in the teacher's guide to improve students' attitude on EFL learning.
- To describe the tools and resources that can be implemented in the guide.

Importance of the proposal

In Amarilis Fuentes Alcívar public high school, the analysis of results showed that students need to be motivated to participate in class by using their learning styles. Therefore, as they are digital native, it is crucial the use of technological activities in class to improve students' attitude on EFL learning.

Technology in English classes

Quality of education has improved around the world with the incorporation of technology. To advance significantly in contemporary English language teaching methods, the application of modern technology is imperative. Electronic teaching programmes have become the predominant preference of instructors since their aim is positive student engagement with teachers (Ahmadi, 2018). A lot of teachers consider technology an important part of providing high-quality education. Becker (2000) states that computers are regarded as an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum. In addition, the use of technology provides students autonomy on learning. According to Pourhossein & Sabouri 2014, learners can control their own learning process and have access to many information over which their teachers cannot control.

The success of teaching-learning process depends on the methods teachers use in class. Ahmadi 2017 stated that one of the important elements for learning is the method that instructors use in their classes to facilitate language learning process.

According to the Ministry of Education 2012, integrating technology and content instruction is one of the domains Curriculum Development, where one of the specific standards is “employ accessible technological tools to improve the English language learning and the knowledge of the academic program”. Since the implementation of these standards EFL teaching process is changing productively by providing students technological tools and resources that they will need into the 21st Century. (Cox, 2019). Cox also states that technology in the classroom makes learning more fun, prepares students for the future, helps students learn at their own pace, and connects with students.

New applications in technology have improved results in English learning. It is known that traditional formats are not always successful and efficient (Milliken & Barnes, 2002).

Unfortunately, the use of technology is not possible in many public schools due to Internet service is not provided. This is a limitation of the proposal, Coughlan 2014 agrees with this, when he states that the lack of Internet connection represents a disadvantage to use technology in classroom.

Technological devices

Technological device are “any computer, cellular phone, smartphone, digital camera, video camera, audio recording device, or other electronic device that can be used for creating, storing, or transmitting information in the form of electronic data”. (Law Insider Dictionary, 2020).

Most of technological devices students will need on EFL learning, they have already used for entertainment and communication. For example, they communicate with friends and family by using cell-phones, computers or tablets or just to play video games.

Technological devices



Figure 23: Technological devices
Taken from the web

Technological strategies to improve students' attitude in class

Web-based learning

Web based learning is often called online learning or e-learning because it includes online course content. Discussion forums via email, videoconferencing, and live lectures (video-streaming) are all possible through the web. Web based courses may also provide static pages such as printed course materials. (McKimm, Jollie, & Cantillon, 2003).

One of the most effective resources free on the web is **PODCASTS**. It helps students do the **listening activities in class**; then, they can interact with other learners about what they heard. According to Farkas, 2007, it is an audio file which can be downloaded to be used to reinforce online and face-to-face classes and a more interactive teaching in the classroom. Students can listen to the model production as many times as they need. Students listen for longer than they will watch or read. Gray (2017). He also stated that a student only has to subscribe to a podcast feed and educational content are available immediately. It offers a

richer learning environment, lectures Online, presentations, for distance learning, etc.



Figure 24: Podcasting in Education
Taken from the web

Likewise, **VOICE THREAD** is another technological resource found freely on the web that helps students to develop **speaking skills**. As (Wood, Stover, & Kissel, 2013) said; it is a technological resource that allows learners record their voice and participate in discussion by sharing their opinions and ideas. According to Stair 2013, if technology is a tool, then VoiceThread is the Swiss army knife of educational technology. Versatile, easy-to-navigate, and interactive, VoiceThread equips teachers to deploy numerous best instructional practices that engage 21st century students in rigorous literacy activities.



Figure 25 Voice Thread in the Classroom
Taken from the web

On the other hand, englishclub.com is another free web page that offers opportunities to practice all the skills. It motivates students to read since it has material for fun and entertainment where they need information about the

descriptions and rules to play each game. As a receptive skill, this **reading** helps students to understand what they have to do to win.

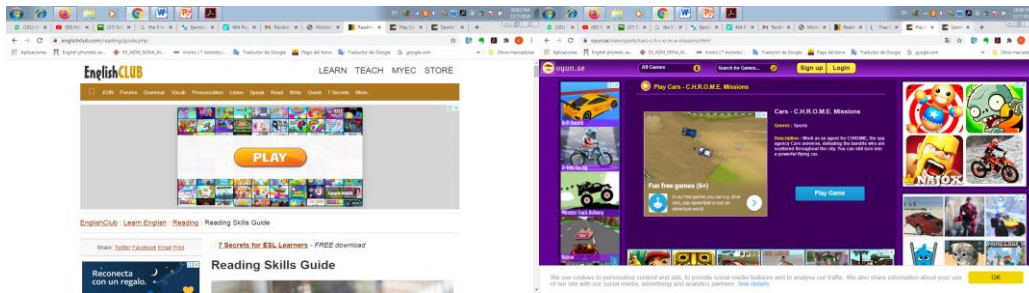


Figure 26 EnglishClub
Taken from the web

The same facilities we can find to practice **writing skills** for different levels of competences

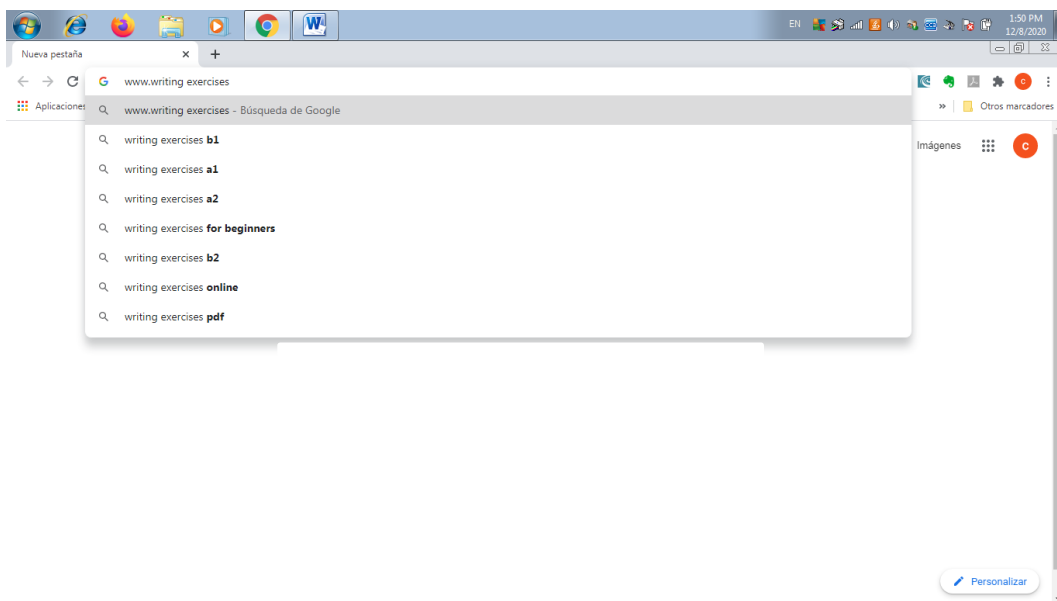


Figure 27 Writing exercises for different levels
Taken from the web

Multimedia Presentations

According to Marshall (2001), **Multimedia** is the field concerned with the computer-controlled integration of text, graphics, drawings, still and moving

images (Video), animation, audio, and any other media where every type of information can be represented, stored, transmitted and processed digitally. Learning process is easier using multimedia because is a technological resource where students can practice all the skills and improve their levels in EFL learning. Meskill (1996) states that teachers and students have easy access to multimedia if their goal to learn another language, especially to enhance listening skills. (p.179)

Online Discussion

Enhancing understanding and critical thinking are benefits from applying online discussion. (Beyer, 1985) Defined critical thinking as the ability and tendency to gather, evaluate and use information effectively. He identified three discrete skills: Finding analogies and other kinds of relationships between pieces of information, determining the relevance and validity of information that could be used for structuring and solving problems, and finding and evaluating solutions or alternative ways of treating problems.

Useful expressions to lead a discussion

The researcher suggests using the following table with useful expressions she uses on English area meeting with her colleagues:

Getting started	Bringing students into the discussion	Encouraging everyone to participate	Keeping the discussion moving	Keeping the discussion on the subject
Is everybody ready to begin? Who is missing? Okay, are we ready to start?	Diana, what do you think? Jessica, do you have anything to add?	Carlos, do you agree with Diana's opinion? Frank, what do you think about Jessica's point	We have only a few minutes left, so could we move on? More comments before we	That's interesting, but it raises a different point. Could we come back to that, later?

			move on to the next point?	
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Reaching a- greement and Summing up	Vocabulary for exchanging opinions	Agreeing (Used by the discussion leader)	Interrupting	Keeping your turn
Do we agree that	<p>ASKING FOR OPINIONS:</p> <p>What do you think of</p> <p>How do you feel about.....?</p> <p>What's your opinion of....?</p> <p>GIVING OPINIONS: It seems to me.....</p> <p>In my opinion, ... Personally, I think that....</p>	<p>AGREEING</p> <p>I agree with you</p> <p>You're right</p> <p>I definitely agree</p> <p>That's right</p> <p>I think so, too</p> <p>DISAGREEING</p> <p>Yes, that may be true, but...</p> <p>I don't really agree with you</p> <p>I'm not sure I agree with you</p> <p>The reason is that....</p>	<p>Excuse me for interrupting, but....</p> <p>Sorry to interrupt, but....</p> <p>Excuse me, but...</p> <p>Pardon me, but....</p>	<p>Could I please finish my point?</p> <p>Excuse me; I'd like just to finish this point</p> <p>If you could wait for a second, I'm just about to finish my point</p>

To conclude, this proposal is:

Feasible

- Its creation and implementation is not difficult.
- To implement it, there are enough free technological resources on the web.
- EFL curriculum program needs innovative teaching strategies to enhance the educational process.
- Interactive participation between teachers and students.
- It offers functional and viable tools for instructors and learners

Possible Impact

- Better competence in the target language could be acquired by learners.
- EFL teachers' teaching could enhance in classrooms.
- Learners' participations will be the center in the class instead of teachers and their attitude in class could improve a lot.
- It increases performance and enthusiasm on students to learn with autonomy.
- Interactive learning promotion and knowledge creation will be possible.
- Teachers and learners' educative goals could be achieved.

General Benefits:

- Easy implementation in the curriculum.

- Engage students in active learning.
- Promote understanding and construction of knowledge.
- Useful way of using internet for teaching and learning.
- Avoid the burdensome of using internet (preselected resources).
- Use of technology arouses students' interest to learn.

Procedure

These are the stages to be considered for the implementation of the proposal:

Firstly, technological material will be sent to teachers by e-mail according to the level they teach, where they will find free platforms, worksheets, videos, games, tests, etc. to apply in class.


Secondly, it will be created a group of AFA (Amarilis Fuentes Alcívar) English teachers on Facebook or WhatsApp to help teachers on any difficult situation they could have.

Thirdly, there will be a teacher's guide for each level in the Teacher's room for urgent situations.

Finally, teachers will meet weekly and then monthly to exchange their experiences and how to continue improving the results.

Sample of a lesson plan

LESSON PLAN

Course: 10th	Section: A, B, C	Teacher's name: Lic. Celeste Higuera
Topic: Comparing People (Part II)		Subtopic: People description
LEARNING OBJECTIVE: Students will be able to use the correct words and expressions in order to describe and compare people		Skills: Listening/Reading/ Writing/Speaking Time: 45 minutes
Performance Criteria Skills: EFL 4.2.6. Use other students' contributions in class as models for their own. EFL 4.2.16 Initiate, maintain and end a conversation to satisfy basic needs and/or handle a simple transaction.		
Materials: Students' materials: ✚ Portfolio, Cell-phone or computer, Internet service, Dictionary, Sheets of paper, Pen or pencil, WhatsApp Application Account, E-mail account, Voice Thread account Teachers' materials: ✚ Cell-phone, WhatsApp Web, computer, Online resources: YouTube, Google search, Minister education web site,		
Pre-Activity: Teacher sends the following link to students by e-mail and whatsapp, a day before and ask them to watch it at home: https://www.youtube.com/watch?v=9KliaLupHuA&t=72s • Warm up (5 minutes) GAME: BOARD RACE - COMPARATIVE FORM https://www.youtube.com/watch?v=Vn0Uix_QyHY		
		













Instructions:

1. List Adjectives on board
2. Make columns for “-er” and “more”
3. T break students into two teams
4. Students write each adjective under correct column
5. Correct answers when game is finished
6. Make example by the students
7. Ask students to say a comparative sentence by using two classmates

🚩 ENGAGE (5 minutes)

Vocabulary. Look at the chart that will help you to compare people.

COMPARING PEOPLE DESCRIPTIONS: Qualifying Adjectives

						1 o 2 syllables
WEAK	STRONG	SHORT	TALL	OLD	YOUNG	
						3 o 4 syllables
TALKATIVE	SENSITIVE	ENERGETIC	INTELLIGENT	BEAUTIFUL	ELEGANT	

NOTE: To describe people we need QUALIFYING ADJECTIVES.

Read this dialogue

Let’s practice oral comparison using the table above. Look at the example:



🚩 STUDY (15 minutes)

Comparatives: Short adjectives

Short adjectives ...	Spelling rules	Examples
Usually	+ er	slow → slower fast → faster tall → taller
Ending in -e	+ r	large → larger nice → nicer
Some two-syllable adjectives, especially ending in -y	-y → -i + er	hungry → hungrier happy → happier funny → funnier
Ending in a vowel + a consonant	double the consonant + er	big → bigger fat → fatter fit → fitter

Comparatives: Long adjectives

Use the word **more** to make the comparative form.

Long adjectives	Examples
Most two-syllable adjectives which do not end in -y	Mary is more polite than Cindy. Tom is more helpful than Peter.
All adjectives of three syllables or more	Candy is more hard-working than Maggie. Joe is more good-looking than Tom.

Retrieved from Google: <https://slideplayer.com/slide/8933954/>

Complete this table with the Comparative form. Example:

SHORT ADJECTIVE: **STRONG** = **STRONGER** THAN (Se agrega ER + THAN)

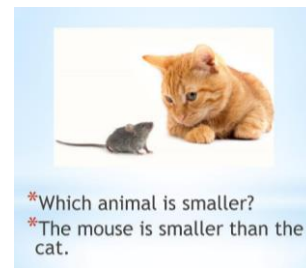
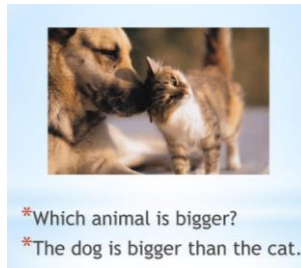
LONG ADJECTIVE: **TALKATIVE** = **MORE TALKATIVE** THAN (Se antepone

MORE +THAN

WEAK = WEAK + ER	WEAKER THAN
TALKATIVE	MORE TALKATIVE THAN
STRONG	STRONGER THAN
SENSITIVE	MORE SENSITIVE THAN
SHORT	
ENERGETIC	
TALL	
INTELLIGENT	
OLD	
BEAUTIFUL	
YOUNG	
ELEGANT	

Reading

Look at the pictures and read questions and answers Example:



<https://en.islcollective.com/english-esl-powerpoints/grammar/comparison-comparative-and-superlative/comparatives-intro/78071>

Reading and Listening

Read and listen to the audio and tell to the teacher the description you hear, 1, 2 or 3

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Comparatives/Listening*Comparatives_eb386159bo](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparatives/Listening*Comparatives_eb386159bo)



1. Lions are more dangerous than baboons.
2. Lions are more social than baboons.
3. Lions are more intelligent than baboons.



1. Olga is taller than Marc.
2. Olga is stronger than Marc.
3. Olga is funnier than Marc.



1. Is she older than me?
2. Are she older than me?
3. Is he older than me?



1. Cheetahs aren't faster than camels.
2. Cheetahs isn't faster than camels.
3. Cheetahs are faster than camels.

🚩 ACTIVITIES (20 minutes)

Activity 1. Look at Ana's and Toni's IDs and read the examples given in the chart below. Make comparisons between the two kids. Use Personality Adjectives



PERSONALITY ADJECTIVE: grumpy, cheerful, friendly, timid, funny, shy, generous, selfish, serious, and talkative.

ANA LOOKS: FRIENDLY(amigable), CHEERFUL(alegre), FUNNY(chistosa), TALKATIVE(Persona que le gusta hablar mucho)

TONI LOOKS: GRUMPY(gruñón), SERIOUS(serio), SHY*(tímido)

Ana es mayor que Toni	<u>Ana is older than Toni</u>
Toni es menor(más joven) que Ana	_____
Ana es más conversadora que Toni	_____
Toni es más serio que Ana	_____
Ana es más alegre que Toni	_____

Activity 2. Work in pairs. Ask and answer. Then, students participate in a comparative Quiz, Classroom Game.




<https://www.youtube.com/watch?v=E71eT-xDch8>

Homework

1. Complete descriptions. Click on the blank and write the comparative form. At the end click on the word "DONE" to receive your grade and send it to your teacher via e-mail.

<https://www.englishexercises.org/makeagame/viewgame.asp?id=2065>



2. Audio record your voice describing comparisons between these 3 characters . Then, send it to the teacher. Use VOICE THREAD. (a technological resource found freely on the web).

<https://www.youtube.com/watch?v=Ahq1LVwM-yc> (Tutorial to create your Voice Thread account)



Extra support material

NOTE: USE THESE LINKS TO PRACTICE YOUR LISTENING AND SPEAKING AT HOME

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Comparative_adjectives/Listening_comparatives_xh988329le](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparative_adjectives/Listening_comparatives_xh988329le)

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Comparatives/Listening*_Comparatives_eb386159bo](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparatives/Listening*_Comparatives_eb386159bo)

<https://aprendoinglesconvani.wordpress.com/2016/04/07/comparative-adjectives/>

Schedule Of Activities

ACTIVITIES	RESPONSIBLES	APRIL						
Presentation of the Project and the guidelines for the application of technological strategies that enhance the environment in EFL classes.	Institution Authorities Proposal author Area Coordinator					20		
Problem Statement found due to lack of motivation.	Institution Authorities Proposal author						27	
ACTIVITIES	RESPONSIBLES	MAY						
Socialization of the proposals to improve students' attitude.	Institution Authorities Proposal author	4						
Formulation of the general and specific objectives	Institution Authorities Proposal author Area Coordinator	6						
Socialization of the proposals with the EGB students about the guidelines to follow in the development of this school project.	Institution Authorities Proposal author Facilitating Teachers and Students				11			

<p>Socialization of the proposals with the teachers to apply the technological strategies.</p> <p>Socialization of the Project with parents' representatives, about the importance of the Access to educative applications in EFL learning.</p>	<p>Institution Authorities</p> <p>Proposal author</p> <p>Area Coordinator</p>					13		
<p>Collection of each teacher's needs and provision of the links, and platforms that offer teaching material, videos, worksheets, tests and steps to apply the strategies by e-mail.</p>	<p>Institution Authorities</p> <p>Proposal author</p> <p>Area Coordinator</p>					25		
<p>Elaboration of a Schedule of meetings to assess progress</p>	<p>Institution Authorities</p> <p>Proposal author</p> <p>Area Coordinator</p>							27
<p>ACTIVITIES:</p> <p>Simulacrum: In all simulacrum English teachers of the institution will act as students.</p>	<p>RESPONSIBLES</p>	<p>JUNE</p>						
<p>Simulacrum for the application of technological strategies to develop reading skills.</p>	<p>Proposal author</p>	1						

Simulacrum for the application of technological strategies to develop listening skills.	Proposal author		3					
Simulacrum for the application of technological strategies to develop writing skills.	Proposal author		8					
0. Simulacrum for the application of technological strategies to develop speaking skills.	Proposal author			10				
1. Simulacrum for the application of technological strategies to develop memory and enrich vocabulary.	Proposal author				15			
2. Simulacrum for the application of technological strategies to apply grammar.	Proposal author					22		
LEARNING ASSESSMENT ACTIVITIES: Students' progress will be assessed at the end of each partial by using an interactive platform	RESPONSIBLES			At the end of each partial				
PROPOSAL EVALUATION: It will be applied a survey to teachers, students, and parents representative to determine the level of acceptance of the Project.	DECEMBRE		9					
The Proposal will be evaluated by the School						16		

<p>Project Commission during the fair and observations and suggestions will be greatly appreciated.</p>									
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APPENDICES

SURVEY TO STUDENTS

ACTITUD DE LOS ESTUDIANTES DE LA UNIDAD EDUCATIVA "AMARILIS FUENTES ALCIVAR"

HACIA EL APRENDIZAJE DEL INGLÉS COMO IDIOMA EXTRANJERO

Questions from 1 to 5 STUDENTS' ATTITUDE TOWARDS THE USE OF ENGLISH

Questions	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. Do you think that learning English will help the growth of your mind?	76% (91)	9% (10)	8% (9)	7% (8)
2. Do you think that learning English will improve your personality?	85% (100)	10%(12)	3% (4)	2% (2)
3. Do you think that learning English will open more job opportunities for you?	92% (110)	4% (5)	3% (2)	1% (1)
4. Do you think that learning English will help you in higher academic achievement?	93% (111)	4% (4)	2% (2)	1% (1)
5. Do you think that learning English will help you in promoting business?	69% (55)	12% (40)	10% (15)	9% (8)

Questions 6 and 7 COMMON HURDLES STUDENTS FACE IN CLASSROOM

Table 2: Percentage and Number of respondents according to responses

Questions	ALWAYS	SOMETIMES	SELDOM	NEVER
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6.	Did learning English at your school or college give you any unpleasant feelings?	(1)	(28)	(30)	(59)
7.	Did learning English at your school or college give you any fear feelings?	(10)	(10)	(18)	(80)

Questions from 8 to 11

LEARNERS' PREFERENCES ON TEACHING METHODOLOGY

Questions	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
8. You think that being able to actually communicate with the foreigners in English is a very basic purpose of English.	34% (40)	25% (28)	26% (30)	15% (20)
9. You like to learn English through 'grammatical rules' and 'vocabulary memorization'.	8% (10)	13% (15)	17% (20)	62% (73)
10. When you speak English the fear of making grammatical mistakes has great influence on you.	70% (82)	17% (20)	8% (10)	5% (6)
11. You like to learn English in an 'All English' environment.	38% (40)	40% (43)	16% (17)	6% (18)

Questions from 12 to 15

LEARNING SKILLS IN TEACHING CURRICULUM

Table 4: Percentage and Number of respondents according to responses

Questions	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
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12.	You like to be able to listen to and understand everyday English.	66% (78)	17% (20)	8% (10)	8% (10)
13.	You think that it is enough to be able to read in English.	10% (12)	19% (22)	11% (13)	60% (71)
14.	You think that 'listening, speaking, reading, writing' are all important in learning English.	81% (95)	8% (10)	7% (8)	4% (5)

Questions	WRITING	READING	LISTENING	SPEAKING	
	SPEAKING	WRITING	READING	LISTENING	
	LISTENING	SPEAKING	SPEAKING	READING	
	READING	LISTENING	WRITING	WRITING	
15.	If you have to choose the most important skills or your favorite skills, what do you think is the best sequence?	12% (15)	8% (10)	32% (35)	48% (58)

Questions from 16 to 19

LEARNERS' CHOICE OF LANGUAGE SKILLS

Questions	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
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16.	In English learning you want to focus on 'listening' only	2% (3)	2% (2)	33% (35)	63% (78)
17.	In English learning you want to focus on 'reading' only	3%(3)	4% (5)	42% (50)	51% (60)
18.	In English learning you want to focus on 'writing' only	3% (3)	3% (4)	17% (20)	77% (91)
19.	In English learning you want to focus on 'speaking' only	55% (65)	24% (28)	11% (13)	10% (12)

Taken from Mohd, S. (1994) University Kebangsaan Malaysia

SURVEY TO TEACHERS

Q1. At what level of competence do students negatively affect the flow of the lesson?

Questions	ALWAYS	VERY OFTEN	OFTEN	SELDOM	NEVER
a) True beginners e.g, having difficulties to understand instructions in the target language	0	33.33% - 3	55.55% - 5	11.11 - 1	0
b) False beginners when they do not find interest in what teacher says	0	77.77% - 7	0	22.22% 2	0

Q2. Do students without prior knowledge of English feel disadvantaged?

Questions	ALWAYS	VERY OFTEN	OFTEN	SELDOM	NEVER
a) Yes	4	0	0	0	0

b) No	0	0	0	1	0
c) It depends on the teaching approach	0	0	2	0	0
d) It depends on the student	0	2	0	0	0
e) Other	0	0	0	0	0

Q3. If students without prior knowledge of English feel disadvantaged how do they express this?

Questions	ALWAYS	VERY OFTEN	OFTEN	SELDOM
a) They do not pay attention	22.22% (2)	55.55% - 5	22.22% (2)	
b) They do their things	22.22% (2)	44.44% (4)	22.22% (2)	11,11% (1)
c) They are afraid to speak	33,33% (3)	33,33% (3)	33,33% (3)	
d) Other				

Q4. What comments do children without prior knowledge of English make?

Questions	ALWAYS	VERY OFTEN	OFTEN	NEVER
a) I do not take private lessons'	0	0	0	100% (9)

b)'I don't understand English'	22,22% (2)	66,66% (6)	11,11% (1)	0
c)'I can't speak English'	55,55% (5)	33,33% (3)	11,11% (1)	0
d)'I can't read'	22,22% (2)	22,22% (2)	55,55% (5)	0
e)'I don't know how to write this'	22,22% (2)	44,44% (4)	33,33% (3)	0
c) Other				

Q 5. How do you respond to such comments?

Questions	ALWAYS	VERY OFTEN	OFTEN	SELDOM	NEVER
a) Assure the learners that they are going to be taught what is required from them	0	0	0	1	8
b) Inform learners that the material being taught is part of what is demanded from them	0	0	0	3	6
c) Ask children to work in pairs or groups to offer and get help	7	2	0	0	0
d) Provide differentiated work	0	0	0	1	8
e) Other	7	1	1	0	0

Q6. How do the students with prior knowledge of English (PKE) feel?

Questions	ALWAYS	VERY OFTEN	OFTEN	SELDOM	NEVER
d) Self-confident	9	0	0	0	0
e) Laughing at and looking down on students who make mistakes	0	0	0	1	8
f) They feel bored	0	0	0	2	7
g) They look down on the lesson	0	0	0	0	9

Q7. Can you think of some ways that pupils with PKE could disturb the lesson?

Questions	ALWAYS	VERY OFTEN	OFTEN	SELDOM	NEVER
a) They answer without being asked	8	1	0	0	0
b) They don't let others think	9	0	0	0	0
c) They deal with exercises of the following lessons	9	0	0	0	0
d) They insist on wrong answers	0	0	0	8	1
e) They do not pay attention	0	0	0	2	7
f) Other.....	0	0	0	0	0

Taken from Maria Xanthou and Pavlos Pavlou (2010) University of Cyprus

CLASSROOM OBSERVATION

INSTRUCTOR ORGANIZATION

	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1. The instructor states the relation of the class to the previous one.	0	0	0	10	90
1. The instructor posts class goals or objectives on the board or a slide.	0	0	10	90	0
3. The instructor gives specific instructional out-comes for the course	0	0	40	60	0
4. The instructor conveys the purpose of each class activity	0	0	30	50	20
5. The instructor revisits the objectives at the end of the class.	0	0	0	0	100

INSTRUCTIONAL MATERIALS

	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
3. If used, videos, websites and other resource materials have a clear purpose?	0	0	0	0	100
2. Handouts?	0	0	0	0	100

1.The instructor gives assistance or insight into reading or using assigned texts.	0	80	20	0	0
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INSTRUCTIONAL STRATEGIES

	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1. The instructor's choice of teaching techniques is appropriate for the goals.	0	0	50	50	0
2. The instructor acknowledges student contributions to discussion, helping students extend their responses.	0	50	50	0	0
3. The instructor keeps small group discussion.	0	60	40	0	0
4. The instructor demonstrates active learning techniques.	0	0	50	50	0
5. The instructor allows enough time to complete active learning tasks, such as collaborative work.	0	60	40	0	0

6. The instructor relates class to course goals, students' personal goals, or societal concerns.	0	0	0	0	100
7. The instructor offers "real world" application.	0	0	0	30	70

CONTENT KNOWLEDGE

	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1. The instructor's statements are accurate according to the standards of the field.	0	50	50	0	0
2. The instructor identifies sources, perspectives, and authorities in the field.	0	0	0	80	20

PRESENTATION

Questions	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1. The instructor can be seen and heard.	90%	10%	0	0	0

2. The instructor avoids extended reading from notes or texts.	20%	80%	0	0	0
3. The instructor speaks at a pace that allows students to comprehend what is said.	0	0	50%	50%	0
4. The instructor uses humors appropriately.	0	0	0	20%	80%
5. The instructor is enthusiastic about the subject matter.	0	0	40%	40%	20%

RAPPORT WITH AND RESPONSIVENESS TO STUDENTS

	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1. The instructor addresses students by name,	0	0	0	20	80
2. Delivery is paced to students' needs	20	80	0	0	0
3. The instructor provides feedback at given intervals.	0	0	50	50	0
4. The instructor uses positive reinforcement.	0	0	0	20	80

5. The instructor incorporates student ideas into the class	0	0	40	40	20
6.The instructor pays attention to cues of boredom and confusion.	0	60	40	0	0
7.The instructor provides students opportunity to mention problems/concerns with the class either verbally or in writing	0	0	50	50	0
8.The instructor models good listening habits.	0	70	30	0	0
9.The instructor is sensitive to individual interests and abilities.	0	40	60	0	0

CLARITY

Questions	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
The instructor defines new terms or concepts.	0	0	50	50	0
The instructor elaborates or repeats complex information.	0	0	60	40	0
The instructor uses a variety of examples to explain content.	0	30	30	40	0
The instructor makes explicit statements in order to draw student attention to certain ideas.	0	0	70	30	0

The instructor pauses during explanations to allow students to ask questions.	0	0	80	20	0
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IMPACT ON LEARNING

Questions	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
6. The instructor helps develop critical thinking skills and problem-solving ability.	0	20	30	50	0
5. The instructor broadens student views.	0	0	40	60	0
4. The instructor encourages the development of students' analytic ability.	0	0	50	50	0
3. The instructor fosters respect for diverse points of view.	30	30	40	0	0
2. The instructor helps students develop awareness of the process used to gain new knowledge.	0	0	40	60	0
1. The instructor stimulates independent thinking.	20	30	50	0	0

CREATING AN INCLUSIVE CLASSROOM

Questions	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
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Instructor creates an equitable and inclusive classroom that respects gender differences, diverse ethno-cultural and faith communities, family structures, student abilities and needs and differences in socio-economic status.	80	20	0	0	0
Instructor conveys the belief that all students can learn and succeed.	90	10	0	0	0
Instructor conveys openness and warmth and encourages students to interact with others the same way.	70	30	0	0	0
Instructor uses technology to provide additional visual, oral, aural and/or physical supports for students who need them.	0	0	0	40	50
Instructor uses instructional strategies that reflect diverse learning styles.	20	40	40	0	0
Instructor uses a variety of assessment tasks so that students with different learning styles can achieve success.	0	0	50	50	0
Instructor provides accommodations for students who require extra time or additional explanations.	0	20	20	60	0

Items are adapted from Chism (2007) and University of Minnesota Peer Review of Teaching Guide (2009).

INSTRUMENTS

**STUDENTS' ATTITUDE TOWARDS EFL ACQUISITION AND THE
LEARNING CLIMATE AT AMARILIS FUENTES ALCIVAR PUBLIC HIGH
SCHOOL**

SURVEY TO STUDENTS

1. Cree usted que es necesario el uso del Inglés durante el desarrollo de sus clases?

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

2. Cree usted que al aprender Inglés se le abrirán más oportunidades de trabajo?

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

3. Cree usted que el aprendizaje del Inglés le ayudará en sus logros académicos universitarios?

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

4. Cree usted que aprender Inglés le servirá en la promoción de negocios?

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo
-

5. Cree usted que al dominar el idioma Inglés mejorará su personalidad?

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

6. Te gusta aprender inglés a través de

'Reglas gramaticales' y 'memorización de vocabularios'?

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

7. Cuando hablas Inglés el miedo a cometer errores gramaticales tiene una gran influencia sobre ti?

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

8. Te gusta aprender Inglés en un ambiente donde todos hablan en Inglés?

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

9. Cree usted realmente que comunicarse con los extranjeros en inglés es un propósito muy básico del inglés?

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

10. Usted piensa que 'escuchar, hablar, leer, y escribir' son todos importante para aprender inglés?

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

16. En el aprendizaje del Inglés usted quisiera enfocarse solo en escuchar?

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

17. En el aprendizaje del Inglés usted quisiera enfocarse solo en la lectura

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

18. Tuviste sentimientos de miedo al aprender Inglés en tu colegio?

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

19. Tuviste sentimientos desagradables al aprender Inglés en tu colegio?

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

APPENDIX

Teachers' questionnaire

Gender:.....

Education:.....

Years of EFL teaching experience:.....

Rural/urban school:.....

Could you please circle the number which corresponds to your observations?

1=never, 2=seldom, 3=often, 4=very often, 5=always

1. At what level of competence do students start to affect negatively the flow of the lesson?					
a) True beginners e.g., having difficulties to understand instructions in the target language	1	2	3	4	5
b) False beginners when they do not find interest in what the teacher says	1	2	3	4	5
c) Other.....	1	2	3	4	5
2. Do students without prior knowledge of English feel disadvantaged? (circle only one answer)					
a) Yes					
b) No					
c) It depends on the teaching approach					
d) It depends on the student					
e) Other.....					
3. If students without prior knowledge of English feel disadvantaged, how do they express this?					
a) They do not pay attention	1	2	3	4	5
b) They do other things	1	2	3	4	5
c) They are afraid to speak	1	2	3	4	5
d) Other.....	1	2	3	4	5

4. What comments do children without prior knowledge of English make?					
a) 'I do not take private lessons'	1	2	3	4	5
b) 'I don't understand English'	1	2	3	4	5
c) 'I can't speak English'	1	2	3	4	5
d) 'I can't read'	1	2	3	4	5
e) 'I don't know how to write this'	1	2	3	4	5
f) Other.....	1	2	3	4	5
5. How do you respond to such comments?					
a) Assure the learners that they are going to be taught what is required from them.	1	2	3	4	5
b) Inform learners that the material being taught is part of what is demanded from them	1	2	3	4	5
c) Ask children to work in pairs or groups to offer and get help	1	2	3	4	5
d) Provide differentiated work	1	2	3	4	5
e) Other.....	1	2	3	4	5
6. How do the children with prior knowledge of English (PKE) feel?					
a) Self-confident	1	2	3	4	5
b) Laughing at and looking down on students who make mistakes	1	2	3	4	5
c) They feel bored	1	2	3	4	5
d) They look down on the lesson	1	2	3	4	5
7. Can you think of some ways that pupils with PKE could disturb the lesson?					
a) They answer without being asked	1	2	3	4	5
b) They don't let others think	1	2	3	4	5
c) They deal with exercises of the following lessons	1	2	3	4	5
d) They insist on wrong answers	1	2	3	4	5
e) They do not pay attention	1	2	3	4	5
f) Other.....	1	2	3	4	5

Taken from Maria Xanthou and Pavlos Pavlou 2010 University of Cyprus

INSTRUMENT FOR CLASSROOM OBSERVATION

School: Amarilis Fuentes Alcívar

Teacher: _____ **Subject:** English (EFL)

Date: _____ **Class:** _____

INSTRUCTOR ORGANIZATION

Questions	YES	NO	COMMENTS
1. The instructor states the relation of the class to the previous one.			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. The instructor posts class goals or objectives on the board or a slide.			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. The instructor gives specific instructional out-comes for the course.			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4. The instructor conveys the purpose of each class activity.			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
5. The instructor revisits objectives at the end of class.			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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INSTRUCTIONAL MATERIALS

Questions	YES	NO	COMMENTS
1. If used, videos, websites and other resource materials have a clear purpose?			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. Handouts?			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. The instructor gives assistance or insight into reading or using assigned texts.			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

INSTRUCTIONAL STRATEGIES

Questions	YES	NO	COMMENTS
1. The instructor's choice of teaching techniques is appropriate for the goals.			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. During discussion, the instructor pauses after asking questions.			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3. The instructor acknowledges student contributions to discussion, helping students extend their responses.			_____ _____ _____ _____ _____ _____
4. The instructor keeps discussion on track or facilitates small group discussion.			_____ _____ _____ _____ _____ _____
5. The instructor demonstrates active learning Techniques.			_____ _____ _____ _____ _____ _____
6. The instructor provides explicit directions for active learning tasks.			_____ _____ _____ _____ _____ _____
7. The instructor allows enough time to complete active learning tasks, such as collaborative work.			_____ _____ _____ _____ _____ _____
8. The instructor specifies how active learning tasks will be evaluated.			_____ _____ _____ _____ _____ _____
9. The instructor relates class to course goals, students' personal			_____ _____ _____

goals, or societal concerns.			<hr/> <hr/> <hr/> <hr/>
10. The instructor offers “real world” application.			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

CONTENT KNOWLEDGE

Questions	YES	NO	COMMENTS
1. The instructor’s statements are accurate according to the standards of the field.			<hr/> <hr/> <hr/>
2. The instructor identifies sources, perspectives, and authorities in the field.			<hr/> <hr/> <hr/>

PRESENTATION

Questions	YES	NO	COMMENTS
1. The instructor can be seen and heard.			<hr/> <hr/> <hr/>
2. The instructor avoids extended reading from notes or texts.			<hr/> <hr/> <hr/>
3. The instructor speaks at a pace that allows students to comprehend what is said.			<hr/> <hr/> <hr/>
4. The instructor uses humors appropriately.			<hr/> <hr/> <hr/>

5. The instructor is enthusiastic about the subject matter.			
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RAPPORT WITH AND RESPONSIVENESS TO STUDENTS

Questions	YES	NO	COMMENTS
1. The instructor addresses students by name, as possible.			
2. Delivery is paced to students' needs			
3. The instructor provides feedback at given intervals.			
4. The instructor uses positive reinforcement.			
5. The instructor incorporates student ideas into the class.			
6. The instructor encourages students to build on each other's comments and ideas.			
7. The atmosphere of the classroom is participative			
8. The instructor pays attention to cues of boredom and confusion.			
9. The instructor provides students opportunity to mention problems/concerns with the class, either verbally or in writing.			
10. Instructor models good listening habits.			

11. The instructor is sensitive to individual interests and abilities.			<hr/> <hr/> <hr/>
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CLARITY

Questions	YES	NO	COMMENTS
1. The instructor can be seen and heard.			<hr/> <hr/> <hr/>
2. The instructor avoids extended reading from notes or texts.			<hr/> <hr/> <hr/> <hr/>
3. The instructor speaks at a pace that allows students to comprehend what is said.			<hr/> <hr/> <hr/> <hr/>
4. The instructor uses humor appropriately.			<hr/> <hr/> <hr/> <hr/>
5. The instructor is enthusiastic about the subject matter.			<hr/> <hr/> <hr/> <hr/>

IMPACT ON LEARNING

Questions	YES	NO	COMMENTS
1. The instructor helps develop critical thinking			<hr/> <hr/> <hr/>

skills and problem-solving ability.			_____
2. The instructor broadens student views.			_____ _____ _____ _____
3. The instructor encourages the development of students' analytic ability.			_____ _____ _____ _____
4. The instructor fosters respect for diverse points of view.			_____ _____ _____ _____
5. The instructor helps students develop awareness of the process used to gain new knowledge.			_____ _____ _____ _____
6. The instructor stimulates independent thinking.			_____ _____ _____ _____

CREATING AN INCLUSIVE CLASSROOM

Questions	YES	NO	COMMENTS
1. Instructor creates an equitable and inclusive classroom that respects gender differences,			_____ _____ _____ _____ _____

<p>diverse ethno-cultural and faith communities, family structures, student abilities/needs and differences in socioeconomic status.</p>			
<p>2. Instructor conveys the belief that all students can learn and succeed.</p>			<hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. Instructor conveys openness and warmth and encourages students to interact with others the same way.</p>			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. Instructor uses technology to provide additional visual, oral, aural and/or physical supports for students who need them.</p>			<hr/> <hr/> <hr/> <hr/> <hr/>
<p>5. Instructor uses instructional strategies that reflect diverse learning styles.</p>			<hr/> <hr/> <hr/> <hr/> <hr/>
<p>6. Instructor uses a variety of assessment tasks so that students with different</p>			<hr/> <hr/> <hr/> <hr/> <hr/>

learning styles can achieve success.			
7. Instructor provides accommodations for students who require extra time or additional explanations.			<hr/> <hr/> <hr/> <hr/> <hr/>

Items are adapted from Chism (2007) and University of Minnesota Peer Review of Teaching Guide (2009).

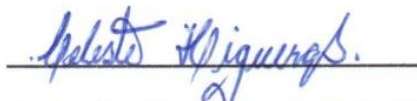
DECLARACIÓN Y AUTORIZACIÓN

Yo, **Higuera Salvatierra Celeste Josefina**, con C.C: # **0907813794** autor/a del trabajo de titulación: **Students' attitude towards efl acquisition in the learning climate of Amarilis Fuentes Alcivar public high school**, previo a la obtención del título de **master in teaching english as a foreign language** en la Universidad Católica de Santiago de Guayaquil.

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE GRADUACIÓN

TÍTULO Y SUBTÍTULO:	STUDENTS' ATTITUDE TOWARDS EFL ACQUISITION IN THE LEARNING CLIMATE OF AMARILIS FUENTES ALCIVAR PUBLIC HIGH SCHOOL		
AUTOR:	Higuera Salvatierra Celeste Josefina		
REVISOR(ES)/TUTOR(ES):	Lic. Karina Izquierdo Zamora: Msc. Lic. Ximena Jarrin Hunter, Msc. Lcda. Mariela Fátima Vásquez Barros		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
UNIDAD/FACULTAD:	Sistema de Posgrado		
MAESTRÍA/ESPECIALIDAD:	Maestría en Enseñanza de Inglés como Lengua Extranjera		
GRADO OBTENIDO:	Magister en Enseñanza de Inglés como Lengua Extranjera		
FECHA DE PUBLICACIÓN:	Octubre 11 del 2021	No. PÁGINAS:	121
ÁREAS TEMÁTICAS:	EFL Student' attitudes, Learning climate		
PALABRAS CLAVES/ KEYWORDS:	EFL learners, Learner attitudes, Learning environment, Language learning.		
RESUMEN/ABSTRACT (150-250 palabras):			
<p>EFL learning is a challenge for students in public high schools in Ecuador. One of the most negative aspects teachers face is learners' attitudes towards English Foreign Language learning. This study was conducted (1) to characterize the students' attitude towards EFL learning, (2) to describe the learning environment of the EFL classroom, (3) to determine how the students' attitude is influenced by this learning environment at Amarilis Fuentes Alcívar high school in Guayaquil. This thesis analyses the result of a survey on 118 undergraduate EFL students, a survey to 9 English teachers; and a class observation. The survey to students focused on the learners' attitude towards English learning and causes that might influence on it. The survey to teachers focused on EFL classes with students of different levels of competence to collect demographic information ; and finally, the class observation focused on corroborating information to understand the aspects that affect English learning. For data collection, a 19 item questionnaire was administered to students, a 7 questions survey was administrated to teachers and a class observation with 9 aspects of learning. Result of the quantitative analysis shows that students at the beginning of the course have had very high expectation towards English language learning. However, the data also revealed that they have had negative feelings regarding classroom instructions and motivation in their learning experience. It also showed that students feel unsatisfied with the curriculum and the teaching methodology teachers have applied. Several suggestions have been made regarding to motivation, curriculum, and teaching material.</p>			
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