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An attempt to understand what is beyond some public school learners' unwillingness to perform EFL activities

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Abstract

The purpose of this research is to investigate how affective factors, such as intrinsic and extrinsic motivation contribute to quality of life in the English language environment. An epistemological study evaluates learners' discourse in an attempt to understand what is beyond some learners' unwillingness to perform EFL activities.

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1.
Introduction

Language learning and teaching processes involve much more than choosing the best pedagogical method or having a harmoniously group of learners ready to assimilate a linguistic content. Teaching will deal, in fact, with learning to observe what is going on inside that multifaceted educational setting, and how participants' interaction will be channelled within the proposed tasks. Such actions are guided by participants' intrinsic or extrinsic reasons to accomplish an activity.

In order to understand and reflect upon those questions, an epistemological study was carried out highlighting the importance of positive and negative stimulus on learning/ teaching a foreign language. To enlighten this research, a student-centred activity was set in a conflictive learning environment, in an attempt to unveil learners' discouragement and misbehaviour reasons to perform L2 activities in a public institution. The holistic perspective of this work recognizes that classrooms cannot only be distinguished by its physical nature, instead they work as an organised system, in which the affective, the cognitive and the social dimensions are equally important in the process of knowledge construction, as seen in chapter 2.

The theoretical background, in chapter 3, ought to underlie how learners' internal factors can compromise or optimize their learning capabilities. A special attention was given to motivation as it energizes individual's needs, inasmuch as, a deep reflection was needed on how intrinsic and extrinsically learners' volition are to perform L2 tasks. Furthermore, in chapter 4, a critical observation regarding Exploratory Practice helps us to shed light in that conflictive environment and to invite learners for a mutual reflection on that scenario.

The subsequent chapters provide an overview of how affect permeates learners' commitment to perform L2 tasks according to their life expectations. In chapter 5, the methodology presents the research context, a description of the participants, and the activity. It also, focus on a critical interpretative analysis based on learners' epistemological point of views. The next section, chapter 6,

concerns on the data and the analysis, which take into account participants' discourse evaluations, regarding a lexico-grammar of stance outlined in Degaetano and Teich (2011). Further conclusions can be drawn for optimization and development of quality of life in any classroom realm.

2.
Classroom Life

Classrooms are institutionalised spaces that have never lost their main characteristic along time. Each ordinary classroom presents its "...furnishings, teaching aids and equipment available" (DARN, 2005). At first sight, it seems to object emotional roles; rationality is of uttermost importance, being sometimes quite unappealing to learners' eyes. Probably, it reassures that biased view of teachers as "knower/informer" and learners as the "information seeker" (CORDER, 1977b), instead of mediator and potential learner.

As stated by Allwright (1984, p.156) a vital fact of classroom pedagogy is interaction, because everything that happens in that setting is "... through a process of live person-to-person interaction". One of our concerns in the 21st century is to think outside of the box to foster learners' linguistic and humanistic aptitudes can be a path to help learners become autonomous, as teaching provides a bridge to the outside world and life after classroom. With such a holistic view of the classroom, there is a need for researchers, teachers and educators to see participants involved in the language learning process not only by their cognition purposes, but rather in their totality. Learners' thoughts, feelings and emotions should come at the forefront position of schools as a new vision to educate students, "...bringing together mind and heart in the classroom" (GOLEMAN, 1995 p. xiv). Nonetheless, those aspects are frequently ignored in the learning process, despite their paramount importance if we desire to understand the process of learning in its unit (WILLIAMS & BURDEN, 1997).

Ideally, most teachers would like to fulfil learners' expectations, to help them achieve their 'language goals', whereas the main concern should be placed on how significantly those tasks correspond to learners 'life goals' (STEVICK, 1998). As language teachers, our role goes beyond to simply input linguistic contents into our learners; we can largely contribute to educate responsible members of society. To do this, the learning process must integrate cognition and affect as a united bond, where learners' effectively take part in the learning process rather than only act as a cognitional processor.

2.1.
Tridimensional view of the classroom

In line with Kuschnir's (2003) proposition, this investigation highlights that a classroom is seen as a systemic structure. To this matter, a system is a group of interactive and interrelated elements which, combined, form a unity. As mentioned by the author, the interaction between parts and elements enables classroom to function as an organised system. The social, the cognitive and the affective dimensions are all being equally valuable and represented in educational contexts, together they work as a 'propelled gear' towards the process of knowledge construction (KUSCHNIR, 2003 p. 29). In this realm, affect is socially constructed and actively permeates the social and cognitive sides in the learning environment.

3.
Affect

Learning a foreign language is not necessarily mastering its rules, or adopting cultural and social behaviours, but it can surely have an impact on the emotional being of the learner. Hence students' interaction can be threatened by a frustrating feeling of not being able to communicate adequately just as they do in their first language. Besides, there is also the embarrassment of being evaluated by their moral sense and also by others. The affective side of the learner has probably the most influence in language learning success or failure (OXFORD, 1996).

For Arnold and Brown (1999, p.1), actual and former EFL teachers, "... affect has to do with the aspects of our emotional being". Damasio, a neuroscience researcher and professor at the University of Southern California, believes there is a distinction between emotions and feelings. He sees *emotions* as changes in our body state in response to a negative or positive stimulus and *feelings* as perceptions of these changes (1994, p. 145). This means that our emotions are the automatic reactions to situations which we cannot control, whereas feelings are more subjective, they are the way we interpret those emotions. Since we are emotionally driven when acting upon different tasks in life, it is of utmost importance to understand the role of affect for at least two reasons.

Firstly, by positive emotional stimulus, such as empathy and motivation, participants enhance their chances of optimal learning. Secondly, an attentive look must be given to negative emotions as they may help to overcome problems which normally cause conflict between learners and teachers. Kuschnir points out that Brown[1] recognizes that in the heart of each thought, feeling and action is our emotion (1987).

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[1] Translation from KUSCHNIR, A. 2003. O afeto e a construção do conhecimento na sala de aula de língua estrangeira. Pesquisas em Discurso Pedagógico, Vol. 2, N° 1, p. 47 - 60.

According to Damasio (1994), there are six primary emotions, also called "basic emotions" which are classified as: happiness, sadness, fear, anger, disgust and surprise. They are all based on our past experiences, in which the brain's sensory system recognizes each stimulus according to its emotional relevance and motivational significance preparing us for specific reactions. For instance, learners facing L2 tasks that stimulus could result in negative feelings can develop low personal image, their learning diversity can decrease, and their thinking capacity can become inefficient (DAMASIO, 1994 p. 147). Broadly speaking, we tend to see emotions either as negative or positive. However, the matter which we should be aware of is how learners perceive, interact with and respond to such characteristics (affective and cognitively) in the learning environment (KEEFE, 1979).

Goleman (1995) also groups emotions into basic families: anger, sadness, fear, enjoyment, surprise, love, disgust and shame. In these and other classifications, we attribute positive or negative value to the majority of emotions, and within a classroom setting, much more attention is given to negative emotions. In order to reduce this negative perspective, one should stimulate the importance of the positive emotions. As teachers, if we leave learners emotional side apart, we end up leading them to what Goleman (1995) states as "emotional illiteracy". Whilst with a careful observation of learners' cognitive and affective factors, we could make language teaching and learning more enjoyable and meaningful.

3.1.
Cognition and affect

Many teachers would enjoy having a book called "How to do teaching". However, after reflecting on my own practice, I believe there is no fortuitous recipe to apply in the language teaching scenario. Instead of making attempts to understand the rational, in fact, we need to prioritise participants' experiences and beliefs in our teaching practice. Positively, we can enrich our teaching environment with participants' senses, emotions and imagination (GROSS,

1992). As pointed by Arnold and Brown (1999, p. 1), neither the cognitive nor the affective side has the last word; both must be tied firmly to construct a firmer foundation for the learning process.

3.2.
Personality traits

Taking into consideration that learning a language and using it are mainly interactive roles that rely on various types of socio and cultural relationships, the second language acquisition process is mainly marked by individual personality traits, the crux of the matter of each learner. Truth to be told, the way we feel about ourselves surely can compromise our learning capabilities, either facilitating or impeding our optimal learning. Undoubtedly, emotions affecting the learning process are interlaced and interrelated in ways that make it impossible to isolate completely the influence of any one of them (ARNOLD & BROWN, 1999). We shall turn to an overview of those internal factors that have exceptional importance for second language learning.

3.2.1.
Anxiety

As it is stressed in Arnold and Brown (1999, p.8), anxiety "... is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension." It is possibly the factor that most thwarts the learning process; if care is not taken to provide an emotionally safe atmosphere; the chances of development of anxiety-provoking occurrences can increase enormously. Anxiety tends to leave us with that feeling of uneasiness and tension which contributes to poor performance. Even the methodology can contribute to learners apprehensive feelings, considering that, when trying to express oneself before others, learners can get nervous and then afraid of taking risks.

3.2.2.
Inhibition

Although learners' tension and uneasiness may hinder their performance in several tasks, to make mistakes is part of the learning process. As learners, we should be able to 'gamble' a bit (ARNOLD & BROWN, 1999), to recognize that taking risks in the language learning process leads to experimenting and discovering the target language. Apparently, as stated in Arnold and Brown (1999), mistakes can be seen as part of internal and external threats to our ego. The internal threat happens when participants become critical of their own mistakes once performing something wrong.

On the other hand, the external threat is when learners are aware of others exercising their own sense of judgement, which can hinder their performance in front of others. We must perceive those ego barriers that could lower learners' participation in the learning process. Thus, by establishing an appropriate error correction policy, teachers can allow participants to take risks in the classroom activities, which will both stimulate their self-confidence and will also leave them without that feeling of embarrassment (DUFEU, 1994).

3.2.3.
Extroversion - Introversion

Many teachers believe that extroverts can be better language learners than introvert students (ARNOLD & BROWN, 1999). Probably, because extroverts are often characterized as being sociable and talkative, so they are more prone to participate in the classroom activities. Strong (1983 apud ELLIS 1994, p. 520) points out that an extrovert student due to his/her "... sociability, empathy, outgoingness, and popularity, carry an advantage in interpersonal communication skills". Meanwhile, effective language learning is considered harder to measure for introverts, as they are considered to be too reclusive and too self-observer.

Actually, extroversion deals with the need of learners' ego enhancement, self-esteem and a sense of completeness from the others, whereas introversion outlines how individuals gain this sense within themselves, which means they do not hold those ego barriers characterised as inhibition (ARNOLD & BROWN, 1999 p.11). Nevertheless, we have to bear in mind that certain types of classroom tasks are more suitable for one or the other. In order to avoid socio and cultural misunderstandings, teachers must be attentive when facing learner's reluctance in participating in certain tasks that require expansiveness and overt sociability (ibid).

3.2.4.
Self-esteem

Self-esteem has to do with the inevitable evaluations about one's dignity or personal worth. This sense of self-respect is essential for individual achievements both cognitively and affectively. As we assemble our concepts of self-esteem from our inner experience and the relationship with the external world, once in contact with "...new ideas and experiences we will be affected by the previously existing notion of who we are and by our need to protect this fragile Self" (ARNOLD & BROWN, 1999 p.12). Therefore, teachers, educators and family could work collaboratively to offer an environment of safety and mutual care, where learners could have their value of self-esteem promoted. When learners are involved by those circumstances, their learning capacities will be *energized*, emotionally and intellectually.

3.2.5.
Motivation

Since most of our actions are propelled forward to a goal, motivation will be the move to pursuit these actions. According to Zoltán Dörney (1998), researchers describe motivation as being responsible for energizing and giving direction to human behaviour. In an attempt to conceptualise what is motivation

in the language learning milieu, socio-psychologists and linguists, based on empirical studies, highlight the importance of developing motivational tasks for effective learning/teaching processes. The University of Chicago psychologist Mihaly Csikszentmihalyi (1990) affirms that motivation is better guided towards pleasure, what he calls *flow*, than by a move of discomfort or apathy.

Motivation involves the reasons for learners and teachers to engage themselves in any goal-oriented tasks, exceeding the classroom borders. Chomsky (1988, p.181) states that raising students' interest in the material is 99 percent of the teaching process. In the early work of Gardner and Lambert (1972), motivation is seen as two general distinctions: integrative and instrumental.

> ➢ Integrative – The learner has the desire of learning a second language because of his/her genuine attraction or identification with the people and culture represented in the target language.

> ➢ Instrumental – The learner is interested in learning a second language because of practical reasons, e.g. a job promotion, good marks, qualifications exams, travelling and others.

Nonetheless, the types of motivation will not necessarily infer in the learners effective learning, but the importance must be on the degree of energizing and the determination placed on the direction which motivates each task, and that will rely on other variables within the learner. As motivation permeates the classroom settings, we also need to investigate whether the tasks are intrinsically or extrinsically goal oriented.

3.2.6.
Extrinsic and intrinsic motivation

According to Deci and Ryan (2000, p. 227) the Self-Determination Theory (SDT), states that "... an understanding of human motivation requires a consideration of innate psychological needs", which are considered individuals' autonomy, competence and relatedness. This means autonomy applied to

his/her volition to experience and organisation behaviour to perform an activity. Relatedness implies to the desire of feeling connected to others, associated purposes through feelings of love and care; and competence, which energizes human activity, relies on the ability to perform any activity well and efficiently (DECI & RYAN, 2000).

The SDT emphases that human needs make a smooth path to natural growth processes including intrinsic motivation behaviour and integration of extrinsic motivations. Deci and Ryan (1985), both psychologists, propose two different types of motivation based on distinctive reasons and goals that give rise to an action.

➢ Intrinsic motivation: doing something because it is inherently interesting or enjoyable.

➢ Extrinsic motivation: doing something because it leads to a separable outcome, to receive some extrinsic reward or to avoid punishment.

The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behaviour, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviours even in the absence of reinforcement or reward (WHITE, 1959). Human beings, from birth onwards, are in their healthiest states, active, inquisitive, curious, fun-loving creatures, ready to learn and explore the world. Because of that, our natural motivational tendency is an essential element in the cognitive, social, and physical development, acting on one's inherent interests (DECI & RYAN, 2000).

Intrinsic Motivation

As highlighted in Deci and Ryan (1985, p. 245), "... intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning". Therefore, as teachers, we can help learners take part actively in the learning process, and instead of teacher controlled or passive tasks, we should promote more volitional activities, group work participation, peer collaboration,

class discussions, activities which are "... face-valid in the learners eyes, which encourage them to find self-satisfaction in a task well done" (BROWN, 1994b p. 43-44). At the beginning, teachers can encourage students by external incentives - grades, candies, outings experiences, and job qualifications - but they should move beyond the extrinsic regulations. Studies indicate that learners can benefit from extrinsic and intrinsic motivation, however, learning is most favourable by intrinsic orientations, as it leads to long-term retention (ARNOLD & BROWN, 1999).

As Goleman (1995) emphasizes, motivation and affect go hand in hand, through flow, one feels utterly involved in what they are doing; paying undivided attention to the task, mind and emotions are placed together with their actions. Many researchers have outlined that for an activity to enter the flow channel, it can neither be so easy nor so difficult (CROOKES & SCHMIDT, 1989), as the former can produce tedium and the latter can lead to feelings of anxiety and frustration. Csikszentmihalyi and Csikszentmihalyi (1988 apud ARNOLD & BROWN, 1999 p. 15) studies affirm that flow can occur with a task if we have a chance of completing it and if we are able to concentrate on it. The task should have clear instructions and provide immediate response, which enhances mutual understanding and trust among participants to build a good rapport. As suggested by Brown (1994) learners successful chances in learning are maximised when they are moved by their own personal reasons, which leads to autonomy and a sense of competence achievement.

We are able to optimize the development of intrinsic motivation, as Deci, (1992, p. 60) cited, through "... autonomy support, competence-promoting feedback and interpersonal involvement". It is important to mention that feelings of competence will not enhance intrinsic motivation unless they are accompanied by a sense of autonomy, innate to human needs, or in attribution terms, by an *internal perceived locus of causality* (IPLOC; de CHARMS, 1968). In this motivational sphere, we shall move to understand the nature and the dynamics of extrinsic motivation.

Extrinsic Motivation

Despite the fact that intrinsic goals are an important type of motivation, in truth, most of our activities are not usually intrinsically motivated, particularly after early childhood, as social demands and individual roles compel to assume responsibility for no intrinsically motivated tasks. In schools, for example, intrinsic motivation seems to be like abandoned books full of dust in each advanced grade. Most educational activities prescribed in schools, e.g. tests, teacher-oriented tasks, grades and competitiveness are mainly designed to encourage learners' extrinsic motivation (ARNOLD & BROWN, 1999). Those activities rely mainly on its instrumental value, i.e. pleasing teachers or avoiding parent' confrontation, instead of fostering learners' engagement and task utility per se.

Extrinsic motivation happens whenever an activity is done to achieve some separable outcome (DECI & RYAN, 1985). According to SDT, extrinsic motivation can notably vary in the degree to which it is autonomous. For example, a student who does his/her homework only because s/he fears parental sanctions is extrinsically oriented. Similarly, a student who enrols herself/himself in a language course because s/he personally believes it is valuable, does it because of its instrumental value, rather than because s/he finds it interesting. Both cases involve instrumentalities, the latter entails personal evaluation and a feeling of choice, whereas the former attains mere abidance with external control. The two types of extrinsic motivation vary in their autonomy, but both examples represent intentional behaviour.

If many of the educational activities prescribed in schools are not designed to be intrinsically interesting, how do we motivate participants to value and self-regulate such activities, without external pressures, that they could carry them out on their own? That issue lays on the SDT in terms of fostering the *internalization* and *integration* of values and behavioural regulations (DECI & RYAN, 1985). Internalization is the process of taking in a value or external rules, and integration is the process by which learners fully transform the regulation into their own, creating a sense of self.

Integration is described as one of the most autonomous or self-determined form of extrinsic motivation, as it is associated to the amount of effort and persistence learners display in classroom contexts (GARDNER, 1980). As another source of extrinsic motivation, the concept of internalization describes how one's motivational behaviour can range from motivated or unwillingness, passive compliance versus active engagement (DECI & RYAN, 1985). Internalization increases participants' sense of commitment, then it enhances their positive self-perceptions, they make more effort to learn; and it also encourages self-efficacy. The more learners internalize the reasons for an action and assimilate them to the self, more extrinsically motivated their actions become, as they are connected to individual needs, values and identity (DECI, VALLERAND, PELLETIER & RYAN, 1991 apud ZÖLTAN, 1998).

As a continuum, we can say that both extrinsic and intrinsic motivation influences the quality of participants' performance in the classroom. Oxford and Shearin (1994, p. 21) believe that learners should have some control over the outcomes of the learning process, they must feel a 'sense of effectiveness within themselves' as they are the ones making the necessary effort to learn the new language. Above all, what really matters is how learners internalize these outwards aspects, making personal sense of them (WILLIAMS & BURDEN, 1997).

It goes without saying, that the consequence of the learning process can also be strongly influenced by teachers' principles. Teachers for whom their duties are embedded in a source of flow, who themselves are engaged in the learning experience, are highly motivating models for learners. Instead of saying limited negative beliefs, such "It can´t be done", "I don´t know how to do", often seen as obstacles to successful learning, we should replace feelings of limitation by those of empowerment (CLAXTON, 1989: p. III).

4.

Problems? No! Puzzles.

Teaching can demands much more than ideal pedagogical activities, such as lesson plans, student or teacher-centred activities, classroom management, seating arrangements, so on and so forth. They can help; however, considering a classroom as an interactive environment where unpredictability quite often plays a major role, a critical pedagogy should take place to shed light into daily puzzles usually left aside in the teaching/learning processes.

Certainly, students' lack of attention, bad-behaviour and discouragement were key factors to reflect upon my own teaching practice. In this context, participants were invited to take part in this study in order to understand and reflect on what could be the possible reasons of such troublesome environment. Exploratory Practice was chosen as an investigative tool for research purposes.

Exploratory Practice (EP) is a relatively new approach, developed in the 90's, the tool term was stated by Professor Dick Allwright, an applied linguist researcher, when he worked with Brazilian teachers in the SLA research at a language school located in Rio de Janeiro. The main objective of Exploratory Practice is to enable teachers and learners to become practitioner researchers. Through EP, investigations are carried out in order to develop an understanding of those who are directly involved in the learning/teaching process. As suggested by Allwright:

> Working for understanding life in the classroom will provide a good foundation to helping teachers and learners make their time together pleasant and productive. It will also, I believe, prove to be a friend of intelligent and lasting pedagogic change, since it will automatically provide a firmer foundation for any 'improvements' that investigations suggest are worth trying. (ALLWRIGHT, 2003 pp. 113 and 114)

EP also imposes an ethical relationship between participants (learners and teachers), as research practitioners, in which interpersonal trust should be reciprocal in order to improve quality of life in the classroom. Furthermore,

Allwright claims that working with *puzzles,* instead of problems, was at first to avoid negative connotations, and later to raise awareness of areas that learning/teaching could be seen as *problematic*, but which we sooner could feel intrigued to understand better (2003, p. 117).

In order to realise an investigation under an EP perspective, Allwright established a few steps for the development of this process:

1. The Puzzle: Identify the puzzle area; refine your thinking about the puzzle area; select a particular topic to focus on.

2. The Method: find appropriate classroom procedures to explore it (group work discussions, survey, role-plays, diaries and poster sessions); adapt the classroom procedure to the puzzle you want to explore; use the procedure in class.

3. Reflection and Interpretation: interpret and reflect on the outcomes.

4. Implications: decide on implications and plan accordingly.

According to Allwright (2001, p. 359) "...decisions about the research method must be subordinated to thinking about the critical and epistemological perspectives of trying to understand life in language classrooms". For that reason, a list of seven global principles has been developed for practitioner research.

➢ Put quality of life first.

➢ Work primarily to understand classroom life.

➢ Involve everybody – learners are co-researchers.

➢ Work to bring people together (collegiality atmosphere).

➢ Work for mutual development.

➢ Integrate the work for understanding into classroom practice.

➢ Make the work a continuous enterprise.

(ALLWRIGHT, 2005, p. 360)

Working with the EP pattern helps practitioners focus on the classroom settings wearing a magnifying glass. The classroom turns into a place for teachers and learners to address their questions about interpersonal relationships, identity, learning and discourse, among many other issues of school life. Pedagogic activities such as texts, exercises, tests, games, narratives, diaries and debate can be used as investigative tools in this journey for understanding (GIEVE & MILLER, 2006).

In the following chapter, there will be the description of the principles underlying the methodology adopted, the context in which this investigation took place, the analysed activity, the participant's characteristics and the research context.

5.
Methodology

As a research practitioner wearing this magnifying glass in the classroom, a few procedures should be considered in order to successfully achieve a better understanding of such multi-faceted scene. As an "inquisitive-photographer", my camera captured the picture of learners' unwillingness and discouragement in performing L2 tasks proposed by me. To unveil that scene, an activity was proposed based on a potentially exploitable pedagogic activity (PEPA) grounded on the EP approach, whose description and further analyses will be observed through a reflexive humanistic practice, critical interpretative, instead of to its quantitative validity or statistical results.

The data will be analysed regarding a lexico-grammar of stance outlined in Degaetano and Teich (2011). In their article they propose that:

> Stance refers to one particular aspect of evaluation, which is a cover term for a speaker's or writer's attitude towards, viewpoint on, or feelings about the entities or propositions that he or she is talking about. (HUNSTON & THOMPSON 2003, p.5)

Also, Hyland (2005, p. 175) investigates the role of stance as a contribution to the interpersonal dimension of discourse, in which the construction of meanings is due to writers' shared ideology or value system. It concerns writers' epistemological point of view to what is taken to be normal, interesting, relevant, novel, useful, good or bad. As the author highlights writers' evaluative choices are restricted to the way how they encode their communities. In addition, Hyland's definition of stance reinforces writers' discourse choices:

> Stance expresses a textual 'voice' or community recognized personality. It can be seen as attitudinal dimension and includes features that refer to the ways writers present themselves and convey their judgements, opinions, and commitments. It is the ways that writers intrude to stamp their personal authority onto their arguments or step back and disguise their involvement. (HYLAND 2005, p. 176)

The analysis will take into consideration some authors' assumptions that systemized stance into three semantic classes as: (1) epistemological, indicating the certainty, reliability, or limitations of a proposition; (2) attitudinal, indicating feelings or judgements about what is said or written; and (3) style, indicating how something is said or written (CONRAD & BIBER, 2003; HUNSTON & THOMPSON, 2003; DEGAETANO & TEICH, 2011).

5.1.
The Qualitative Inquiry

The investigative puzzle of understanding and improving quality of life in the classroom withholds its principles on the qualitative field, whose implications rely on its research traditions. Chaudron (1988, apud ELLIS, 1994, p.566) elicits four research traditions: the psychometric and the interaction analysis, whose concerns are related to the 'quantitative' and 'exploratory research', while the discourse analysis and the ethnographic traditions are more concerned with 'qualitative' and 'descriptive' methods. The ethnographic tradition proposes multiple perspectives upon the studied phenomena (ELLIS, 1994), providing a kaleidoscopic view, creating different colours, patterns, different directions, instead of a linear or a sequential study. Still, as advocated by Ellis (1994, p. 568), those empirical studies can be done through a variety of data collection techniques: note-taking, interviewing, questionnaires, ratings of personal experiences, and written documents that can be teachers' handouts and students' homework. The qualitative research aims "... to investigate participants' identities, experiences, beliefs and orientations toward a range of phenomena (TALMY, 2010 p. 111)".

5.2.
Qualitative Research Pros and Cons

Many researchers have advocated the importance of qualitative studies in the language teaching process. Its naturalistic systemic approach positively contributes to improve and achieve a better understanding of the "captured

picture". Furthermore, Gaies (1983a) points out three advantages of such research:

1. It can account for an explanation for learners who do not participate actively in class.
2. It provides insights into the conscious thought processes of participants.
3. It helps to identify variables which have not previously been acknowledged.

Richards (2009, p. 159) also claims that interviews (data technique) should be treated as an important interactional co-construction of events "... in which participants identity and positioning have significant analytical implications". Furthermore, in line with what Ewald (2015) calls exploratory conversation, participants' engagement in the interview process provides a genuine interest in the object of analysis. The questions and answers are being co-constructed for a mutual understanding, and are based on the identities and beliefs of the interviewer and interviewee.

Indeed, those studies also present negative implications such as: time needed to collect data, the difficulty of generalizing results, and the risk of ignoring a range of variables relating to the learners' social context (ELLIS, 1994). The qualitative method ought to set the scene for unveiling further analysis, each participant's role, its setting and the activity itself.

5.3.
The Participants

The majority of students who participate in the investigation are adolescents, whose ages vary between 14 to 16 years old, of a mixed gender class. Most of them live around the school surroundings; they present a conflictive diverse ethnical group, as many times they show traits of prejudice amongst themselves. Some of these learners have already entered the labour market, as a cashier operator in supermarkets or in a big chain of stores in the western region of Rio de Janeiro, part-time jobs in a kind of trainee program. Although living in an impoverished area, learners presented a peculiar clothing

style, a fashionable wardrobe, trendy make-up and hairstyles, and also fancy mobile phones.

Most of the participants have been my students in previous years a fact that sometimes facilitates our affective and cognitive bond in class. Even though most learners present cognitive barriers, possibly propelled by multiple reasons, e.g. government bureaucracy, the educational system, institutional reasons, teachers' apathy, family carelessness and learners' low self-esteem, there was a sharp willingness to transform their living standards through education.

5.3.1.
The Teacher

I have been working as an English Foreign Language (EFL) teacher for seven years. Although I had graduated earlier than that, life circumstances took me to a different path instead of teaching. After travelling to many places around the world, I started teaching in 2009. As a novice teacher, something that has always intrigued me in that realm was the amount of methods and the extensive resources available to enhance effective teaching and learning processes. Despite having little experience, while attending my post-graduation course, I realised that a lot of academic research had a positive influence in the way I see my practice, in agreement with researches that envisage learning/teaching processes as part of a dialogical humanistic approach, I believe that teaching is much more than transferring content knowledge.

Nonetheless obtaining the latest technological resources, pedagogical skills, background knowledge, attending in-service workshops, reading extensive theories is not enough if our critical position is left aside in the teaching realms. I have always been an enthusiastic and committed person; indeed, life thriving may not be an easy journey, though as cited by Griggs (1996, p. 232) "...this awareness [of self] and belief in human potential is a transformative power in itself". In this moment, I am an EFL teacher at a public school for the city council of Rio de Janeiro, and also, in a private institution.

5.4.
The context of the research

The municipal school where I work is located in a poor neighbourhood in Rio de Janeiro, a well-known slum named Cidade de Deus. The four floor building is composed by 30 ubiquitous classroom settings. It may seem unusual, but most classrooms are equipped with projectors and speakers, although only some of them are in perfect conditions. There is also a science laboratory, a colourful arts room, a digital room with a projector and a smart board, a computer lab where only a few obsolete computers work, a cozy reading space, which not many students have the privilege to know, and an auditorium. The institution takes part in the government project titled as "School of Tomorrow", whose aim is to prioritize inclusivity in the learning process in deprived inner-city areas.

The students who attend the institution are mainly from the local neighbourhood, an average of 900 to 1000 students, whose age varies between 11 to 16 years old, studying from 6th to 9th grade. It is seemingly that their studying achievement concerns of finishing the secondary school. However, it is worthwhile mentioning that most learners' upbringing is not only marked by poverty, parents' losses, premature pregnancy but also violence between police and drug dealers.

In this context, the research puzzle took place in a conflictive scenario of the 9th grade classroom. Students from the 1901 group were hardly ever absent and classes normally ran with 40 to 42 students. Considered by most of my colleagues as one of the worst classes in that institution, this class was marked by constant learners indiscipline behaviour, lack of interest in ordinary subjects, nonetheless about half of the class could still present better evaluative results when compared to other 9th grades.

Along the first semester, I effortlessly tried fostering learners' consciousness over learning a foreign language with activities such as: songs, power point presentation, pictures to elicit the topic of the lesson, pair work readings, warm-up games, etc. Indeed, what I thought could be interesting for

them at first was worthless, sometimes I was moved by few learners enthusiasm to return to that classroom. It was a nightmare because what I wanted to accomplish in between those four walls was a learning atmosphere, a space to share experiences and meaningful input. Instead, it seemed to be a place closer to a dictatorship, authoritative voice was mandatory, separate seating arrangements, negative feelings and emotions arising from students and teacher. After a cold observation of that practice, I realised that this situation was unbearable.

That downward spiral was calling for mutual modification, but how? Blaming learners' behaviour or unwillingness for being unable to engage in tasks proposed in class? At a macro level, blaming the educational system? Or even better, blaming their behaviour in class related to my beliefs? Or were the activities proposed not appealing to that public? Many challenging questions underlay that teaching practice. However, that distressing experience turned out to be an enlightening insight to my research question: Why do some of my students show unwillingness and seem unmotivated in activities proposed by me? Then, in order to investigate the complexity of such an intriguing question, learners were proposed to take part in an ethnographical activity in the digital room, whose attempt was to collect data for further reflections and understanding of that classroom nature.

5.5.
The Activity

At the beginning of the research, generating data for further investigations based on EP about unwillingness and lack of interest in learners performing activities was a pivotal matter. Taking into account the variable of activities that a classroom environment can present, learners were supposed to perform a task as part of their learning routine. Hence, after a long talk to one of my post-graduation professors, she suggested to work with a PEPA, a pedagogical tool featured by EP.

Firstly, the activity proposed was an interview, an exploratory conversation, questions were raised after my proposition of how they see motivation in their lives outside the classroom. After my proposal, students responded according to their own interests, for example: S^1 "To play a musical instrument", S^2 "My bed", S^3 "To play video game", S^4 "My friends and family".

Secondly, after a broad discussion on the topic matter, I suggested that learners could reflect upon a teacher perspective, and to come out with a few questions that they would like to investigate in the L2 context. Thirdly, in order to make those questions visually appealing and for the reason of organisation, I volunteered to write them on the board. In fact, the activity proposed and the follow-up discussions were in L1, therefore their questions were translated. The questions proposed by the students were:

A. What motivates me to come to my English class?
B. How do you learn? What do you think this will change in your life?
C. Why do you come to teach in classes 1901 and 1903? What motivates you although facing difficulties?
D. Which activities could be done for classes to be more dynamic?
E. If we want better classes, more dynamic, why don't we behave?

After the questions had been displayed on the white board, participants were invited to group themselves in trios. Such trios were organized as the following pattern: S^1 act as a reporter who would be in charge of asking the proposed questions, and to mediate the group interaction. S^2 act as an interviewee answering the questions conducted by the reporter, jointly with the third student (S^3) who will also take the role of an editor being in charge of revision and assessment of the written material before handing in the posters with their final version of the interview. Surely, in each trio, participants could collaboratively assess and format their responses to reach a common agreement. Afterward, each group of students rearranged their seating desks and received a piece of brown paper to perform the task. As previously agreed, each trio, after their group discussions, handed in their interviews written in each piece of brown paper.

5.6.

The data

The group of students consisted of 9 trios, one pair and one student who preferred to perform the task by himself. All the data was collected on the same day.

Referring back to the collected data, I questioned myself about the investigative instrument(s) that would be best suited for this research: passive tasks, teacher controlled tasks, syllabus oriented tasks, or less controlled tasks. Finally, I decided that an interview corresponded best to my research purpose. Firstly, because of the number of learners. On that day there were 31 students taking part in the activity. I took the learners to the digital room, because that room is bigger than their usual classroom, allowing proper seating arrangements and a break in the class routine. Secondly, learners could collaboratively make free peer choices, less teacher controlled, which was a favourable opportunity for plenty of interaction and personal involvement. And thirdly to take into account learners' identities and genuine voices on the subject matter.

Initially students were asked to participate in a brainstorming activity, followed by the instructions for the interview activity. Learners, then, eagerly divided themselves into trios.

Five questions were raised by the group of students:

1. What motivates me to come to my English class?
2. How do you learn? What do you think this will change your life?
3. Why do you come to teach in classes 1901 and 1903? What motivates you although facing difficulties?
4. Which activities could be done for classes to be more dynamic?
5. If we want better classes, more dynamic, why don't we behave?

Only three of the five questions raised by the learners were selected since they provided more information and would help me try to understand the

reasons why they showed unwillingness in participating in the L2 activities proposed in class. The questions selected were:

(Question # 1) What motivates me to come to my English class?

(Question # 4) Which activities could be done for classes to be more dynamic?

(Question # 5) If we want better classes, more dynamic, why don't we behave?

The three selected questions can be categorized in accordance to three themes: affect, classroom activities and students' behaviour. The first one represents the affective position of learners towards acquiring a second language and its usefulness. The second theme regards learners' points of view about the activities that could be carried out in order to enhance the class dynamic. And the third theme describes participants' behavioural evaluation indicating how they view the teacher's role in that research setting, and also, the picture of their own critical image in that L2 environment.

Theme	Question
Affect (the affective position of learners towards acquiring a second language and its usefulness)	Question # 1 What motivates me to come to my English class?
Classroom activities (learners' points of view about which activities could be carried out in order to enhance the class dynamic)	Question # 4 Which activities could be done for classes to be more dynamic?
Students' behaviour (how students view the teacher' role in that research setting, and also, the picture of their own critical image in that L2 environment)	Question # 5 If we want better classes, more dynamic, why don't we behave?

In order to analyse the data on affect, four learners' sentences have been selected taking into account each trios' answers. Indeed, such selection of

answers was made regarding the question designed by the learners themselves: What motivates me to come to my English class?

1. The desire to become a better person, to have a good career, to have a qualification better than my friends not only socially but also intellectually. The dreams I wish to realize.
2. To learn a new language, other culture.
3. To learn to speak other language. If I search for a job I will have more chance than other person, if a foreigner come I will know how to communicate and the other person won't know, then the owner will contract me.
4. The willing to learn more often the idiom, better than this, to be someone in life, to have a great job and a bright future, but for that it is necessary to study, and this is what motivates me to come to classes, not only English, and the others.

As far as the data was concerned, to carry out further analysis I also chose five answers respecting learners' classroom activities evaluation. Similarly, the subsequent question was part of learners' production: Which activities could be done for classes to be more dynamic?

1. I think we should have activities like the one today, that expects learners participation, this way it was lots of fun and interesting, in the end the best thing is to learn and to have fun, when both things are together it is an amazing thing.
2. To put students to dialogue. To turn the classes more dynamic, with videos, movies, songs and presentations.
3. Activities with videos, images, music and social networking.
4. I think to have a better class the teacher should pass more interesting exercises like verbs.
5. In my opinion it could be done competitions related to the previous classes. Having that kind of dynamic in class it helps uninterested students to like the subject that they have never been interested in. Suggestions: Questions that could get rewards and marks; quizzes, and

much more, everything that could make students to have a good dynamic in class.

In the light of such investigation, another piece of data has been selected, but this time, it concerns learners' behavioural evaluation. The four answers were equally selected following the same pattern as before, in which learners elaborated both answers and such query: If we want better classes, more dynamic, why don't we behave?

1. Because we need students collaboration to have a better class.

2. In fact it is not everybody there is often a funny student to make a bad joke and the students laugh about it and then it starts the noise if the teacher were a bit stricter that surely wouldn´t happen.

3. Because we don't use the education that we had correctly.

4. Ninety percent of the class doesn't behave well; this motivates the other ten percent not to behave too.

CATEGORY	QUESTION	ANSWERS
Affect (the affective position of learners towards acquiring a second language and its usefulness)	What motivates me to come to my English class?	1. The desire to become a better person, to have a good career, to have a qualification better than my friends not only socially but also intellectually. The dreams I wish to realize. 2. To learn a new language, other culture. 3. To learn to speak other language. If I search for a job I will have more chance than other person, if a foreigner come I will know how to communicate and the other person won't know, then the owner will contract me. 4. The willing to learn more often the idiom, better than this, to be someone in life, to have a great job and a bright future, but for that it is necessary to study, and this is what motivates me to come to classes, not only English, and the others.

Classroom activities (learners' points of view about which activities could be carried out in order to enhance the class dynamic)	Which activities could be done for classes to be more dynamic?	1. I think we should have activities like the one today, that expects learners participation, this way it was lots of fun and interesting, in the end the best thing is to learn and to have fun, when both things are together it is an amazing thing. 2. To put students to dialogue. To turn the classes more dynamic, with videos, movies, songs and presentations. 3. Activities with videos, images, music and social networking. 4. I think to have a better class the teacher should pass more interesting exercises like verbs. 5. In my opinion it could be done competitions related to the previous classes. Having that kind of dynamic in class it helps uninterested students to like the subject that they have never been interested in. Suggestions: Questions that could get rewards and marks; quizzes, and much more, everything that could make students to have a good dynamic in class.
Students' behaviour (how students view the teacher' role in that research setting, and also, the picture of their own critical image in that L2 environment)	If we want better classes, more dynamic, why don't we behave?	1. Because we need students collaboration to have a better class. 2. In fact it is not everybody there is often a funny student to make a bad joke and the students laugh about it and then it starts the noise if the teacher were a bit stricter that surely wouldn´t happen. 3. Because we don't use the education that we had correctly. 4. Ninety percent of the class doesn't behave well; this motivates the other ten percent not to behave too.

The results of this investigation will be mainly described bearing in mind learners' evaluative stances of discourse. The data will be analysed regarding a lexico-grammar of stance outlined in Degaetano and Teich (2011). Thus, in this study I will investigate the following markers of stance: nouns, verbs, adjectives, elements of modality, adverbs and/or any other lexico-grammatical resource which indicate evaluation in the selected data, and the entities they refer to. Besides this, the ground to further discourse analysis has its implications on a PEPA, an exploratory conversation, as we ought to see in the trios' answers.

In spite of that, the analysis will be also guided with regards to the lexico-grammatical taxonomies. The following data was selected and accordingly identified as:

Nouns (codified in green):

The desire, the willing, the dreams

Language, culture, idiom, English

Career, qualification, owner, job, person, future

Classes, fun, activities, learners' participation, videos, movie, songs, presentations, images, music, social networking, teacher, exercises, competition, quizzes, dynamic, questions, rewards and marks

Students' collaboration, joke, noise, education, ninety percent, ten percent

Verbs (codified in red):

To speak, to communicate, to dialogue, to realize

To learn, to know, motivates me

To have, to become, contract me

To like, to have

We don't use, the class doesn't behave, to make

Adjectives (codified in purple):

a new language, a great job

a better person, a bright future

a good career, an amazing thing, a better future

a better class, classes more dynamic, more interesting exercises like verbs, a good dynamic in class, helps uninterested students to like the subject, lots of fun and interesting

a bad joke, a funny student, teacher would be a bit stricter

Adverbs (codified in blue):

a better person, a qualification better than my friends not only socially but also intellectually

to learn more often the idiom, better than this, to be someone in life; come to classes not only English

if I search for a job I will have more chance than other person

if I search for a job I will have more chance than other person

in the end the best thing is to learn and to have fun; classes more dynamic; the teacher should pass more interesting exercises

there is often a funny student, make a bad joke and then the noise; 90% doesn't behave

well, motivates the 10% not to behave too.

Elements of modality (codified in pink):

the dreams I wish to realize; the willing to learn more often the idiom, better than this, to be someone in life, but for that it is necessary to study

I will know how to communicate and the other person won't know, then the owner will contract me

I will have more chance than other person

I think we should have activities like the one today that expects learners' participation. I think to have a better class the teacher should pass more interesting exercises like verbs; In my opinion it could be done competitions, questions that could get rewards and marks

we need students collaboration, in fact it is not everybody there is often a funny student to make a bad joke, if the teacher were a bit stricter that surely wouldn´t happen, because we don't use the education that we had correctly.

For an organization matter, the lexico-items have been displayed in a table below, and colourfully classified as described above: nouns – green, verbs – red, adjectives – purple, adverbs – blue and elements of modality – pink.

Table 1

Nouns	Verbs	Adjectives	Adverbs	Elements of modality
1.The desire, the willing, the dreams	to speak, to communicate, to dialogue, to realize	a new language, a great job a better person	a better person, a qualification better than my friends not only socially but also intellectually	the dreams I wish to realize; the willing to learn more often the idiom, better than this, to be someone in life, but for that it is necessary to study
2. Language, culture, idiom, English	to learn, to know, motivates me	a bright future	to learn more often the idiom, better than this, to be someone in life; come to classes not only English;	I will know how to communicate and the other person won't know, then the owner will contract me
3. Career, qualification, owner, job, person, future	to have, to become, contract me	a good career, an amazing thing, a better future	if I search for a job I will have more chance than other person	I will have more chance than other person
4. Classes, fun, activities, learners	to like, to have	a better class, classes more dynamic, more	in the end the best thing is to learn and to	I think we should have activities like the one today that expects

participation, videos, movie, songs, presentations, images, music, social networking, teacher, exercises, competition, quizzes, dynamic, questions, rewards, marks		interesting exercises like verbs, a good dynamic in class, helps uninterested students to like the subject, lots of fun and interesting	have fun; classes more dynamic; the teacher should pass more interesting exercises	learners' participation; I think to have a better class the teacher should pass more interesting exercises like verbs; In my opinion it could be done competitions, questions that could get rewards and marks.
5. Students' collaboration, joke, noise, education, ninety percent, ten percent	we don't use, the class doesn't behave, to make	a bad joke, a funny student, teacher would be a bit stricter	there is often a funny student, make a bad joke and then the noise; 90% doesn't behave well, motivates the 10% not to behave too.	we need students collaboration, in fact it is not everybody there is often a funny student to make a bad joke, if the teacher were a bit stricter that surely wouldn´t happen, because we don't use the education that we had correctly.

6.
Analysis

Truth be told, being a foreign language (FL) teacher in public institutions can be quite challenging; however, many studies have focused on the importance of the quality of life in educational settings, and motivation appears as a valuable teaching/learning resource. The aim of this analysis is to understand the main aspects of some learners' unwillingness in participating in activities proposed in the EFL classroom.

The collected data was systematized in three evaluative stances: epistemological, attitudinal and stylistic, all stamped in participants' semantic choices (HYLAND, 2005; CONRAD & BIBER, 2003 apud DEGAETANO and TEICH, 2011).

For instance, concerning participants' epistemic evaluation towards learning a foreign language, it can be noticed by trios' verb choices jointly with abstract nouns, e.g. the desire + to become, the willing + to learn, the dreams + to realize, a volition relationship. In other words, it seems that learners' willingness to acquire L2, which is also marked by the usage of positive adjectives, indicates a feasibility advantage in respect to the labour market. Furthermore, the consequentiality stressed through comparative adverbs contributes to convey students' desire to achieve personal goals, described by them as: a great job, a qualification, a good career, a bright future. These aspirations are seen as writers' expectations regarding an auspicious future.

Besides this, the lexico-modality items chosen by participants when answering the first question can reiterate the proposition of learners' desirability in learning L2 according to its functionality. Taking for instance the example below:

IF I SEARCH FOR A JOB I WILL HAVE MORE CHANCE THAN OTHER PERSON (1), IF A FOREIGNER COME I WILL KNOW HOW TO COMMUNICATE AND THE OTHER PERSON WON'T KNOW (2), THEN THE OWNER WILL CONTRACT ME (3).

In such example, it is possible to propose three different epistemic stances concerning L2 functionality: (1) a positive evaluation based on participants' perception of a competitive labour market, (2) an advantageous degree of probability to use language in real life, and also, the fact that s/ he will be skilfully enough to communicate and others will not, (3) or rather, L2 maximises his/ her possibility to enter in the job market.

Therefore, such propositions stamped by these participants' views, arguably, emphasize that learning a foreign language in that context-bound relies mainly on its instrumental value.

Despite the fact of students reasons towards language learning have been extrinsically valued as showed in the propositions above, those stances of evaluation can vary according to its instrumentality. That is, learners' extrinsic motivation can be guided both as internalization and as integrative reasons. As it can be seen in the sentence below, the writer internalize the importance of L2 considering his/her social identity, which optimizes his/her sense of commitment. Such proposition can be stressed by a degree of frequency and comparative adverbs inferring consequentiality, which will work as a springboard to motivational aspects guiding participants' persistence and effort to achieve their own personal goals, such integrative reason is one of the most autonomous forms of extrinsic motivation (1).

THE WILLING TO LEARN MORE OFTEN THE IDIOM, BETTER THAN THIS, TO BE SOMEONE IN LIFE, TO HAVE A GREAT JOB AND A BRIGHT FUTURE (1), BUT FOR THAT IT IS NECESSARY TO STUDY (2), AND THIS IS WHAT MOTIVATES ME TO COME TO CLASSES, NOT ONLY ENGLISH, AND THE OTHERS.

However, there is also a social value internalized in students' points of view to obtain such achievements; in fact, it consists of a modal element indicating a condition to achieve such objectives, in this case, it is necessary *to study* (2). Regarding writers epistemological view, we can infer that there must be higher expectations coming from social beliefs allied to L2 functionality, it is seemingly an important tool for their personal achievements.

Thus, students' attitudinal evaluation about which activities could be done to improve the dynamic of the class; it is possible to spot a divergence that appears on the participants' response indicating the need of passive and active learning styles activities, i.e. the audio-visual, the teacher-centred and the student-centred. As illustrated in the following table:

Audio-visual	Teacher-centred	Student-centred
videos, movie, songs, music, social networking	verb exercises, questions	presentations, quizzes, competitions, interviews (activity like the one today)

It seems that most desirable activities are associated to writers' willingness to perform tasks whose aim is not only to engage learners' participation, but also, tasks that could optimize speaking production. Such assumption can be either characterized by a semantic familiarity elicited in writers verb choices, e.g. to speak, to communicate, to dialogue. Furthermore, writers' attitudinal perspective implies that the proposed task, an interview, entered the learners' flow channel (CSIKSZENTMIHALYI, 1990). That is, while performing the activity their mind and emotions have been placed together (GOLEMAN, 1995).

Concerning students assumptions towards the interview, it can be surely inferred that the activity proved to be face-valid as reported by them in the sentence below (1), it moved beyond extrinsic regulations, and it rather encouraged self-satisfaction in the task accomplishment (BROWN, 1994b) (2). To put it another way, the activity was energized by students' own personal reasons to perform the interview (3), which led to the development of interpersonal skills, individual's autonomy and competence achievement (DECI & RYAN, 2000).

I THINK WE SHOULD HAVE ACTIVITIES LIKE THE ONE TODAY (1), THAT EXPECTS LEARNERS PARTICIPATION, THIS WAY IT WAS LOTS OF FUN AND INTERESTING (2), IN THE END THE BEST THING IS TO LEARN AND TO HAVE FUN (3), WHEN BOTH THINGS ARE TOGETHER IT IS AN AMAZING THING (3).

Along with such propositions, it can be seen that although participants are aware of extrinsic regulations (integration/internalization), during the activity they seemed eagerly moved by an inherently enjoyment, as elicited by their nouns and attributive adjectives, such intrinsic motivation along with those extrinsic regulations may be responsible for learners' successful task accomplishment.

Bearing in mind participants' suggestions about active and passive tasks in class, learners presented willingness and enjoyment once participating in the student-centred task, less teacher-controlled, more peer collaboration and consequently more learner autonomy, as shown in the statement above. On the other hand, as illustrated in the next sentence (1), it seems that a passive task would be the most appropriate one to improve the class dynamic.

(1). I THINK TO HAVE A BETTER CLASS THE TEACHER SHOULD PASS MORE INTERESTING EXERCISES LIKE VERBS.

Similarly, the activities proposed in sentence (2) rely mainly on external incentives, such as: rewards and grades. Those teacher-oriented tasks contribute to reinforce syllabus memorization, it enhances competitiveness vs. cooperation, and focus primarily on extrinsic motivation. Such designed tasks are normally prescribed in schools (Arnold & Brown, 1999).

(2). IN MY OPINION IT COULD BE DONE COMPETITIONS RELATED TO THE PREVIOUS CLASSES. HAVING THAT KIND OF DYNAMIC IN CLASS IT HELPS UNINTERESTED STUDENTS TO LIKE THE SUBJECT THAT THEY HAVE NEVER BEEN INTERESTED IN. SUGGESTIONS: QUESTIONS THAT COULD GET REWARDS AND MARKS; QUIZZES, AND MUCH MORE,

EVERYTHING THAT COULD MAKE STUDENTS TO HAVE A GOOD DYNAMIC IN CLASS.

In this view, students' personal impressions towards the improvement of class dynamic convey a degree of empathy and motivation, such positive emotional aspects can be seen in their engagement and willingness to perform the task. Nevertheless, there is still an ambivalence relating to learners' state of mind, which consists of their sense of valuing active and passive tasks.

Concerning participants' attitudinal propositions, the majority will be most likely to perform extrinsically oriented tasks, whereas some answers have moved beyond extrinsic regulations. Such propositions confirm what many researchers have suggested about learning being most favourable when it is personal relevant, when it contributes to individual's autonomy and competence, it undoubtedly optimises knowledge retention (ARNOLD & BROWN, 1999; BROWN, 1994b; DECI, 1992). Despite this, in favour of classes improvement and learners engagement in L2 activities, learners critically positioned themselves in respect to their behavioural duties in the classroom setting.

First a conditional sentence illustrates students' judgemental query, a hypothesis which conveys their willingness of class improvement, however, the subsequent clause invites the readership to understand the possible limitations of such proposition. For instance, participants seem to be aware of the classroom rules, whereas as most of them affirm such social behaviour manners lie on mutual collaboration (students/teacher).

As revealed in the following example, where participants recognize the frequency of some students who seems to enjoy breaking the social behavioural rules (1). Such action leads to a cause and consequence reaction (2): often a funny student... a bad joke (cause); students laugh... and then it starts the noise (consequence).

IN FACT IT IS NOT EVERYBODY THERE IS OFTEN A FUNNY STUDENT TO MAKE A BAD JOKE (1) AND THE STUDENTS LAUGH ABOUT IT AND THEN

IT STARTS THE NOISE (2) <u>IF THE TEACHER WERE A BIT STRICTER THAT SURELY</u> WOULDN´T HAPPEN (3).

Furthermore, in proposition (3), students critically put the teacher position at stake. According to their cultural beliefs I have not been harsh enough concerning such cause and consequence situation. In addition to such premise, the stylistic evaluation reinforces such desirability caused by the adverbial choice describing learners' expectations in relation to the teacher role, not only as a mediator but also as a stricter leadership, regarding such circumstance.

Although participants' judgmental evaluation demands a stricter teacher regarding learners' misbehaviour, another relevant fact to interpret is that some students describe themselves as being unable to perform basic social values, those supposed to be previously internalized apropos learners' upbringing (1).

(1). BECAUSE WE DON'T USE THE EDUCATION THAT WE HAD CORRECTLY.

(2). <u>NINETY PERCENT</u> OF THE CLASS DOESN'T BEHAVE WELL; THIS MOTIVATES THE OTHER <u>TEN PERCENT</u> NOT TO BEHAVE TOO.

Students bear in mind the importance of education as a social rule in that institutional setting. Thus education needs to be considered as a system of rules acquired regarding individual's social behaviour. Unfortunately, such social value has been undervalued in that classroom. Therefore, in sentence (2), writers can even quantify the amount of students in class who behaves accordingly; in fact, it shows an inevitably argumentation as regards participants motivational reasons on the subject of their undisciplined behaviour in L2 class.

7.
Conclusion

The analysis has shown through epistemological reasons how learners' degree of willingness in participating in L2 activities can vary according to their life expectations. Since English must be seen as a global language, participants have been immersed in that globalisation process, where the media, politics, education, labour market and the social networking have enormously contributed to foreign/second language learning standardisation (CRYSTAL, 1997).

Probably, because of that participants' assumptions highlight the significance of L2 in their curriculums, viewed as a differential factor in a competitive labour market. Nonetheless, an interesting aspect concerning learners' viewpoint is their desirability to have more meaningful speaking production in class, though most tasks at public institutions are still designed to initially focus on reading and writing, regarding the four macro-skills. Moreover, learners would feel much more motivated if they could undergo authentic speaking experiences.

Besides, the hypotheses elicited that most participants' actions seem basically moved by extrinsic reasons. Truly, learning a foreign language can maximise learners' chances to achieve their life aspirations. However, concerning participants' background how far it is possible to believe that such linguistic ideological inculcation can be used as a transformative instrument to help schools to deal with the effects of social class inequality (FAIRCLOUGH, 1997). First and foremost, as EFL teachers we should be mindful of whether these ideological discourses have been only transmitted and maintained in our daily basis, or to make possible, that the practice has been effectively contributing to broaden learners' critical view of the world.

Undoubtedly some educational organizations are responsible to equip students to the demands of such post-traditionalisation period, to enhance students social and cultural role which is "...an essential prerequisite for an effective democratic citizenship" (FAIRCLOUGH, 1997 p. 532). Nevertheless, in

order to change the perspective of learners being merely language consumers, or cognitional processor, we teachers or educational practitioners should wear critical lens while planning L2 activities. These should not disregard participants' psychological needs, indeed, activities which enter the flow channel ended up providing a perfect environment for knowledge construction.

To conclude, such attempts to understand learners' unwillingness to engage in EFL activities in that public sphere run into more serious matters. Ideological views, which try to disguise a multifaceted reality that is underpinned in various social domains, such as: "...linguistic dimensions of educational failure or inadequacies in foreign language learning" (FAIRCLOUGH, 1997 p. 535) not to mention learners difficulties to abide by classroom manners, and some teachers, government and family carelessness.

8.

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