

SITUATIONAL FACTORS INFLUENCING LEARNER MOTIVATION TOWARDS DEVELOPING THE SPEAKING SKILL IN THE EFL CLASSROOM

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Abstract. This quantitative research deals with the crucial role of motivation in developing the speaking skill in the EFL classroom. Subjects for the study were 100 EFL high school students in two different public secondary schools in Salamanca, Spain. They completed a 32-item questionnaire which was designed to measure students' attitudes and beliefs about English language learning as well as to examine the situational factors in their own secondary schools. The study reveals that the different situational factors analysed such as teaching styles, teacher's attitude, class environment and materials must be improved in the EFL classroom in order to firstly meet students' expectations about learning English and secondly to motivate students positively towards the practice of oral communication in English.

Keywords: *EFL Teaching and Learning, Communication Strategies, Speaking Skill, Motivation, Situational Factors*

1. Introduction

At present, English foreign language (EFL) students have to develop their speaking skills as soon as possible, as nowadays communicating in English is extremely important due to its strengthening position as a language for international communication and its increased use throughout the world (Richards and Renandya 2002; Graves 2008). It is widely accepted that being able to communicate fluently in the English language is one of the keys to success in life. However, despite the fact that speaking is one of the skills most demanded by learners (Nazara 2011), it is also one of the most complex skills to be developed in an EFL classroom, and for this reason it often receives less attention than it deserves (Lewis 2011). Indeed, classroom observations in speaking classes have revealed several difficulties teachers as well as students normally face in an EFL environment: Classes where all students speak the same first language, reluctance to participate freely and spontaneously in oral activities, few opportunities for oral interaction due to the number of students in the class, curriculum restrictions, and lack of motivation, being the latter one of the main determining factors that influences student success in the EFL classroom (Oroujlou and Vahedi 2011; Iwaniec 2014.).

Motivation is critical to language learning and plays a significant role in the development of EFL communicative skills. It is the primary impetus for starting to learn a language, and therefore, the driving force behind a positive attitude towards the development of oral communicative competence (Guilloteaux and Dörnyei 2008). Many authors identify just two main types of motivation, integrative or intrinsic motivation and instrumental or extrinsic motivation. On the one hand, the idea of intrinsic motivation in an EFL setting such as Spain is related to factors such as enjoyment, personal satisfaction or interest. For

example, in the learning process the drive is intrinsic when students do something because they enjoy it and cannot give another reason for doing it except “I like it”, “It is funny”, “I am interested in” and so on (Ágreda 2006; Sakai and Kikuchi 2009; Oroujlou and Vahedi 2011). On the other hand, extrinsic motivation relates to the idea of achieving some practical goals through learning the foreign language. In the process of language learning, the drive is extrinsic when students want to learn a language in order to get certain instrumental goals, such as getting a job or passing an examination (Ágreda 2006).

However, over the last few decades, there has been a considerable shift in research from the focus on integrative or instrumental motivation to situational factors. These factors, also known as learning situations, are considerably important for learners’ motivation and attitude toward English learning in contexts where the target language is spoken as a foreign language (Sakai and Kikuchi 2009; Huang 2011; Afrougha, Rahimib and Zarafshanc 2014; Savaşçı 2014). Therefore, the purpose of this study is analysing the situational factors (teaching styles, class activities, class environment and teachers’ attitude) in a real EFL classroom in two Spanish secondary schools in order to see if these factors help learners to foster a positive attitude in them towards the learning process and the practice of their speaking skills.

2. Methodology

In this quantitative research, a 32-item questionnaire was designed to show EFL students’ attitudes and beliefs about the language learning process in their secondary schools. Their perceptions will serve as a means to analyse the situational factors in their classroom and to see whether or not the reality of the class meet students’ expectations and motivate them positively towards the practice of oral communication in English.

2.1. Participants

The participants in the questionnaire were 100 EFL students, 41 males and 59 females, who have studied English in Spain for at least 10 years. Students from first (12-13 years old), second (13-14 years old), third (14-15 years old), and fourth (15-16 years old) grades were randomly selected from two different public secondary schools in Salamanca, Spain: Half of the students were from the public secondary school Tierras de Abadengo (located in Lumbrales, Salamanca, Spain) and the other half were from the public bilingual secondary school Torres Villarroel (located in Salamanca, Spain)

2.2. The Questionnaire

A 32-item questionnaire was designed to show EFL students’ attitudes and beliefs about English language learning as well as their experiences of instructional practices in their own secondary schools. As the goal of the questionnaire was not to compare both secondary schools but to get a general view of student’s perceptions towards EFL teaching, neither differences between course levels nor differences between rural and urban teaching contexts were taken into account.

The questionnaire was divided into three sections: English practice in the classroom, students’ attitude towards English practice in the classroom, and students’ beliefs about learning English. Parts 1 and 3 consist of ten statements and part 2 consists of twelve. Some statements relate to perceptions of classroom learning experiences, others to grammar-focused and communication-focused classroom practices, others address learners’ attitudes

towards error correction, and others are concerned with beliefs about the importance of English speaking skills.

The different questions are based on recent research on foreign language attitudes towards oral communication by experts who have achieved practical and tangible findings in this field (Savignon and Wang 2003; Cid, Grañena and Tragant 2009; Nakatani 2010).

The questionnaire was originally written in English and administered in Spanish (both the English version and the Spanish translation of the original are included in appendix 1). Before distributing the questionnaire, it was tested on a pilot group of five students. The pilot study served to check whether the wording of the questions was clear and the completion of the questions was feasible. This preliminary version was then changed and expanded to its present form, although the changes were minor. The data were collected at the end of the second semester of the Academic Year 2014. The questionnaire was administered on the same day to all the participants by their English teachers and the total administration of each questionnaire took between 10 and 15 min. Responses were scored from 1 to 7 on a Likert scale.

3. Results and Discussion

Results of the questionnaire were calculated and are shown in appendix 2. The overall findings of the questionnaire show that students on the whole in both secondary schools are intrinsically and extrinsically motivated to learn English. On the one hand, they seem to be intrinsically motivated as they are interested in learning it ($\bar{X}=5,14$ in Lumbrales and 5,9 in Salamanca), and do not regard their English class as a waste of time ($\bar{X}=5,52$ and 4,74 respectively). On the other hand, they seem to be extrinsically motivated in that they find learning it useful for practical purposes such as getting a good job ($\bar{X}=5,94$ in Lumbrales and 6,22 in Salamanca).

However, despite their general motivation, students seem unmotivated in some aspects due mainly to different situational factors (also known as learning situations) in their EFL classrooms such as an overemphasis on grammar and monotonous and boring lessons. In fact, these situational factors are the most important motivational aspects to foster a positive attitude in students towards the learning process and the practice of their speaking skills in the EFL context. It is clear that students' lack of motivation could result in them losing interest in learning and speaking, but the different situational factors in the class can be changed and improved in order to facilitate a positive result (Sakai and Kikuchi 2009; Oroujlou and Vahedi 2011).

Then, as a consequence of the theoretical base (Ágreda 2006; Navarro 2006; Guilloteaux and Dörnyei 2008; Lewis 2011; Wong and Nunan 2011) and the results from the questionnaire, this study analyse four situational factors in the EFL classroom in both secondary schools and recommends different ways to firstly improve learning situations in the class, and secondly to create good attitudes among the students to encourage them to develop their speaking skills. The four situational factors analysed are the following: the teaching style, the class activities, the class environment and the teacher's attitude towards error correction.

Firstly, the teaching style is one situational factor which may be improved in the EFL classroom. In both secondary schools the teaching style is still more grammar-focused ($\bar{X}=4,48$ in Lumbrales and 4,86 in Salamanca) than communication-focused as a high number of students ($\bar{X}=4,04$ and 4,7 respectively) consider that most of their English course is based on explaining and practicing grammar rules. Despite these views, there is little interest in spending time practicing grammar rules as more than a half of the students ($\bar{X}=4,88$ and 5,46

respectively) believe that languages are learnt mainly through communication, with grammar rules only explained when necessary. Therefore, the results show a huge difference between real practice in the classroom and students' expectations about learning English. An interesting solution for the purpose of this study, which seeks to motivate students to develop their communicative competence, would be a shift from traditional courses to a more integrated teaching style, where speaking is added to reading, listening and writing lessons to ensure that learners receive essential practice in oral communication. Previously, students learnt grammatical patterns and received separate practice in writing, reading and listening, with no speaking involved. It seemed to be assumed that the student would just acquire the speaking skill somehow while learning to write, read and listen. However, this process did not produce the desired results. Nowadays, many experts see a problem with those traditional courses where the four skills were taught separately and with the traditional overemphasis on grammar and vocabulary, and they consider it is essential to shift the focus to a more integrated and communicative approach (Derwing, Munro, and Thomson 2004; Zhang 2009; Glover 2011). It has many advantages such as adding variety, developing students' different skills, and creating interactive possibilities by focusing on a learner-centred training, language exposure, interactional activities and teaching speaking as a spoken discourse (Thornbury and Slade 2006; Zhang 2009). Thus, such a shift to a more communicative and integrative teaching style is necessary in order to develop student's oral skills as they would really like to practice more speaking in the classroom and have more opportunities to talk and interact.

Secondly, the communicative activities are another situational factor which may be improved in the EFL classroom. In the secondary school Torres Villarroel very few students ($\bar{X}=3,1$) agree with the statement that their English teacher often designs activities to have them interact in English and a high percentage of them ($\bar{X}=4,84$) say they do not interact with peers in the classroom. In the secondary school Tierras de Abadengo many students ($\bar{X}=5,92$) state that their English teacher designs frequently interactive activities, but a high number of them ($\bar{X}=4,48$) state they do not interact in English with peers. Probably, a frequent reason for student's silence in English classes may be simply that the class activities are not quite as communicative or as interesting as teachers think they are. Therefore, it is essential to take a closer look at the type of communicative activities educators are using and see if they really share the following concerns: a) Oral communicative activities need to be integrated so that students practice the four skills at the same time. b) They must be interactive activities with a real purpose for communication. c) They must involve a degree of personalisation, dealing with personal experiences and making the lesson move into the realms of real communication. Providing integrated, interactive and personalised activities will raise students' motivation towards speaking as students on the whole like oral activities to interact in English with peers ($\bar{X}=5,8$ in Lumbrales and 4,92 in Salamanca). In the same way, providing the right oral tasks can make the English language classroom a dynamic and fun place to be (Ágreda 2006).

Apart from the previous requirements, developing communication strategies (CSs) together with the different oral communicative activities is also essential to a successful oral language performance. In today's world where all students need or will need to be able to speak English outside the classroom, there is an absolute necessity to develop the communicative competence as an integral part of an effective EFL syllabus and expose students to a variety of speaking strategies. Researchers recognise that such a focus on CSs acts as a major motivational factor, and highlight that students who are taught communication strategies are more highly motivated to speak than those who are not (Navarro 2006; Lewis 2011; Wong and Nunan 2011). Furthermore, the use of CSs facilitates the activation of a learner-centred philosophy, enhances interaction, solves speaking limitations and helps

students become more effective and independent learners (Navarro 2006; Wong and Nunan 2011). There are many types of CSs which can be introduced to learners in the EFL classroom (Lewis 2011). On the one hand, there are several classroom CSs used in the learning context where student-student or student-teacher exchanges occur frequently during every lesson. Examples of typical interactions in an EFL class include borrowing a pen or a piece of paper, asking how a word is spelt, its meaning or asking someone's opinion. Therefore, formulaic expressions can be introduced to students as they will help them cope with communication in the learning context. On the other hand, there are real-life CSs, which tend to be used in communicative contexts arising when students engage in different real-life speaking activities. Some instances are the facilitation strategies or formulaic expressions like describing people, making suggestions or apologizing.

Thirdly, class environment is also another situational factor which plays a relevant role in the EFL classroom and which may be improved. According to the results in the questionnaire, more than a half of students in both high schools ($\bar{X}=6,08$ in Lumbrales and 5,86 in Salamanca) recognise that their teacher should create a pleasant atmosphere to encourage interaction as a class or in groups, and most of them ($\bar{X}=6,34$ and 5,64 respectively) would like having a relaxing environment in the classroom to communicate in English. However, the most typical class environment in EFL Spanish classrooms is the teacher-fronted class where students are seating in different rows and the teacher is at the front of the classroom. Unfortunately, this class environment is not the most appropriate one to encourage interaction. Sitting down in a circle, in pairs or groups is a more appropriate way to involve EFL students in a social environment and encourage face-to-face interaction among them (Oroujlou and Vahedi 2011). These interactive groupings will allow students to develop a more positive attitude toward speaking in English, and to work cooperatively, which increases class cohesion, participation and interaction among students.

Finally, the teacher's attitude towards error correction is another important situational factor when developing communicative skills in the EFL classroom as it has a significant relation to students' motivation and overall student learning. According to the data of the questionnaire, a large number of students (especially in Lumbrales $\bar{X}=6,92$) state that their English teacher often corrects their errors in class and most of them ($\bar{X}=6,28$ and 5,82 respectively) also state that they like to be corrected in order to improve their language skills. This tendency towards error correction reflects the fact that in EFL Spanish classes students normally want a more teacher-directed involvement in their language learning processes, especially with regard to error correction as they might not be comfortable with the teacher's lack of control in a communicative classroom (Tan 2005). Although students are used to error correction and teacher involvement in speaking classes, frequent correction could be less motivating as continuous interruptions may be discouraging for students (Tan 2005). Then, teachers must show students that their role is simply offering help but not controlling them, and encourage students to take risks and experiment with the language in speaking activities. The teacher should also make it clear that mistakes are tolerated as a natural part of the speaking process.

4. Conclusions and Limitations

This research shows that EFL students on the whole are motivated to learn and speak English because they are open to more communication and interactive activities in their English classes. However, the reality of the classroom does not provide students with the tools to develop their speaking skills in an appropriate way. Students' perceptions, reflected in the questionnaire, demonstrate the real practice in their classroom does not often meet their

expectations. Therefore, in order to prevent a developmental decline in motivation for speaking, English teachers should improve the different situational factors in EFL classrooms to meet students' beliefs as their views play an important part in the success or failure of the teaching process.

After a careful analysis of the theoretical base (Ágreda 2006; Navarro 2006; Lewis 2011; Nazara 2011) and the data from the questionnaire, this paper proposes different ways of improving situational factors in the EFL classroom as the different learning situations have a decisive impact on students' attitudes towards the practice of speaking.

First of all, a shift from traditional English classes to a focus on a more communicative and integrated approach is required so that the speaking skill can be added to the practice of reading, writing and listening skills. Secondly, in addition to the right teaching style, providing integrated, interactive and personalised communicative activities are also needed. Thirdly, together with these oral activities, applying different communication strategies is also essential as both classroom and real-life communicative techniques have an effect on the learner's motivational state. Learning to use different formulaic expressions in a classroom context (i.e. agreeing, disagreeing or asking for someone's opinion) and learning different real-life communicative techniques, which facilitate the production of messages, are major steps in the development of speaking skills. Moreover, an interactive class environment should be provided in order to allow for more interaction among students. Finally, less error correction is needed to allow students take chances and experiment with the language.

The quantitative data for the previous ideas, mainly collected by means of a questionnaire, should be supported by qualitative research. This could include interviews with students and teachers in the different high schools, assessments of actual performance, and classroom observations, which may provide further layers of analysis. More quantitative research will be also required to explore the topic in more detail. Despite these limitations, the present study examines several important issues such as the great importance of motivation for the development of EFL students' communicative competence, and provides different strategies in order to improve the situational factors in the classroom and help learners develop their speaking skills.

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Appendix 1: Questionnaire in Spanish

ENCUESTA

Nombre:
Edad:
Curso:
Instituto:
Años estudiando inglés:

En cada una de las preguntas siguientes, rodea con un círculo el número que mejor se adecúe a tu opinión sobre la importancia del asunto en cuestión.

Preguntas	1: valor mínimo 7: valor máximo						
A. PRÁCTICA DEL INGLÉS EN EL AULA							
1. La enseñanza del inglés en mi instituto se centra en la gramática.	1	2	3	4	5	6	7
2. La lengua utilizada por mi profesor en la clase de inglés es principalmente el español.	1	2	3	4	5	6	7
3. La enseñanza del inglés en mi instituto se basa principalmente en explicar y practicar reglas gramaticales.	1	2	3	4	5	6	7
4. Participo con frecuencia en clase de inglés.	1	2	3	4	5	6	7
5. La enseñanza del inglés en mi instituto se centra en la comunicación oral.	1	2	3	4	5	6	7
6. Mi profesor de inglés a menudo diseña actividades para que nos comuniquemos oralmente en inglés con los compañeros.	1	2	3	4	5	6	7
7. El objetivo en clase de inglés es practicar la lengua oral, aunque el profesor explica la gramática cuando es necesaria.	1	2	3	4	5	6	7
8. Mi profesor a menudo corrige mis errores en clase cuando me comunico verbalmente en inglés.	1	2	3	4	5	6	7
9. Mi profesor normalmente crea un ambiente adecuado para practicar la comunicación oral en inglés.	1	2	3	4	5	6	7
10. Mi profesor de inglés enseña de manera dinámica e interesante.	1	2	3	4	5	6	7
B. MI ACTITUD HACIA LA PRÁCTICA DEL INGLÉS EN EL AULA							
1. Estoy interesado en aprender inglés.	1	2	3	4	5	6	7
2. En general, hablar inglés me parece divertido e interesante.	1	2	3	4	5	6	7
3. Me gusta utilizar materiales audiovisuales (ej. videos) y tecnologías (ej. Internet, programas del ordenador) para aprender inglés en clase.	1	2	3	4	5	6	7

Appendix 1: Questionnaire in Spanish

4. Me gusta aprender inglés para tener más salidas profesionales en el futuro.	1	2	3	4	5	6	7
5. Nunca me siento seguro de mi mismo al hablar inglés en clase.	1	2	3	4	5	6	7
6. Me gusta que la clase de inglés se imparta principalmente en español.	1	2	3	4	5	6	7
7. Me gusta que la mayor parte de la clase de inglés se dedique a la explicación y a la práctica de reglas gramaticales.	1	2	3	4	5	6	7
8. Me gustan las clases de inglés en las que no tengo que hablar.	1	2	3	4	5	6	7
9. Me gustan las actividades comunicativas para poder interactuar con los compañeros.	1	2	3	4	5	6	7
10. Me gusta que la clase de inglés se centre en la comunicación, explicando la gramática solo cuando sea necesaria.	1	2	3	4	5	6	7
11. Me gusta que el profesor de inglés cree un ambiente adecuado para el uso del inglés en el aula.	1	2	3	4	5	6	7
12. Me gusta que mi profesor me corrija los errores a la hora de hablar en inglés.	1	2	3	4	5	6	7
C. MIS IDEAS ACERCA DEL APRENDIZAJE DEL INGLÉS							
1. Aprender inglés consiste en aprender reglas gramaticales.	1	2	3	4	5	6	7
2. La clase de inglés es una pérdida de tiempo.	1	2	3	4	5	6	7
3. Creo que el español debería utilizarse en la clase de inglés con mayor frecuencia para facilitar la comprensión de la lección.	1	2	3	4	5	6	7
4. Hablar inglés en clase para practicar es esencial para aprender inglés.	1	2	3	4	5	6	7
5. La clase de inglés debería basarse principalmente en la comunicación oral.	1	2	3	4	5	6	7
6. Los idiomas como el inglés se aprenden hablando, explicando la gramática solo cuando sea necesaria.	1	2	3	4	5	6	7
7. El profesor de inglés debería crear un ambiente adecuado en el aula para aumentar la participación e interacción de la clase.	1	2	3	4	5	6	7
8. Es importante que el profesor corrija los errores de los estudiantes en clase.	1	2	3	4	5	6	7
9. Creo que mi inglés mejoraría más rápidamente si practicara más gramática.	1	2	3	4	5	6	7
10. Es más importante estudiar y practicar estructuras gramaticales que la práctica del inglés de manera interactiva.	1	2	3	4	5	6	7

Appendix 1: Questionnaire in English

QUESTIONNAIRE

(Savignon and Wang 2003; Cid, Grañena and Tragant 2009; Nakatani 2010).

Name:
Age:
Course:
High School:
Years studying English:

Please circle the number or provide an answer that best reflects your view for each item.

Question	1: Strongly disagree 7: Strongly agree						
A. ENGLISH PRACTICE IN THE CLASSROOM							
1. English teaching in my high school is grammar-focused.	1	2	3	4	5	6	7
2. The language used in the English classroom by my teacher is mostly Spanish.	1	2	3	4	5	6	7
3. English teaching in my high school is mainly explaining and practicing grammar rules.	1	2	3	4	5	6	7
4. I seldom need to open my mouth in the classroom.	1	2	3	4	5	6	7
5. English teaching in my high school is communication-based.	1	2	3	4	5	6	7
6. My teacher often designs activities to have us interact in English with peers.	1	2	3	4	5	6	7
7. Our focus in class is communication, but the teacher explains grammar when necessary.	1	2	3	4	5	6	7
8. My English teacher often corrects my errors in class when I communicate in English.	1	2	3	4	5	6	7
9. My English teacher often creates an atmosphere for us to use English.	1	2	3	4	5	6	7
10. My English teacher has a dynamic and interesting teaching style.	1	2	3	4	5	6	7
B. MY ATTITUDE TOWARD THE ENGLISH PRACTICE IN THE CLASSROOM							
1. I am interested in learning English.	1	2	3	4	5	6	7
2. In general, I find that speaking English is fun and interesting.	1	2	3	4	5	6	7
3. I am interested in using audiovisual materials and the Internet during the English class.	1	2	3	4	5	6	7

Appendix 1: Questionnaire in English

4. I am interested in learning English for practical purposes (e.g. to get a good job).	1	2	3	4	5	6	7
5. I never feel quite sure of myself when I am speaking in our English class.	1	2	3	4	5	6	7
6. I like the language used in the classroom by my English teacher to be mostly Spanish.	1	2	3	4	5	6	7
7. I like much of the time in the classroom to be spent in explaining and practicing grammar rules.	1	2	3	4	5	6	7
8. I like an English class in which I do not need to open my mouth.	1	2	3	4	5	6	7
9. I like communicative activities so that we could interact in English with peers.	1	2	3	4	5	6	7
10. I like my English class to be focused on communication, with grammar explained when necessary.	1	2	3	4	5	6	7
11. I like my English teacher to create an atmosphere that encourages us to use English in class.	1	2	3	4	5	6	7
12. I like my errors in speaking to be corrected by my teacher.	1	2	3	4	5	6	7
C. MY BELIEFS ABOUT LEARNING ENGLISH							
1. Learning English is learning its grammar rules.	1	2	3	4	5	6	7
2. My English class is really a waste of time.	1	2	3	4	5	6	7
3. I believe Spanish should be frequently used in my English class for my better understanding of the lessons.	1	2	3	4	5	6	7
4. Opening one's mouth to practice speaking in the classroom is essential for English learning.	1	2	3	4	5	6	7
5. A language classroom should be communication-focused.	1	2	3	4	5	6	7
6. Languages are learned mainly through communication, with grammar rules explained when necessary.	1	2	3	4	5	6	7
7. A teacher should create an atmosphere in the classroom to encourage interaction as a class or in groups.	1	2	3	4	5	6	7
8. It is important for the teacher to correct students' errors in class.	1	2	3	4	5	6	7
9. I believe my English improves more quickly if I study and practice the grammar.	1	2	3	4	5	6	7
10. It is more important to study and practice grammatical patterns than to practice English in an interactive way in the classroom.	1	2	3	4	5	6	7

Appendix 2: Results

AVERAGE OF BOTH SECONDARY SCHOOLS	Lumbrales \bar{X}	Salamanca \bar{X}
A. ENGLISH PRACTICE IN THE CLASSROOM		
1. English teaching in my high school is grammar-focused.	4,48	4,86
2. The language used in the English classroom by my teacher is mostly Spanish.	2,84	3,78
3. English teaching in my high school is mainly explaining and practicing grammar rules.	4,04	4,7
4. I do not interact with peers in the classroom.	4,48	4,84
5. English teaching in my high school is communication-based.	4,92	3,88
6. My teacher often designs activities to have us interact in English with peers.	5,92	3,1
7. Our focus in class is communication, but the teacher explains grammar when necessary.	5,57	3,52
8. My English teacher often corrects my errors in class when I communicate in English.	6,92	3,86
9. My English teacher often creates an atmosphere for us to use English.	6,34	3,18
10. My English teacher has a dynamic and interesting teaching style.	5,36	2,96
B. MY ATTITUDE TOWARD THE ENGLISH PRACTICE IN THE CLASSROOM		
1. I am interested in learning English.	5,14	5,9
2. In general, I find that speaking English is fun and interesting.	4,86	5,12
3. I am interested in using audiovisual materials and the internet during the English class.	4,08	5,4
4. I am interested in learning English for practical purposes (e.g., to get a good job).	5,94	6,22
5. I never feel quite sure of myself when I am speaking in our English class.	4,38	4,14
6. I like the language used in the classroom by my English teacher to be mostly Spanish.	3,56	3,08
7. I like much of the time in the classroom to be spent in explaining and practicing grammar rules.	3,54	3,58
8. I like an English class in which I do not need to open my mouth.	3,02	3,72
9. I like communicative activities so that we could interact in English with peers.	5,8	4,92
10. I like my English class to be focused on communication, with grammar explained when necessary.	5,28	4,56
11. I like my English teacher to create an atmosphere that encourages us to use English in class.	6,34	5,64

Appendix 2: Results

12. I like my errors in speaking to be corrected by my teacher.	6,28	5,82
C. MY BELIEFS ABOUT LEARNING ENGLISH		
1. Learning English is learning its grammar rules.	3,42	3,78
2. My English class is really a waste of time.	1,48	2,26
3. I believe Spanish should be frequently used in my English class for my better understanding of the lessons.	3,26	3,24
4. Opening one's mouth to practice speaking in the classroom is essential for English learning.	6,46	6,3
5. A language classroom should be communication-focused.	4,44	4,74
6. Languages are learned mainly through communication, with grammar rules explained when necessary.	4,88	5,46
7. A teacher should create an atmosphere in the classroom to encourage interaction as a class or in groups.	6,08	5,86
8. It is important for the teacher to correct students' errors in class.	6,8	6,44
9. I believe my English improves more quickly if I study and practice the grammar.	4,22	4,34
10. It is more important to study and practice grammatical patterns than to practice English in an interactive way in the classroom.	3,96	3,74