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Describing Factors which Demotivate High School Students when Learning English as a Foreign Language: A Case Study

Trabajo de titulación previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés

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Resumen

La desmotivación es un tema que no ha recibido mucha atención en el área de la enseñanza y aprendizaje del inglés como lengua extranjera. Este estudio tuvo como objetivo analizar los factores que desmotivan a los estudiantes al aprender inglés como lengua extranjera en colegios públicos y privados de Cuenca, Ecuador. Los participantes seleccionados fueron 20 estudiantes de ambos sexos pertenecientes a colegios privados (10) y públicos (10). Este estudio de métodos mixtos aplicó instrumentos cuantitativos y cualitativos para la obtención de datos. Los 20 participantes respondieron a un cuestionario y 4 de ellos también participaron en una entrevista. Los resultados mostraron los siguientes factores como las principales causas de desmotivación en su proceso de aprendizaje del Inglés: (1) bajas calificaciones, (2) aulas pequeñas con poca ventilación e iluminación, (3) falta de materiales didácticos y/o interactivos, (4) ausencia de integración de herramientas tecnológicas, (5) libro de texto, (6) falta de comprensión del idioma (contenidos de nivel avanzado).

Palabras clave: motivación, desmotivación, aprendizaje de idiomas, inglés como lengua extranjera



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Abstract

Demotivation is a topic that has not received much attention in the area of teaching and learning English as a foreign language. This study aimed to analyze the demotivational factors that discourage students from learning English as a foreign language in public and private high schools in Cuenca, Ecuador. The selected participants were 20 male and female students belonging to private (10) and public (10) high schools. This mixed-methods study implemented quantitative and qualitative instruments for gathering the data. The 20 participants answered a questionnaire, and 4 of them also participated in an interview. The results showed the following factors as the main demotivators in their English learning process: (1) low scores, (2) small classrooms with poor ventilation and illumination, (3) lack of didactic and/or interactive materials, (4) absence of integration of technological tools, (5) textbook, (6) lack of understanding of the language (advanced level content).

Keywords: motivation, demotivation, language learning, English as a foreign language



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Table of Contents

List of Tables.....	6
Acknowledgments.....	7
Dedication.....	8
Introduction.....	9
CHAPTER 1.....	10
Description of the Research.....	10
Background.....	10
Problem Statement.....	11
Rationale.....	12
Research Questions.....	13
Objectives.....	13
General:.....	13
Specific:.....	13
CHAPTER 2.....	14
Theoretical Framework and Literature Review.....	14
Theoretical Framework.....	14
Motivation	14
Extrinsic and Intrinsic Motivation.....	14
Extrinsic motivation.....	14
Intrinsic motivation.....	15
Integrative and Instrumental motivation.....	15
Integrative motivation.....	16
Instrumental motivation.....	16
Demotivation	16
Motivation and Demotivation in the EFL classroom.....	17
Literature Review.....	17
Motivation and its effects on learning English as a Foreign Language.....	17
Common demotivating factors in learning English as a Foreign Language.....	18
CHAPTER 3.....	20
Methodology.....	20
Research Approach and Design.....	20
Participants and Context.....	20
Ethical considerations.....	21
Data Collection Instruments.....	21
CHAPTER 4.....	22
Results and Discussion.....	22
Findings.....	22
Questionnaire Findings.....	22
Interview Findings.....	27
Discussion.....	31

CHAPTER 5.....	34
Conclusions and Recommendations.....	34
Conclusions.....	34
Recommendations.....	35
References.....	36
Annexes.....	43

List of Tables

Table 1.....	23
Students' lack of motivation.....	23
Table 2.....	24
Teachers' personality and attitude.....	24
Table 3.....	24
Teachers' knowledge and teaching skills.....	24
Table 4.....	25
Number of hours of English classes.....	25
Table 5.....	26
Grades on homework, quizzes, and tests in English.....	26
Table 6.....	26
Factors that demotivate pupils to learn English.....	26

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David Rea

Dedication

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Introduction

Motivation is a crucial aspect of learning English as a Foreign Language (EFL) and is essential during the learning process. According to Nurhidayah (2020), motivation has been widely analyzed in EFL contexts. This author states that motivation highly influences students' achievement when learning English since, to succeed, learners should desire to learn the language. On the other hand, the lack of motivation, which negatively influences language learning and leads to learning failure, has been left out (Juybar & Rahimi, 2021). Therefore, this descriptive research aims to identify the main factors that demotivate/cause demotivation among EFL students. For this purpose, two research questions were formulated 1) What factors demotivate the participants from learning English as a foreign language? 2) What are the students' perceptions about what makes them feel demotivated to learn English as a foreign language?

This research paper has been divided into five chapters. The first chapter presents the background, the problem statement, the justification, the research questions, and the objectives. The second chapter contains the theoretical framework, which provides concepts and definitions of the main terms of the study. Also, this chapter includes the literature review; it describes the previous studies on motivation and demotivation. The third chapter presents the methodology. It explains why the study takes a mixed-method approach and describes the participants and the ethical considerations taken into account for the development of the study. The fourth chapter details the data analysis and results showing students' perceptions regarding demotivation when learning English. Finally, the fifth chapter includes the conclusions, recommendations for further analysis, references, and annexes.

CHAPTER 1

Description of the Research

Background

In English language learning, whether as a second or foreign language, motivation is considered essential to the success of the teaching and learning process. Su and Wang (2009) point out that English learners' achievements and performance are highly influenced by motivation. These authors mention that motivation is strongly related to students' success or failure in learning the English language. The Cambridge Dictionary (2022) defines motivation as "enthusiasm for doing something" or "willingness to do something or something that causes such willingness." In language learning, Gardner (1985) refers to motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (p.183). Therefore, motivation is the factor that steers our behavior toward a specific goal, aspect, or situation. Dörnyei and Ushioda (2011) define motivation as what moves an individual to be part of an activity, make decisions, strive for a specific goal, or persevere.

Over the years, different types of motivation have been established. Researchers have labeled these types as intrinsic, extrinsic, integrative, and instrumental motivation. According to Ryan and Deci (2000), intrinsic motivation refers to actions performed by individuals because they represent natural and passionate rewards that come from within themselves; a person's behavior is motivated by an internal desire to do a specific activity. In contrast, extrinsic motivation refers to the motivation to perform an action to obtain a reward or not to receive a penalty; a person's behavior is motivated by external factors. In the learning context, Guo (2020) states that intrinsic motivation increases the students' desire to continue learning more because this desire comes from inside. Also, the author refers to extrinsic as all external factors that increase the pupil's motivation to learn.

Furthermore, the terms integrative motivation and instrumental motivation were first introduced by Gardner (1985) within his socio-educational model focused on second language learning (Lai, 2013). Consequently, these two terms are predominantly discussed within language learning. Soureshjani and Naseri (2011) and Gardner and Lambert (1972) claim that integrative motivation takes place when learners wish to learn a second language because they want to interact with the members of the target language community, engage directly or indirectly in the culture associated with the L2 language, and become part of their society. On the other hand, Soureshjani and Naseri (2011) state that instrumental motivation occurs when learners think of a language as an instrument to gain external rewards, such as self-image or social status. These

learners expect some non-interpersonal benefit from the language, for example, to fulfill a requisite, pass a course, or access a beneficial program. In their study, Soureshjani and Naseri (2011) conclude that all these four types of motivation share common traits which make an individual work towards a goal.

Several factors may influence motivation in L2 language learning; however, not all these factors will have a positive impact. That is to say, they may cause demotivation. Dörnyei and Ushioda (2011) discuss the "dark side" (p.156) of motivation and define demotivation as the "specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action" (p.139). Demotivation in English language learning concerns the elements that cause students' lack of enthusiasm for learning the language, significantly reducing their willingness to learn. Demotivational factors can affect students' behavior or attitudes when learning the English language, which can negatively affect their academic performance (Han et al., 2019).

Consequently, the lack of motivation may affect the class atmosphere. Ranjha et al. (2021) explain that "an improper and unsporting school atmosphere with limited facilities negatively affects the motivation of language learners" (p.332). Besides, a demotivated learner can negatively influence other students and the development of the lesson (Dörnyei & Murphey, 2003). Falout et al. (2009) argue that "demotivation can negatively influence the learner's attitudes and behaviors, degrade classroom group dynamics and teacher's motivation, and result in long-term and widespread negative learning outcomes" (p.403).

Problem Statement

Several studies, including Alizadeh (2016), Dörnyei and Murphey (2003), Gardner and Lambert (1972), Lasagabaster et al. (2014), and Muhonen (2004) have analyzed motivation and its relation to language learning. These analyses have demonstrated that "learning an L2 is a complex process in which motivation plays an important role" (Muhonen, 2004) and that "motivation has a key role in the development of language skills" (Alizadeh,2016). Unlike the widely researched field of motivation, demotivation is relatively unknown, particularly concerning its effects on L2 learning (Dörnyei & Murphey, 2003). Also, Farjami et al. (2018) state that the characteristics and nature of demotivation in different contexts are not well-known, as not enough research has been conducted on this phenomenon. Most research has focused on motivational factors; in contrast, demotivating factors have not received much attention. As Dörnyei (2005) states, "Although there are both positive and negative forces exerting their influence on ongoing student behaviors, past motivation research has typically overlooked the

negative motives and conceptualized motivation as a kind of inducement" (p.90). Consequently, there is limited literature on demotivation (Moiinvaziri & Razmjoo, 2014).

In addition, different contexts or cultures may cause English language learners to exhibit various demotivating factors. Therefore, the studies on demotivation that have been carried out in different cultures do not allow for a direct transfer of data to other cultures, such as Ecuador. The factors (intrinsic or extrinsic) that affect students' motivation can be influenced by religious beliefs, economic status, culture, ideologies, age, sex, and the educational system. Ollero (2014) supports that idea as he claims that "the main factors that may affect a foreign language learning student are age, sex, culture, identity, interests, and variables" (p.3).

Based on the above, there was a need to analyze demotivation in greater depth as an essential factor that influences English language learning in students, especially in a country like Ecuador, where the lack of studies on the issue is evident.

Rationale

As stated above, motivation is a central issue in learning English as a Foreign Language (Guerrero, 2015). It causes students to exhibit more effort and persistence in their tasks and leads to higher achievement (Dörnyei & Ushioda, 2011). In contrast, the lack of motivation negatively influences this process. Language learning becomes boring, unpleasant, and more complex when pupils are demotivated. Thus, students' attitudes, performance, and learning outcomes are negative (Kaivanpanah & Ghasemi, 2011). Ghadirzadeh et al. (2012) affirm that "demotivation negatively influences the learner's attitudes and behaviors and hence leads to undesired learning outcomes" (p.189). For this reason, motivation and a lack of it must be continuously analyzed in the different contexts of foreign language teaching. This information is necessary to understand how motivation influences learners, considering that this element may vary across cultures and contexts.

Research on demotivating factors and their effects on language learning is almost non-existent in Ecuador. For this reason, it was important to carry out an analysis that allows us to describe these factors in our context. It was important to know what makes students feel unmotivated to learn English. These data can be helpful for English teachers as they have access to information that allows them to know the factors that cause students to lack motivation in their classes. Consequently, this descriptive research was necessary to understand how lack of motivation is dealt with in EFL classrooms in Cuenca, Ecuador. This kind of research has allowed us to gather relevant information as (de)motivation and its effects on language learning are an issue that can be analyzed with accurate data coming from in situ analysis.

Research Questions

- What factors demotivate the participants from learning English as a foreign language?
- What are the students' perceptions about what makes them feel demotivated to learn English as a foreign language?

Objectives

General:

- To analyze the demotivational factors that discourage students from learning English as a foreign language.

Specific:

- To identify which factors influence students' demotivation in learning English as a foreign language.
- To describe students' perceptions about what causes them lack of motivation when learning English as a foreign language.

CHAPTER 2

Theoretical Framework and Literature Review

Theoretical Framework

This section highlights different definitions, perspectives, and theories that some researchers have discovered and used through many investigations about the four types of motivation -extrinsic, intrinsic, instrumental, and integrative- as well as the concept of demotivation. Similarly, this theoretical framework also establishes and tries to draw connections between the concepts of motivation and demotivation that researchers have identified in an English as a foreign language setting.

Motivation

Motivation is defined by Broussard and Garrison (2004) as the attribute that stimulates a person to do or not do something. In the same way, motivation is recognized as a motive (a reason to do something) that assists a person to act in a specific manner or even to acquire a tendency toward a certain behavior (Pardee, (1990), as cited in Khau & Thach, 2021). In educational contexts, this term has been considered as the driving force that stimulates students to learn a foreign or second language (Dornyei & Ushioda, 2011). As Gardner (1985) declares, the term 'motivation' is a complex psychological construct that involves "the effort, want (...), and affect associated with learning a second language" (p. 147). According to Trang (2021, p.14), motivation refers to "a vital aspect in (...) language learning process" as it gives the opening stimulation for this process.

Extrinsic and Intrinsic Motivation

As motivation is recognized as a complex and singular term, Ryan and Deci (2000), based on the Self-Determination Theory (SDT), mention two types of motivation corresponding to the purposes or intentions that lead to action. As will be discussed later, the most fundamental difference between both types is that intrinsic motivation is associated with doing something because it is interesting or enjoyable, whereas extrinsic motivation is related to the idea of doing something because it will lead us to a reward; this motivation comes from outside a person.

Extrinsic motivation

The first type of motivation is Extrinsic Motivation (EM). Legault (2016) declares that this type of motivation is the execution of an action that is fundamentally dependent on achieving a result, which is separable from the action itself. In other words, EM is essentially a tool whose action is performed to achieve some exterior outcome. However, Khau and Thach (2021) and Trang

(2021) simplify this definition by referring to EM as the actions implemented to accomplish specific goals, such as getting a reward or evading a penalty.

In the educational context, extrinsic motivation has been defined as a dull type of motivation that diverges from intrinsic motivation (Ryan & Deci, 2000). According to Tohidi and Jabbari (2012), extrinsically motivated learners depend on external pressure, such as competition, intimidation, rewards, or the threat of punishment. These authors also state that extrinsic motivators lead students to be interested in rote learning to achieve academic incentives. Similarly, Ryan and Deci (2000) indicate that “students can perform extrinsically motivated actions with resentment, resistance, and disinterest (...) [but at the same time] with an attitude of willingness that reflects an inner acceptance of the value or utility of a task” (p. 55). The latter idea highlights that extrinsic motivation sometimes is subjected to an unfavorable appraisal among learners, educators, and researchers. However, this does not mean this motivation does not produce positive results.

Intrinsic motivation

The second type of motivation is Intrinsic Motivation (IM). Aminah and Nugraha (2021) define intrinsic motivation as the internal factors that direct individuals to a specific behavior. These factors come from their inner world, independently of impulses external to the individuals. Lucas (2010) claims that intrinsically motivated individuals act for the satisfaction inherent in the activity itself. Thus, behaviors stemming from intrinsic motivators aim to generate rewarding internal consequences, i.e., feelings of competence (feeling of having the skills or capacity to accomplish something) and self-determination (AbdAlgane, 2020).

In the learning context, intrinsic motivation is defined as the motivation which may cause learners to maintain a behavior because they enjoy it. Therefore, intrinsically motivated learners can be more creative, understand concepts quickly, and enjoy learning. In this context, learning outcomes may be positively affected (Laksmi & Susilo, 2019). Liu and Chen (2019) state that intrinsic motivation is not prominent in children's learning and life at an early age. The transition between childhood and adolescence increases motivation because individuals acquire social responsibility. It is then that intrinsic motivation appears.

Integrative and Instrumental motivation

Motivation is also divided into integrative and instrumental. The difference between these two types of motivation is that instrumental motivation refers to situations in which the purpose of learning a language is to obtain a benefit from it (a language is learned for a useful motive). In contrast, integrative motivation refers to situations in which a language is learned for a person to

feel that they belong to the target language community or to move to another country or city and try to become part of its culture (Mahadi & Hafari, 2012).

Integrative motivation

According to Brown (2000), Integrative Motivation or integrative orientation is a type of motivation where learners have two main goals: 1) to be part of the target language culture and 2) to become involved in the social reciprocation in that group. Gardner (1985) emphasizes that only if the learner's reasons to learn a second language are 'because of a favourable interest in the other language community (...) a desire to learn the language, and favourable reactions to the language, the community, and the language learning context,' this motivation can be meaningfully referred to as integrative (p.54-55).

Instrumental motivation

Instrumental Motivation or instrumental orientation is viewed as "acquiring a language as a means for attaining instrumental goals" (Brown, 2000, p. 170). These goals are generally strongly related to an academic or career perspective. In the same way as Brown, Lambert et al. (1973) state that instrumental motivation emphasizes "the practical value and advantages of learning a new language" (p. 239). As cited in Samad et al. (2012), Gardner (1997) explains that instrumental motivated students do not desire to integrate with the L2 group; instead, they focus on the pragmatic aspects of learning a second language.

Demotivation

The Cambridge Dictionary (2022) defines demotivation as "the lack of interest in and enthusiasm about your work [or any other activity]." In the same way, Juybar and Rahimi (2021) state that while motivation is considered the desire that guides a student to perform an activity, demotivation is the lack and loss of this desire. The latter authors also mention:

A demotivated learner has lost his or her interest for some reason. The loss of interest can derive from various sources of demotivation. For instance, a teacher who cannot control the class or a boring textbook can be a demotivating factor for a learner. (p.42)

Demotivation is considered a state of mind in which there is a lack of interest in and enjoyment of activities that were once considered enjoyable. Unmotivated individuals often have difficulty performing certain activities, completing tasks, or interacting with others (Chong et al., 2019). Kiehelä (2021) mentions that the lack of motivation results from internal and external factors.

Researchers have long recognized demotivation as one of the most significant aspects of second language learning (Ekiz & Kulmetov, 2016).

Motivation and Demotivation in the EFL classroom

As previously mentioned, motivation and demotivation are factors involved in language learning. In the context of learning English as a foreign language (EFL), Nurhidayah (2020) mentions that motivation is considered one of the crucial factors that can affect individual differences in acquiring the language. EFL students may be positively affected by the different types of motivation; therefore, they will either want to learn English because they find it interesting, or they will want to learn it because it will be useful in their life (e.g., education, job, journeys) (Fithri, 2018). In contrast, demotivation “constitutes a barrier for a continuing, improving, interesting and enjoyable teaching and learning in the EFL context” (Aydin, 2012, p.31). A demotivated learner is someone whose motivation has decreased due to external factors and demotivating experiences; this learner gradually loses interest in the language. Therefore, the EFL environment is affected.

Literature Review

Motivation and its effects on learning English as a Foreign Language

As can be seen, motivation plays an important role in students' learning process within an EFL classroom. The term *motivation* has been linked to other ideas that support its importance in the teaching-learning process. For instance, the authors Alizadeh (2016) and Fithriyah (2020) have reported that students' performance is affected by the impulse (intrinsic motivation in most cases) or stimuli (mainly extrinsic motivation) to learn English as a foreign language.

Some authors and scholars have analyzed the effects of motivation on students' learning of a foreign language in terms of success/failure and rewards/punishments. These two categories were explicitly used in the reports of various researchers, including Alizadeh (2016), Fithriyah (2020), and Vu et al. (2021), to range the effects of motivation. Considering the mentioned terms, it could be inferred that motivation causes students to either obtain rewards after they succeed in-class activity or to avoid sanctions when they fail to accomplish the same activity. Both outcomes reinforce the idea that learners are mostly willing to learn English as a foreign language by seeking extrinsic goals and instrumental objectives, including getting a prize, a mark, or an extra point, or being praised by their classmates, teacher, or parents, and by avoiding a penalty. Alizadeh (2016) connected extrinsic and instrumental motivation based on the fact that they refer to the desire to learn an L2 due to, among other reasons, pressures from

the social environment. While Vu et al. (2021) demonstrated that within the academic field, motivation influences achievement and achievement reinforces motivation, Fithriyah (2020) reported that language learning motivation is based on the need for achievement.

In the same line, other researchers have related motivation and its effects on learners' educational outcomes with the fulfillment or not of expectations placed on students by society. For example, in their study, Le et al. (2020) indicated eight factors influencing learners' motivation, including student-related factors, parent-related factors, peer-related factors, teacher personality-related factors, teacher performance-related factors, teacher feedback-related factors, classroom-related factors, and textbook-related factors. The results showed that learners who were pressed by their parents, peers, or friends to fulfill a task or master a specific skill after failing to accomplish it suffered from a lack of belief in their abilities and confidence in themselves, especially students who had quiet and shy personalities. The authors also concluded that the opposite is true. Students who did perform well became more confident and motivated. Thus, we can say that extrinsic motivation plays a big role in students' academic performance.

Similarly, a study by Abdul (2017) concluded that learners become less confident in themselves when they do not successfully accomplish a goal or make several mistakes. The role of a teacher becomes crucial in these circumstances; they have to do their best to avoid this lack of confidence in their students. Moreover, Abelha (2013) and Ali and Pathan (2017), in their studies, introduced another example of this relationship between learners' level of motivation and the achievement or not of a learning outcome. The results indicated that learners' attitudes and perceptions toward acquiring English as a foreign language became negative as they failed to perform an exercise correctly.

Out of the studies mentioned previously, there is one study that resembles the present investigation in terms of research instruments used (questionnaire and semi-structured interview); it was carried out by Le et al (2020). This study determined eight categories of factors that affected students' motivation to learn EFL. The questionnaire used in our research was adapted from previous studies and later revised by experts; however, Le et al.'s instrument was pilot-tested with five students previously excluded from the study. Both ours and Le et al.'s studies employed face-to-face in-depth interviews to gather information.

Common demotivating factors in learning English as a Foreign Language

In different contexts, English learners might lose interest and motivation while learning the language. This can be due to several factors related to each educational context (Ghadirzadeh

et al., 2012). The Cambridge Dictionary defines factors as a fact or situation that influences the results of something. Dörnyei and Ushioda (2011) presented the following nine demotivating factors based on their studies on demotivation

- The teacher (personality, commitment, competence, teaching method)
- Inadequate school facilities (the group is too big or not the right level; frequent change of teachers)
- Reduced self-confidence (experience of failure or lack of success)
- Negative attitude towards the L2
- Compulsory nature of L2 study
- Interference of another foreign language being studied.
- Negative attitude towards L2 community
- Attitudes of group members
- Coursebook (p.148)

These factors are supported by several studies developed in different countries worldwide. For example, Ghadirzadeh et al. (2012); Kaivanpanah and Ghasemi (2011); Juybar and Rahimi (2021); and Vakilifar et al. (2020) carried out studies in Iran to identify the common demotivational factors between EFL students. The results of the studies established five categories of demotivating factors: Learning contents, materials and facilities, attitude towards the English-speaking community, the teacher, experience of failure, and attitudes toward second language learning. In the same way, in Japan, Kikuchi and Sakai (2009) studied the factors causing demotivation in university students. He administered a questionnaire to 122 university students. The results showed that the common demotivational factors were “(a) Course Books, (b) Inadequate School Facilities, (c) Test Scores, (d) Noncommunicative Methods, and (e) Teachers' Competence and Teaching Styles” (p.183). The results show that the factors negatively influencing learner motivation in the Budapest, Japanese, and Iranian language contexts are quite similar.

In Turkey, Adara et al. (2019), Aydin (2012), Dislen (2013), and Han et al. (2012) have carried out research projects to analyze the factors that are the primary source of language learning demotivation. The researchers implemented face-to-face conversations, classroom observation, and questionnaires for elementary, secondary, and college students, respectively. The results of these studies indicated different factors causing demotivation. For example, the curriculum, class characteristics, test anxiety, failure experiences, students' age, syllabus density, overloading, traditional teaching methods, monotonous and colorless lessons, lack of comprehension, and boredom.

CHAPTER 3

Methodology

Research Approach and Design

The present study aimed to obtain data concerning the factors influencing demotivation in English language learning and to describe the variables or conditions related to that situation. Therefore, a descriptive research methodology was used. Muyembe (2019) defines descriptive research as “A research method that describes the characteristics of the phenomenon being studied. This methodology focuses on the "what" of the research topic rather than the "why" of the research topic” (p.77). Also, the present research has used a mixed-methods approach. Halcomb and Hickman (2015) explain that “mixed-method research involves the use of qualitative and quantitative data in a single research project” (p.2). Under a mixed-method research design, qualitative research brings in open-ended data without predetermined responses, while quantitative analysis brings in closed-ended data (Creswell, 2014). Through an in-depth analysis of the topic, the mixed-methods research has allowed us to describe EFL students' perceptions of the factors that discourage them from learning English. As mentioned before, this study has examined EFL students' perceptions in two high schools in Cuenca, Ecuador. Consequently, a case study methodology was used. In a case study, the researcher focuses on a particular case with special characteristics, for example, a single individual, group, or community (Heale & Twycross, 2018).

Participants and Context

The study was conducted at two high schools in Cuenca, Ecuador. One is a coeducational public institution, and the other is a private institution. In both, English is included in the curriculum from the first grade of EGB (EGB stands for Educación General Básica in Spanish [General Basic Education]) until the last grade of BGU (BGU stands for Bachillerato General Unificado in Spanish [General Unified Baccalaureate]). The participants were students of the 3rd level of BGU (senior high school students), and their ages were from 16 to 19 years old. The students' English level ranged from A2 to B1 according to the English language standards set by the Ministry of Education of Ecuador. They had around 4 to 8 English class sessions per week in which the different skills, namely listening and speaking, reading and writing, and grammar, were taught.

Twenty senior high school students participated in the quantitative (questionnaire) data collection and analysis process. Ten students belonged to the public institution, and the other

ten to the private institution. However, 4 of these students were also involved in the study's qualitative aspect (interviews), two from the public institution and two from the private institution.

Ethical considerations

Participants were aware that their participation in the study was voluntary. Therefore, they had the right to withdraw from the study at any stage. Consequently, in this paper, we do not provide participants' personal information, such as names, academic or physical characteristics, or email addresses, to avoid any issues regarding their responses. Also, we obtained the due permission from the school authorities and an informed consent signed by the parents in order to carry out this project. An informed consent is a document which explains to participants the purpose of the study, how it will be conducted and what their role will be during the collecting data process (Neff, 2008). Moreover, their real names were replaced with the following pseudonyms, Mary, Michael, Celine, and Christopher. According to, Lucock and Yeo (2006) "the legal name is like the "real" or the "true" name while a pseudonym is a pseudo-name—not "real," not "true," and perhaps even "false." (p.66)

Data Collection Instruments

As mentioned above, this research used a mixed-methods approach, and data was collected and analyzed qualitatively and quantitatively. For the quantitative section, a questionnaire was used. It asked students about the factors that demotivate them to learn English. The questionnaire was administered via Google Forms to all the participants. The results were analyzed through descriptive statistics using Google Forms and Google Worksheets. On the other hand, a semi-structured interview was used as a second instrument for the qualitative section. Semi-structured interviews are simply conversations with a set of questions that can vary substantially among participants (Miles & Gilbert, 2005). In the interview, which was carried out in person, we asked the students open-ended questions, which allowed students to share their perceptions and opinions more openly and deeply about why they feel demotivated while learning English. Interviews were recorded and transcribed for later analysis through inductive thematic analysis. Thematic analysis is a method of analysis that attempts to understand the experiences, thoughts, or behaviors of a data set. It analyzes the themes (patterns) that emerge while examining the data (Kiger & Varpio, 2020).

CHAPTER 4

Results and Discussion

Findings

In this descriptive research, a questionnaire and an interview were administered in order to try to find answers to the proposed research questions. These questions aimed to gather data regarding the factors that influence demotivation in English language learning. The questionnaire helped us have access to general information regarding the factors that demotivate students in the process of learning English as a foreign language. Additionally, the interviews were used to have a deeper understanding of this issue.

Questionnaire Findings

As previously mentioned, the questionnaire was given to 20 students coming from private and public high schools. The questionnaire was given to the 3rd BGU students and included ten questions about the factors that demotivate them in learning English. Data was collected via Google Forms and analyzed through descriptive statistics. The findings showed that some students are not motivated to learn English due to some factors, which will be described in the following section.

Table 1

Students' lack of motivation

Have you ever felt a lack of motivation or interest in learning English?		
	Frequency	Percent (%)
Yes	13	65%
No	7	35%
Total	20	100%

Table 1 shows that most of the students, that is 65% (13 students), have felt a lack of motivation to learn English. Only 35% (7 students) haven't felt demotivated to learn the language. These data suggest that students are more likely to be demotivated than motivated when learning English in an EFL classroom.

Table 2

Teachers' personality and attitude

How do the personality and attitude of your English teacher influence your motivation to learn English?		
	Frequency	Percent (%)
Positively	19	95%
Negatively	1	5%
No effect	0	0%
Total	20	100%

Table 3

Teachers' knowledge and teaching skills

How do English teachers' knowledge and teaching skills influence your motivation to learn English?		
	Frequency	Percent (%)
Positively	19	95%
Negatively	0	0%
No effect	1	5%
Total	20	100%

Tables 2 and 3 show how the English teacher's personality/attitude as well as their knowledge and teaching skills influence participants' motivation to learn English. It is evidenced that 95% of students (19) agree that the factor "teacher" affects their motivation positively. Table 2 shows that only 5% of students (1) consider that the teacher's personality and attitude can influence them negatively. In the same way, in table 3, none of the students considered that the teachers' knowledge and teaching skills influenced them "negatively." In this question, 5% of students (1) think that this factor has no effect on their motivation to learn English. After these two questions, the students who answered "negatively" were asked to explain their answers. However, there were no responses.

These data show that learners do not consider "the teacher" as a factor that has a negative effect on their motivation to learn English. Thus, it is not considered a demotivator by them.

Table 4

Number of hours of English classes

The number of hours of English classes per week is appropriate and sufficient to learn English.

	Frequency	Percent (%)
Strongly Disagree	2	10%
Disagree	3	15%
Neutral	5	25%
Agree	2	10%
Strongly Agree	8	40%
Total	20	100%

It is evident that the majority of the students consider that the number of hours of English classes per week is appropriate and sufficient to learn English. In fact, 40% of the students (8) strongly agree with this statement, and 10% (2) agree with it. On the other hand, 15% of the participants disagree, and 10% strongly disagree with the idea that the number of hours of English classes is appropriate and sufficient. Some students (25%) have a neutral position.

When students were asked to explain why they disagree or strongly disagree with the idea that the amount of English sessions per week they have is enough, they mentioned that they consider the number of hours they have is not enough to learn the language. For example, one student mentioned:

I consider that we have too few hours of class. The correct number would be 6 hours per week.

Therefore, these responses show that some students consider that they need more English classes per week, and this can also be viewed, in these cases, as a factor that demotivates students somehow. They consider that the hourly load per week should be higher. Furthermore, the fact that this subject receives little attention in comparison with other areas may show that

even the authorities and/or stakeholders do not view English as an important subject to be learned by students.

Another factor linked to demotivation that was included in the questionnaire was low grades. The following table shows participants' answers when they were asked about this factor:

Table 5

Grades on homework, quizzes, and tests in English

What effect do poor grades on homework, quizzes, and tests in English have on you?

	Frequency	Percent
Motivation to improve and continue learning the language	9	45%
Lack of motivation to learn and feeling of reduced self-confidence	11	55%
Negative attitude toward English	0	0%
Total	20	100%

Based on this table, 55% of the participants (11) affirm that low scores on homework, quizzes, and tests in English lead to a lack of motivation to learn a foreign language and also cause a feeling of reduced self-esteem. Nevertheless, nine participants (45%) view low grades as stimuli to improve and continue learning English. Data indicate that this factor influences learners' English learning process based on how they perceive it positively or negatively; it depends on each student's attitude.

Table 6

Factors that demotivate pupils to learn English

On a scale of 1 to 5, with five being the highest, to what extent do the following reasons act as a factor that demotivates you to learn English?

Participants	High costs of textbooks and materials	Excessive number of tasks	Classes focused on a single English skill	Lack of didactic material and interactive activities	Application of old strategies and techniques	Classes without the use of technology	Small, poorly ventilated, and illuminated classrooms

1	4	1	2	5	5	5	5
2	3	1	5	5	5	5	5
3	1	3	4	5	3	4	5
4	4	3	4	5	5	5	2
5	1	1	3	5	5	3	5
6	1	1	2	4	3	5	5
7	3	2	5	5	5	2	1
8	2	1	3	5	1	4	1
9	3	4	4	3	4	3	4
10	3	3	4	4	3	4	4
11	4	5	4	3	3	4	4
12	3	2	5	5	4	5	4
13	4	3	4	5	5	5	4
14	1	1	5	4	4	5	4
15	5	4	4	2	4	4	1
16	4	1	3	4	3	5	2
17	3	1	1	3	3	4	5
18	2	3	1	2	1	5	1
19	4	3	3	4	3	5	5
20	2	3	3	3	4	1	1
Average	2,85	2,3	3,45	4,05	3,65	4,15	3,4

As illustrated in the previous table, the first two factors, the high cost of textbooks and other materials and the excessive number of tasks have an average score under the media score 3, 2,85 and 2,3 respectively. These scores show that learners do not perceive both as significant demotivating factors when learning English as a foreign language. On the other hand, according to the participants' answers, small, poorly ventilated, and illuminated classrooms, classes focused on a single English skill, and application of old strategies or techniques are factors that do influence their performance and willingness when learning English in a classroom. These other factors, which have an average over the media score of 3 (3,4-3,45-3,65 respectively)

indicate that they represent a higher degree of demotivation. However, the lack of didactic material and interactive activities and classes without the use of technology obtained the highest average scores, 4,05 and 4,15, respectively. It suggests that EFL learners can exhibit poor performance and develop a lack of desire to learn English as a foreign language mainly because of these two factors.

Finally, taking into account that participants may consider that there is another factor (or factors) that negatively influences their motivation towards learning English, the last question of the questionnaire allowed them to detail which other factors they think to demotivate them.

Two main categories arose from the participants' answers: non-interactive and impractical activities and students' other priorities/activities.

Regarding the first category, students stated that the exercises in the textbook negatively influence their performance and concentration because they are related to grammar rules, are repetitive, or anti-dynamic. One of the participants mentioned the following:

[Other factors that negatively influence my motivation are] the lack of more practical activities and the excess of theoretical activities.

Having a similar posture, another student mentioned:

In English classes, we develop the activities of the textbook, but I think that we should focus on how to speak that language; otherwise, not much knowledge is acquired.

As evidenced, participants also recommend the inclusion of games, participation activities, and speaking exercises to improve their willingness to learn English.

Since students have other activities and responsibilities, such as hobbies or tasks in other subjects, they manifested that sometimes they feel pressured by other people or themselves to give less time to learning English. A student mentioned:

At school [teachers and school authorities] give priority to other subjects, and we do not focus on (...) English. They put more pressure on us in other subjects, so English is left out.

Interview Findings

The interviews were transcribed and analyzed using thematic analysis. The analysis revealed two main themes: activities and materials and attitude toward English. All the participants agreed that some factors influence positively and negatively their motivation to learn English. According to them, the materials and activities used in class highly determine their motivation or

demotivation to learn English. Some participants demonstrated a negative attitude toward English; consequently, they seemed to be totally demotivated to learn the language. Other participants showed a positive attitude toward English; however, they were demotivated by factors such as the class session environment, length, didactic materials, and frequency. In the following section, we attempt to summarize and interpret participants' perceptions about the factors that demotivate them to learn English.

Activities and Materials

All the participants agreed that certain materials and activities are excellent instruments in an English class. We asked them about the common activities/materials they do/use in their classes and which ones they like the most. The participants said they like playing games, watching videos, and doing interactive activities.

Technology and interaction play an essential role. For example, Mary and Michael mentioned:

Mary: I don't know (...) My favorite activities are the fully didactic ones, like games and activities about giving our opinion.

Michael: I think that the activities I like the most are watching videos in English because I am someone who is very visual...

As can be seen, in their preferences, these new generations are more involved with technology. Also, they seem to enjoy social interaction with their classmates. Therefore, they are more willing to share their opinion on topics and debate something they stand for.

Additionally, the participants were asked to share their opinion on the textbooks used in their English classes. The answers demonstrated that most do not like them. The lack of understanding of the language begins to appear in their responses. They state that these books' reading, writing, and listening activities are challenging since it is not easy to understand their vocabulary. Some of them claimed that:

Michael: Sometimes, when we do a lot of writing (...) I get very discouraged because I find it boring, and sometimes the words that are there, as it is new vocabulary, I can't understand them. It can demotivate me a little bit, and it can change my attitude toward English.

Sometimes, the reading texts are very long, or sometimes they put words that are not at our level; they are advanced words.

Christopher: I could say that it is interesting, but as I say, eh (...), the audios are a little bit difficult since it is already more advanced English.

As evidenced, the lack of understanding of the language is a problem that almost every EFL student faces. The vocabulary level in the activities they usually do is seen as advanced and difficult to understand, so it immediately leads to refusal or hate towards learning English. Most students get frustrated, and learning is considered extra work for them.

The participants also mentioned that most of the textbooks used in EFL classrooms are rigid (e.g., short dialogues with fixed questions and answers) and allow little to no interaction between learners. Thus, the included activities seem to be boring. Consequently, this aspect and the lack of understanding of the language lead to students' demotivation.

Another aspect mentioned by the participants was the class length and lack of interesting activities. For example, one participant stated:

Mary: [What demotivates me] is that the classes are too long and non-didactic; we look at the blackboard and do nothing else during class. (...) So it's like I get bored with that, and I'd better do something else.

As previously demonstrated, students need to attend classes where they can interact and have fun. Therefore, long and non-didactic classes demotivate them. Participants agreed that they get bored and lack motivation when teachers use the traditional teaching method, where they are just listeners. Additionally, they mentioned that to learn English, it is crucial to work on the different skills; thus, the class must be didactic.

Attitudes towards English

When participants were asked about their perception towards the subject of English, one of them stated the following:

Mary: [English] is interesting and easy (...) because I have always found it easy to learn languages and I don't think learning English is that difficult. (...) Since first grade [of elementary school], I have been persuaded to learn English [by my parents and educators].

As can be seen, some students have a positive attitude towards English as a subject and a foreign language. This attitude is sustained by the fact that some students reported that the learning process and activities carried out in the classroom in different grades and with various levels make learning this language not so complicated.

Another participant expressed that his perception toward this subject is conditioned by different aspects, such as educators and the activities carried out in class. The following ideas illustrate this interpretation:

Michael: I think [my perception towards English subject or as a foreign language] depends (...) I find it interesting when it depends on what the teacher does [in the classroom], or, in general, if [the English language] is in my daily life.

However, some students claimed that they do not see much value in the learning of English. Some of the reasons that support this idea are not being good at it, they think that it is difficult, or they simply do not like the language. For instance, Celine mentioned:

Honestly, [English language] doesn't call my attention much because, in my (...) opinion, I don't like English very much and I'm not very good at it.

Likewise, another participant admitted that the attitude towards this subject was highly influenced by the complexity and the type of exercise performed in the classroom. The interviewee claimed the following:

Christopher: I could say that [learning English] is interesting but also a bit difficult. It's a bit complicated for me (...) because of the words. I don't understand them very well and I don't pronounce them correctly either (...).

As evidenced, the participant stated that although some activities, such as games and answering some reading comprehension and discussion questions, motivate students to continue the learning process, others do not. The participant also added that:

Christopher: [Listening to] audios [are the activities that I like the least]. [These activities influence] a little positively, but also negatively as they are hard for me to understand. [The participants in those audios] speak more advanced English, but the English level of [my classmate and I] is lower.

For some of the participants, the number of hours in which students are exposed to English classes may be a factor that highly influences demotivation among EFL learners. This may be related to the way they view English. For example, Michael mentioned the following:

Sometimes, [what demotivates me] is the number of English sessions we have during the week. We have English classes every day, and sometimes it becomes very tedious... so what demotivates me is having too many hours of English classes, in general, throughout the week...

Thus, having too many hours of English classes causes a feeling of annoyance toward English, so demotivation emerges because of that. The participants mentioned that they attend English classes two hours per day from Monday to Friday. Consequently, these classes become stressful and tiring.

As indicated in the last section, the participants admitted that learning English is complicated, making their perception toward this language somewhat pessimistic. However, some of them affirm that learning English is still a stimulating journey because they have been taught English since childhood, and they like how their teacher instructs and the activities performed in the classroom.

Discussion

After analyzing the answers in the questionnaire and the interview, it can be stated that there are elements within the students' control and outside their control which play a big role in their motivation to learn English. This idea is similar to what Alizadeh (2016), Fithriyah (2020), and Vu et al. (2021) reported in their studies; they concluded that intrinsic and extrinsic factors can influence students' motivation positively or negatively during the English learning process.

Our data showed that some factors that might negatively influence other students (in other contexts) do not interfere with their motivation to learn English. For example, when students were asked about their perceptions of their teachers and how they can influence their motivation, they indicated that the teacher is not negatively affecting their motivation. These results do not reflect what Dörnyei and Ushioda (2011) found; these authors reported that the teacher is among the most common demotivating factors for EFL learners.

The data also showed what different aspects might demotivate most students from learning English in an EFL classroom. For instance, low grades on homework, quizzes, and tests were among these factors. Some students mentioned that low grades really demotivate them to keep learning. These results align with Kikuchi and Sakai's (2009) study, which revealed low scores as a factor influencing demotivation. Other demotivating factors are related to the school itself and the student's view of the target language. Dörnyei and Ushioda (2011) found that the inadequate school facilities and students' negative attitudes towards the L2 as demotivating factors when learning English. Our data too revealed that small, poorly ventilated, and illuminated classrooms, and unenthusiastic attitudes toward English negatively influence students' motivation.

In the interview, some participants mentioned that a factor that demotivates them is the class length and the high number of hours they are exposed to English classes per week. However, it

contradicts the questionnaire results, which showed that most participants consider the number of hours of English classes per week appropriate or sufficient. Most students from the private institution showed agreement with the number of English classes they had each week. However, most of the participants from the public institution stated that they needed more English classes per week; they said that the amount of hours they had was not enough for them to learn the language. They perceived this minor number of classes per week as a lack of support or concern from school authorities towards EFL learning which they mentioned leads them to not being interested in learning the language. Therefore, this factor varies according to the context.

Considering contexts in which excessive class sessions may lead to an unreasonable number of tasks, this study included it as a possible cause of demotivation to learn English. However, the results showed that learners do not perceive this factor as responsible for their lack of desire to learn English. These results are aligned with all the previously analyzed studies, which do not acknowledge the excessive number of tasks as a determining factor in the lack of desire to learn English.

Furthermore, the findings revealed that the factors related to the classes' focusing on a single English skill and the application of old strategies or techniques negatively influence EFL learners' performance and willingness. It supports what has been demonstrated by Adara et al. (2019) and Aydin (2012), who viewed traditional teaching methods and monotonous and colorless lessons as common demotivators. However, according to the results of our Likert scale, these are not the factors that demotivate participants the most.

Finally, the students' answers to the questionnaire demonstrated that the lack of didactic material and interactive activities without technology are the factors that significantly impact their demotivation. This is supported by Vakilifar et al. (2020), who concluded that materials and facilities are factors that demotivate EFL learners. This was also mentioned in the interview in which participants remarked that the absence of technology use in classes, didactic material, and interactional activities leads them to be highly unmotivated to learn English. It is important to state that the lack of interaction was not mentioned in previous studies as a negative influence on EFL learners' motivation. It emerged in this study. Within the factors related with materials, the participants mentioned the textbook as a frequent element that negatively affects their motivation; the students stated that a great demotivator is the textbook's advanced/challenging content rather than its price. They also included the lack of understanding of the L2 as a significant cause of refusal or hate, in some cases, toward learning English. These results are consistent with Dislen (2013), Han et al. (2012), and Dörnyei and Ushioda's

(2011) findings, who included the course book and the lack of understanding of the target language on their list of demotivating factors.

CHAPTER 5

Conclusions and Recommendations

Conclusions

Research on demotivation is limited compared to the number of research papers that addresses motivation and its effects on learning English as a foreign language; therefore, researching the factors that demotivate EFL learners is crucial in the educational context in Ecuador. Based on the findings presented in this study, the main conclusions and recommendations are indicated in the following paragraphs.

The current study aimed to analyze the demotivational factors that discouraged learners from learning English as a foreign language in public and private high schools. To accomplish this aim, the following research questions were proposed as a reference for this descriptive study: 1) What factors demotivate the participants from learning English as a foreign language? 2) What are the students' perceptions about what makes them feel demotivated to learn English as a foreign language?

Both the interview and the questionnaire provided data to answer the research questions. The interview revealed, in a deeper way, the learners' perceptions of the factors that impact their learning process. The findings from this investigation have emphasized that several factors negatively affect learners' performance and willingness to learn English in a classroom. Most participants reported that school facilities, class quality, strategies, materials and activities, and grades/scores are the most demotivating factors. Small classrooms with poor ventilation and illumination are perceived as significantly negative stimuli when learning, as learners alleged that scenery made them feel unenthusiastic or uninterested in what is happening in their surroundings. In the same way, EFL students view classes that developed a single skill, such as listening, grammar, vocabulary, reading, or speaking, as a giant drawback to their willingness to learn due to its undesirable effects on their concentration, energy, and interest. Other features, including the incorporation of outdated strategies, the almost nonexistent use of didactic and/or interactive materials and activities, and the absence of integration of technological tools in an EFL classroom, vastly increase learners' demotivation levels when they are involved in learning a foreign language. Regarding the materials used in a class, an important aspect to mention is that textbooks' content was addressed as difficult to understand or advanced to their current level; it led to an undesirable impact on learners' interest to be engaged in this learning process. Another factor was the grades on tests, tasks, and/or homework; however, this factor was found to be a particular case as its impact varies according to the student's attitude and context. In the

same way, the length of a class and the number of class sessions per week is another variable that depends on learners' background.

Even though the current study is based on a small sample of participants, the findings provide other teachers/researchers with insights into how demotivation greatly impacts students' performance and willingness when learning English as a foreign language.

Recommendations

The results of the current investigation show a clear need for further research on the factors that influence demotivation towards learning English as a foreign language from the experiences of children, adults, and university or institute students. This further research may provide a stronger vision of this educational matter's variables. Additionally, research on the importance of learning English should be carried out from the perspective of learners' parents, teachers, and school authorities to identify the challenges or threats that this process may entail and which have not been analyzed by the research body.

Although the present study can give a preview of the current practices and beliefs regarding the factors that influence demotivation towards learning English as a foreign language, it is limited to public and private high school contexts. Therefore, it is hard to generalize the results to other educational contexts, such as primary schools, universities, or language institutes. Moreover, because the use of an interview and a questionnaire may not be enough to capture learners' full range of experiences and opinions, other studies that use observations might be needed for a more thorough investigation.

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Annexes

Annex A: Questionnaire Questions

Personal Information

1. Age
2. Gender

Personal Experience

1. How many years have you attended English classes?
2. Have you ever felt a lack of motivation or interest in learning English?
3. How do the personality and attitude of your English teacher influence your motivation to learn English?
 - a) Positively
 - b) Negatively
 - c) No effect
4. How do English teachers' knowledge and teaching skills influence your motivation to learn English?
 - a) Positively
 - b) Negatively
 - c) No effect
5. If your answer to questions 3 and 4 was "negatively." Please explain or argue your answer.
6. The number of hours of English classes per week is appropriate and sufficient to learn English.
 - a) Strongly Disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly Agree
 - f) Total
7. If your answer to question 6 was "strongly disagree" or "disagree", what would be the appropriate number of classroom hours?
8. What effect do poor grades on homework, quizzes, and tests in English have on you?
 - a) Motivation to improve and continue learning the language.
 - b) Lack of motivation to learn and feeling of reduced self-confidence.
 - c) Negative attitude toward English.
9. On a scale of 1 to 5, with five being the highest, to what extent do the following reasons act as a factor that demotivates you to learn English?

	1	2	3	4	5
High costs of textbooks and materials					
Excessive number of tasks					
Classes focused on a single English skill					

Lack of didactic material and interactive activities					
Application of old strategies and techniques					
Classes without the use of technology					
Small, poorly ventilated, and illuminated classrooms					

10. In case you consider that there is another factor(s) that negatively influences your motivation towards learning English, indicate which one and explain your answer.

Annex B: Preguntas del Cuestionario

Información Personal

1. Edad
2. Género

Experiencia Personal

1. ¿Cuántos años ha asistido a clases de inglés?
2. Durante estas clases, ¿alguna vez ha sentido la falta de motivación o interés por el aprendizaje del inglés?
3. ¿Cómo cree usted que la personalidad y actitud de su docente de inglés influye sobre su motivación hacia el aprendizaje de este idioma?
 - a) Positivamente
 - b) Negativamente
 - c) No afecta
4. ¿Cómo cree usted que los conocimientos y las destrezas de enseñanza de su docente de inglés influye sobre su motivación hacia el aprendizaje de este idioma?
 - a) Positivamente
 - b) Negativamente
 - c) No afecta
5. Si su respuesta a las preguntas 3 y 4 fue "negativamente" explique o argumente su respuesta
6. Responda: El número de horas de clases de inglés a la semana es adecuado y suficiente para aprender el idioma.
 - a) Totalmente en desacuerdo
 - b) En desacuerdo
 - c) Ni de acuerdo ni en desacuerdo
 - d) De acuerdo
 - e) Totalmente de acuerdo
7. Si su respuesta a la pregunta 6 fue "totalmente en desacuerdo" o "en desacuerdo", ¿cuál sería la cantidad de horas de clase adecuada?
8. ¿Qué efecto producen en usted las malas calificaciones en tareas, pruebas y exámenes en inglés?
 - a) Motivación para mejorar y continuar aprendiendo el lenguaje
 - b) Desmotivación por aprender y sentimiento de menor confianza en usted mismo
 - c) Actitud negativa hacia el Inglés
9. En una escala del 1 al 5, siendo el 5 el más alto, ¿en qué medida las siguientes razones actúan como factor que le desmotiva para aprender inglés?

	1	2	3	4	5
Alto costo de libros y materiales					
Exceso de tareas					
Clases enfocadas en una sola habilidad del inglés. Ejemplo: clases enfocadas solo en la gramática					

Falta de material didáctico y actividades interactivas					
Aplicación de estrategias o técnicas antiguas					
Clases sin el uso de la tecnología					
Aulas de clases pequeñas, poco ventiladas e iluminadas					

10. En caso de que usted considere que existe otro(s) factor(es) que influye negativamente en su motivación hacia el aprendizaje del inglés, indique cuál y explique su respuesta.

Annex C: Interview Questions

- How old are you?
- Where do you live?
- What is your gender?
- What is your school level? What grade are you in?
- Have you taken English as a subject at this or any other educational institution?
- How many years have you had English classes?

Main Section

- What is your perception of English? Do you find it boring, interesting, easy, or challenging?
- Can you describe what usually happens in your English classes? What are the most common activities you do in your English classes?

What activities do you like the most?

What activities do you like the least? How do they influence your attitude toward learning English?

- What is the classroom environment like?
- What do you think of your teacher's use of English towards you and your classmates?
- What do you think of your classmates' use of English when doing tasks and activities?
- What materials does your teacher use?
- What is your opinion about the English textbook?
- What do you dislike about the English textbook?
- How do you feel after getting a good grade on a test or assignment? Describe your emotions.
- How do you feel after getting a low English test or assignment score? Describe your emotions.
- What aspects do you think motivate you in learning English?
- What aspects do you think discourage you from learning English?

Annex D: Preguntas de la Entrevista

- ¿Cuál es tu edad?
- ¿A qué ciudad perteneces?
- ¿Cuál es tu género?
- ¿Cuál es tu nivel escolar? ¿En qué curso te encuentras?
- ¿Has recibido clases de Inglés como asignatura en esta u otra institución educativa?
- ¿Cuántos años has recibido clases de inglés?

Sección Principal

- ¿Cuál es tu percepción hacia la asignatura de inglés/el idioma Inglés? ¿Te parece aburrido, interesante, fácil, difícil?
- ¿Puedes describir lo que suele ocurrir en sus clases de inglés? ¿Cuáles son las actividades más comunes que realizas en tus clases de inglés?

¿Qué actividades te gustan más?

¿Qué actividades te gustan menos? ¿Cómo influyen en tu actitud hacia el aprendizaje del inglés?

- ¿Cómo es el ambiente de clase en general?
- ¿Cuál es tu punto de vista sobre el uso de inglés de su docente hacia usted y sus compañeros?
- ¿Cuál es tu punto de vista sobre el uso de inglés entre tus compañeros de clase cuando realizan un trabajo?
- ¿Qué materiales utiliza tu docente?
- ¿Qué opina sobre el texto de inglés?
- ¿Qué no le gusta del texto de inglés?
- ¿Cómo te sientes después de obtener una buena nota en un examen o tarea? Describe tus emociones
- ¿Cómo te sientes después de obtener una puntuación baja en un examen o tarea de inglés? ¿Describe tus emociones?
- ¿Qué aspectos crees que te motivan en el aprendizaje de inglés?
- ¿Qué aspectos crees que te desmotivan en el aprendizaje de inglés?

Annex E: Informed Consent

UCUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Cuenca, febrero de 2023

Estimado representante legal y/o padre de familia:

Reciba un atento saludo,

La presente tiene como finalidad solicitar el permiso de su representado para participar en la resolución de una encuesta y entrevista que tienen como objetivo recolectar información que servirá de apoyo en un proyecto de titulación de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros titulado: "Descripción de los factores que desmotivan a los estudiantes de 3 BGU cuando aprenden inglés como lengua extranjera: Un estudio de caso." En la Unidad Educativa a la que su representado/a pertenece.

Por tal motivo, pedimos comedidamente brinde su consentimiento informado a su representado para que pueda participar en este proceso.

Por la favorable acogida que sepa brindar a la presente, anticipamos nuestros agradecimientos.

Atentamente:

Gabriela Alvarado y David Rea

CONSENTIMIENTO INFORMADO

Yo _____ con número de cédula _____
representante legal del/la estudiante _____ con número de
cedula _____ **autorizo / no autorizo** la participación de mi representado
en la resolución de la encuesta y entrevista para la investigación titulada: "Descripción de los
factores que desmotivan a los estudiantes de 3BGU cuando aprenden inglés como lengua
extranjera: Un estudio de caso."

Firma del representante legal

Fecha:

Annex F: Request for permission from the high school Authorities

Cuenca, Febrero del 2023

Nombre

Directora-Rectora de la Unidad Educativa _____

Solicitud de aprobación de proyecto de tesis *Describing Factors which Demotivate High School Students when Learning English as a Foreign Language: A Case Study*

De nuestra consideración,

Nosotros, Gabriela del Rocío Alvarado Alvarado y David Andrés Rea Chique, por medio de la presente, solicitamos de la manera más atenta y cordial nos permita realizar nuestro proyecto de tesis titulado *Describing Factors which Demotivate High School Students when Learning English as a Foreign Language: A Case Study* en la institución educativa que usted dirige. Este proceso es necesario para la obtención de nuestro título de tercer nivel en la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad de Cuenca. El proyecto propuesto tiene como objetivo conocer cuáles son las percepciones de los estudiantes de primero a tercero de bachillerato con respecto a los factores que influyen positiva o negativamente en la motivación hacia el aprendizaje del inglés. Para ello se planea llevar a cabo entrevistas y encuestas con los posibles participantes antes mencionados.

Por la favorable acogida que sirva dar a la presente, le anticipamos nuestros más sinceros agradecimientos. Si su respuesta es afirmativa, le solicitamos por favor responder a nuestra solicitud mediante una carta de aceptación dirigida a nuestros correos los mismo que estarán al final del escrito.

Atentamente:



Gabriela Alvarado



David Rea

Estudiantes de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

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