Attitude towards learning English of teachers who are being trained by Secretaría de Educación of Honduras at Escuela Estados Unidos.

Juan Carlos Pagoada Aguilar

Universidad Pedagógica Nacional Francisco Morazán

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PhD. Gloria Ulloa

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Abstract

     English is widely recognized as one of the languages people is more interested to learn. For that reason a variety of studies have been made to explore the attitudes of learners towards this language, however in Honduras the information about the attitude of learners of English is insufficient. To bring more information about it, this research studies the attitude of teachers towards learning the English language. The participants of the study were 5 teachers of public schools that are being trained at Escuela Estados Unidos by Secretaría de Educación de Honduras to learn English as a foreign language. Today the teachers of public schools are required to teach English but most of the time, the teacher do not have the knowledge need to teach another language, therefor, Secretaría de Educación started this training to fill that gap.

     Moreover, this research studies the behavior of the teachers that are being trained during the course and how they interact as a class. Observation and an Interview were used to collect the data. For the participants the results showed that they are motivated to learn English. Along with the learning of the language they are also learning strategies to be developed in their classrooms with their own students. Interestingly enough the results showed that most of the participants are likely to be English teachers in the future.

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CHAPTER I

Introduction

The following research studies the attitude toward the English language as a foreign language of teachers from the Education public system of Honduras. This research was divided into chapters. Chapter I contains the statement of the problem and the justification for this research. Charter II contains the objectives and questions that guided this research. In Chapter III the literature review that helped to understand better the attitude toward learning languages can be found. Chapter IV has the methodology, type of research, participants, the context of the research, and a description of the instruments as well the ethics on this research. The collection of the data can be found next in Chapter V, also a description of how the participants were selected and the administrative aspects permission slips. Chapter VI covers the organization and analysis of the date gathered during the research. In Chapter VII there are conclusions, recommendations and limitations of the study. At the end there is the reference page and the annex.

Problem Statement

Most of the time, when Honduran teachers of public schools are asked if they speak English, according to my own experience the most common response is, ¨No, I do not speak

English?" Sadly that is the reality of the educational system of Honduras. Students in public schools of Honduras are not learning English because their teachers do not know the language.

Now in Honduras the teaching of English is required by the Fundamental Law of Education, Ley Fundamental de Educación in Spanish, as it states,

> "Article 60. The national curriculum must incorporate beginning at the pre-basic level, at least the English language teaching in different modalities of the national education system, as well as technologies of information and electronic communication. For the fulfilment of this obligation the Secretariat of public education must implement programs in an orderly and progressive way. (Ley Fundamental de Educación, 2011)"

However in many public schools, the lack of resources and the indifference of the educational authorities have left the teaching of English behind. Many options are now being put in practice in order to change the situation of teaching the English language in our country. One of the options is the training of teachers by Secretaría de Educación de Honduras to learn the language. The information gathered in this research, provided an insight of the training, how and why those teachers decided to learn English, and to know what their attitude is during this process. The attitude these teachers have while being trained can provide an indication of how they are going to teach to their students since many researchers (Frank, 1990; Fulton, 1989; Goodlad, 1990; Handler, 1993) state that teachers usually teach in the way they were taught. This convincing statement highlights the importance of reviewing and analyzing students' previous educational experiences for understanding the attitudes and actions of teachers.

Justification

Every time people do research, they have to think on a topic that could be helpful to the society once the research is finished. This is what this research will try to do. This research will conclude what the attitude of teachers who are being trained, by Secretaría de Educación de Honduras is towards learning the English language. It is known that, every day people are forced to speak more than one language, especially those languages that have become universal, as English. However, the majority of teachers of Honduras do not speak English. That is one of the main reasons why the whole educational system and public in general are not moving forward in the process of learning English.

This research is important because it offers a better view of the attitude towards learning the English language of the teachers who are being trained by Secretaría de Educación de Honduras at Escuela Estados Unidos. The training started in 2013 as a two hour per week course, to provide the opportunity to teachers who were interested in learning the English language and that do not have the chance to learn it somewhere else. These teachers do not have a Bachelor degree in teaching English, therefor; this research is relevant because it offers a valuable opportunity to know more about how is for them the whole experience during the course and if they are actually learning English.

The research is coherence with many other studies that focus on the attitude towards learning languages, since to learn a new language, a good attitude is essentially needed. As mentioned before, this research provides valuable information that helps to visualize how teachers feel while they are being trained to learn the English language. It is also relevant

because few people have done this research in Honduras, and also the research attempts to get more information to the field in order to see if the teachers feel motivated to continue with the learning of English to improve their proficiency of the language and if they are acquiring techniques to be English teachers in the future.

CHAPTER II

Objectives

General:

To know what is attitude towards learning the English language of teachers who are being trained by Secretaría de Educación de Honduras.

Specifics:

1. Determine the type of attitude towards learning the English language of the teachers who are being trained at Escuela Estados Unidos.

2. Describe the attitude of the participants while they are being trained to learn the English language at Escuela Estados Unidos by Secretaría de Educación.

3. Analyze the information gathered by the observation and interviews of the attitude towards learning the English language of the participants of the research.

Research Questions

The following questions guide this study:

1. What are the characteristics of the participants of the English training course who participated in this study?

2. What are the attitudes of the participants towards the English language?

3. What is the attitude of the participants toward the training provided by Secretaría de Educación to learn English?

3. Are the participants of the study learning how to teach English in public schools of Honduras?

CHAPTER III

Literature review

As attitude is one of the major key factors for success in language learning, several studies have already been directed in the field of language attitude (Alhmali, 2007). Saidat (2010) mentions that language attitude research has been considered in the previous 50 years because of the growing relation between the importance of the language use and the nature of individuals.

However, the information concerned with the language attitudes of teachers who teach English without knowing the language, especially the Honduran teachers, is not sufficient. For

that reason, this study investigates the attitude towards learning the English language of teachers who are being trained by Secretaría de Educación.

Definitions of Attitude

Researchers in the fields of language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Alhmali, 2007). For example; Montana and Kasprzyk state that, "Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude." And Ajzan (1988, p. 4) considers attitudes as "A disposition to respond favorably or unfavorably to an object, person, institution, or event".

One more definition comes from Gardner (1980, p. 267), who defines the term attitude as "an inference which is made on the basis of a complex of beliefs about the attitude object". Gardner (1980, p. 267) expands Likert's (1932, p. 9, Cited in Gardner, 1980, p. 267) definition by describing attitude as "the sum of a man's instinctions and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic". Gardner (1985 p. 197) also considers attitudes as mechanisms of motivation in language learning. According to him, "motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language".

In addition, Baker (1992, p. 11) sees attitudes as "a hypothetical construct used to explain the direction and persistence of human behavior". However, according to Wenden (1991) the term attitude includes three components: cognitive, affective and behavioral. A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. The affective component refers to the feeling and emotions that one has towards an object, in other words, likes and dislikes, and with or against. Lastly, the behavioral component refers to one's consisting actions or behavioral intentions towards the object. From a different perspective McGuire (1969, p. 157), cited in Oscamp, (1977 p. 10) proposes "that theorists who insist on distinguishing them (the three components) should bear the burden of providing that the distinction is worthwhile". That is because the components are so closely related that it can be hard to differentiate them (Els Van, 1984, p.116).

Importance of Attitude in the learning of languages

The attitudes towards the languages are closely related to learning a language (Starks & Paltridge, 1996). Students' success or failure in the learning of a language has to do with their attitude since "positive language attitudes let learner have positive orientation towards learning English" (Karahan, 2007, p. 84). In addition, Reid (2003) stated, "Attitudes are important to us because they cannot be neatly separated from study." Visser (2008) also considers attitude as an essential factor influencing language performance. To have success in a target language intellectual capacity is not the main factor, but also on the learner's attitudes towards language learning. This means that learning language should be considered as a social and psychological phenomenon rather than just academic. Researchers like Kiptui and Mbugua (2009, cited in

Tella, 2010) also investigated that negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya.

When studying language attitudes, the concept of motives is important. The basic motives are instrumental and integrative motives. If second language (L2) acquisition is considered as instrumental, the knowledge in a language is considered as a "passport to prestige and success". The speaker/learner considers the speaking/learning of English as functional (Ellis, 1991, p. 117). On the other hand, if a learner wishes to identify with the target community; to learn the language and the culture of the speakers of that language in order to perhaps be able to become a member of the group, the motivation is called integrative. In generally, research has proved the integrative motivation to have been more beneficial for the learning of another language (Loveday, 1982, p. 17-18). On the other hand, Gardner and Lambert (1985), for instance, have found out that where the L2 functions as a second language, instrumental motivation seems to be more effective. Moreover, motivation derived from a sense of academic or communicative success is more likely to motivate one to speak a foreign/second language (Ellis, 1991).

Language Attitude

Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude to learn the target language (Padwick, 2010). Gardner and Lambert (1972) have concluded that the ability of the students to master a second language is not only influenced by the mental competence or,

language skills, but also on the students' attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.

In 1992, Baker proposed a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning. Baker (1992) states that, "In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death." De Bot (2005) assert that language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

Aspects of Language Attitude

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, 2009).

Moreover, learning process has social as well as psychological aspects besides the cognitive approach. Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively. In the following, the three aspects of attitude concept, behavioral, cognitive, and emotional aspects are briefly described below (International Journal of Scientific and Research Publications, 2013).

Behavioral Aspect of Attitude

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Kara (2009) stated that, "Positnnive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally".

Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one,

creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

Emotional Aspect of Attitude

Feng and Chen (2009) stated that, "Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield." Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006).

Attitude Vs Behavior

Attitude can be defined as a set of beliefs developed in a due course of time in a given sociocultural setting. Although it necessarily so not determine behavior but can have some impact on it. It is studied that positive attitude facilitates learning. If the learner is reluctant to learn or he/she does not have a positive attitude, he/she does not produce any result. Language learning is affected by the attitude and motivation. Motivated, demotivated and unmotivated students have different perceptions of their class, teacher and curriculum. Their perceptions are responsible to for their attitudes. An individual's perception of the class, perception of the teacher, peer group, syllabus and his/her awareness for future needs effect hi/her attitude to language learning.

Teacher's Attitude

Teachers' attitude plays an important role in the present context. In the professional courses, the teachers' have changed their role from being the controller of the class to the facilitator. They accept students' mistakes in the language use as a necessary part of the language learning. They help and motivate students use more and more language in their daily life. Learners learning outcomes are influenced by the interpretation of teachers' interpersonal behavior. If they believe that the teacher is associated with them and their learning outcome, the teacher empathize with them, understands their problems, they react positively and this factor contributes to their motivation level in the classroom.

Teacher's Role

With the age of paradigm shift, the teacher has come a long way from being a strict disciplinarian to a facilitator. The teacher needs to make them realize that I am the one like you who also commits mistakes in the use of English and mistakes are a natural part of learning a language. A teacher needs to remember that a demotivated student cannot learn. In our classes, we need to keep an eye on:

- What are my learners' problems in learning English?
- How these can be removed?
- Are they related to the grammar or to the student's perception about learning a language?
- What does my learner want?
- Why he/she is learning English?

Student's Attitude towards Teachers

They want a teacher who can motivate them to speak more and more in the classroom and teach them how to use language outside the classroom. They want their teacher to be good at English and capable of correcting their mistakes without hurting their ego or without accusing them of not having knowledge of English.

Related studies

Modern language attitudes research began in the 1930s with one of the pioneers in this area of investigation being Thomas Hatherley Pear (Pear 1931). He questioned whether the voice was capable of yielding sufficient cues for reliable and valid personality assessment. He concluded that the judgments of personality from the voice are based not on any accurate reflection of personality of the speaker according to the sound of his voice (Pear 1931). These findings were further supported by the results of studies conducted by Fay and Middleton (1939, 1940).

Since then a vast amount of language studies have been performed. For example In Japan, learners' motivation and attitudes towards the English language were also of concern for many researchers. One of the most relevant studies was that of Benson (1991) who surveyed over 300 freshmen to assess their motivation towards learning English. The results demonstrated the importance of integrative and personal goals as factors in motivation among Japanese college students as he stated, "integrative and personal reasons for learning English were preferred over instrumental ones" (Benson, 1991).

The issues of learners' motivation and attitudes have not been sufficiently discussed with regard to Honduran teachers trained to learn the English language. In other words, no study has been conducted to explore the types of motivation and attitudes that teachers from Honduras might have toward learning the English language. Therefore, this study would help to understand these important issues with regard to teachers in the Honduran context.

CHAPTER IV

Methodology

Type of research

Attitude towards learning the English language is the research worked on. This research was qualitative because it provides a deeper understanding of how the group of teachers that are being trained to learn English feel during the training. It also helped to understand better how is like the whole experience of learning English to them. That was the type of information that was collected in this research. Using the experiences and behaves of the participants of the Training Center at Estados Unidos school, the research collected the information needed to answer the objectives of the research. Furthermore, it provided solutions and recommendations on how teachers improve their attitude towards learning English.

This qualitative research followed the guiding principle of case study. It was determined and described what the attitude of the teachers is while they learn the English. Using similar researches done before, as a guide, the research explains the attitude towards learning the language, and gave suggestions about the topic to the field.

Participants/ Subjects

The participants of the research were teachers who are being trained to learn English by Secretaría de Educación de Honduras at Escuela Estados Unidos. The participants were already teachers of the public system of Honduras and they did not speak the language fluently. In order to solve that situation they have been attending to the trainings to learn English. The trainer who is in charge of the class was asked to randomly select 5 students from the group. With those 5 participants was collected the data needed using two different instruments: observation and interviews.

Setting / Context

This research took place at the premises occupied by the United States School in Tegucigalpa, Honduras. The training course takes place at the facility of the school since early this year. The school provides the classroom to hold the training course. The classroom is not always the same; it changes depending of the activities that take place at the school and also depends on de availability of the keys to the classrooms.

Instruments

Two different instruments were employed in this study to gather the data needed to identify the attitude towards learning English of the teachers during the training course. The first instrument was observation, which was made by filling an observation rubric. The second instrument used in this research was an interview administrated to each of the participants at the end of the first day of observation.

Ethics in research

Fundamental parts in any research study are the ethics. In a research, the one in charge of the study is responsible for ensuring that all of the participants are well-informed about what is the purpose of the research. For this research the participants were given all the information needed about what this research was about and they were told to feel free to be part of the study or not and if they agreed to do so, they were also free to say that they did not want to continue with the study.

Protection of the participants through the informed consent process is also important. For that reason the participants' names do not appeared in this study. They were given a code name to ensure that their answers, opinions and actions do not lead to what participant did what.

An additional important factor in Ethics in research is the protection of the data that was gathered with the different research instruments. In order to do so, the data collected was not manipulated by the research and also the questions of the interview were conducted in a way that participants feel free to speak their minds. The above was done to prevent misinterpretations and bias in the participants, thus, their answers were given spontaneously and without restrictions of any kind.

CHAPTER V

Collection of the data

To collect the data needed in this study, two instruments were used: participant observation and interviews. The instruments are described below.

Participant observation

Observation deals with actions and behaviors and because of that, observation is generally the best method for studying natural behavior. For that reason, this method was used to have a better understanding of the behavior. To obtain the data, a rubric with three aspects was used. These three aspects were: students' behavior, students' classroom behavior and classroom management concerned with the students' procedures.

Interviews

The interviews were semi-structured and open-ended type interviews. Since it is a semi-structured interview there was the opportunity to have openness to change the sequence of questions in order to follow-up the answer given (Kvlae, 1996, p. 124). This design allowed more flexibility than pre-designed questions. The purpose for the interview was to obtain additional data to complement and contextualize the results from the observations made during the training course. The questions were developed in accordance with the themes in the observation as well. To ensure that all interviewees would speak their minds in a language they are most familiar with, all of the questions were in Spanish. Their answers were recorded and then translated into English.

Selection of participants

To select the participants, the trainer who was in charge of the class was asked to randomly select 5 students from the group. With those 5 participants the data needed was collected using two different instruments: participant observation and interviews.

Administrative aspects permission slips

Before the process of recollection of the data started the participants were orally asked if they wanted to participate in the process of the investigation. All of the participants originally selected agreed to be part of the research.

CHAPTER VI

Organization and Analysis of the data

Participant observation results

Table 1: Students' behavior.

Description	P1	P2	P3	P4	P5	TOTAL
The student participates in class.	X	X	X	X	X	5
The student tries to use a second language to express ideas and opinions in the classroom.	X	X	X			3
The student tries to interact with her/his peers using the second language.	X	X		X		3
The student shows interest in the activities presented by the teacher.	X	X	X	X	X	5
The student seems understand the instructions given by the teacher.	X	X	X		X	4

The table shows the participants' behavior during the days they were observed. According to the observations of those days, all of the students contributed in class and they showed interest in the activities presented by the teacher. Another interesting finding is that 4 of the participants seem to understand the instructions given by the teacher. Out of the 5 participants, 3 try to use English to express their ideas and opinions in the classroom. Even

though participant 3 and 5 seemed to understand the instructions they did not use English to

interact with their peers during group work.

Table 2: Students classroom behavior.

Description	Always	Most of the time	Rarely	Never
Follow directions.	P1,P2,P3	P4,P5		
Listen to Teacher.	P1,P2,P3,P4,P5			
Remains on task and allow others.	P1,P2,P3,P4,P5			
Respect others' opinions.	P1,P2,P3,P4,P5			
Participate fully in group/pair activities.	P1,P2,P3,P4,P5			
Participate in class discussions.	P1,P2,P3,P4,P5			
Does his or her 'fair share' of work during group/pair activities		P1,P2,P3,P4,P5		
Request assistance from the teacher only when really needed.		P1,P2,P3	P4,P5	

During the time the observation took place the results were the following: 3 of the

participants always followed the directions of the activities. The participants always pay

attention when the teacher explains a topic or introduces an activity. The participants are always

sitting, unless the teacher has an activity that involves movement or when they present their work

to the class. When a classmate has something to say, or has a comment, the participants pay

attention to what their classmate is saying and if there is a mistake in pronunciation or problems

mixing English and Spanish, the participant do not make fun of their classmate. When the

teacher asks the participants to have a discussion they all participated. During the observation,

most of the time, the entire participants did their 'fair share' meaning that they all brought some

ideas to collaborate.

Table 3: Classroom management: Students' actions

Description	Participants					
	P1	P2	P3	P4	P5	Total
Student has a positive sense of 'self-efficacy' about the academic content area (self-efficacy can be defined as the confidence that one can be successful in the academic discipline or subject matter if one puts forth reasonable effort)	X	X	X	X	X	5
Displays some apparent intrinsic motivation to engage in course work (e.g., is motivated by topics and subject matter discussed or covered in the course; finds the act of working on course assignments to be reinforcing in its own right).	X	X	X	X		4
Displays apparent extrinsic motivation to engage in course work (e.g., is motivated by grades, praise, public recognition of achievement, access to privileges such as sports eligibility, or other rewarding outcomes).	X	X	X	X	X	5
Tries hard to master every task and focuses on Improvement	X	X	X	X	X	5
Tries every activity and take on various roles if Asked	X	X	X	X	X	5
Student helps, encourages others, and offers positive Feedback.	X	X	X	X		4

The table shows the results of the observations based on students' procedures during the training. All of the participants have a positive sense of 'self-efficacy' meaning that all of them showed confident during the reading of a paragraph, they wrote on their own, about their life. All of the participants but number participant number 5 showed engagement with the discussion of how to ask for directions, which took place in class. All of the participants showed that they felt good after reading their paragraph mostly because the teacher appreciated their job and their

peers showed support when they had a mistake here and there. Also all of the participants showed that they tried to do their best when writing their paragraph. In another class when the teacher introduced a new listening-comprehension activity (a bingo) all of the participants of the study showed interest and participated actively. From what it was observed the participants enjoyed the activity and had fun. When the participants had a doubt about the game, they encouraged each other, all of them but participant number 5 who remained a bit quiet compared to the rest of the participants.

Interview results

Table 4: Publicize of the training course

Question	Description	Participants	Total
How did you hear about the training course?	The principal of the school informed about it.	P3, P4, P5	3
	A friend of mine told me.	P1	1
	The district director told us about it.	P2	1

When the participants were asked to tell how they heard about the training 3 of the participants told that the principal of their school gave the information to them, 1 got the information from a friend, and Participant number 2 knew about the training course from the district director. Since all of the participants work in the same district the information shows that the training was open only for those who work in a particular district. Probably, Secretaría de

Educación did not send invitations to other districts or it was something intentional, as a way to see if the training course would give good results.

Table 5: Participants' experience teaching English

Question	Description	Participants	Total
Do you work as an English teacher in your school?	Yes, I teach English in my school.	P2, P3	2
	I have done it, but don't work as an English teacher right now.	P4	1
	No, there is a person in charge of the English class in my school.	P1, P5	2

Of all the participants only 2 of them are active English teachers. 1 of them has worked as an English teacher before but not in the moment the interview took place. 2 of them are not working as an English teacher because there is a teacher already assigned to teach the class. When the investigation began, it was assumed that the course was only for teachers who taught English in their schools but according to the results of the interviews any teacher who is interested in attending the course can do it.

Table 6: Participants' previous knowledge of English

Question	Description	Participants	Total
Do you have any previous knowledge about the English language?	Yes, I have received courses before	P2, P5	2
	No, I do not.	P1	1
	Yes, I lived for seven years in Utila and I learned a little bit.	P3	1
	Yes, I am currently studying the basic level of English at UNAH.	P4	1

Most of the participants have previous knowledge of English. According to them, it was a very basic knowledge, although, one of the participants lived for seven years in Utila, she said that the English the learned it was not polished and she did not learn the language to speak it fluently. Participant number 4 is in the basic level of English at Universidad Nacional Autónoma de Honduras. Only participant 1 said that she did not have any previous knowledge of the language, that all the English she knows, it is because of the training course.

Table 7: Perception of the participants towards English

Question	Description	Participants
Do you like English? Why?	Yes, I like it because now I understand it better. Now I can communicate better when I go to The United States.	P1
	Yes, I like English, I like listening to people when they speak English.	P2, P5,P3
	I like English because I like listening to music in English	P2, P4
	I see it as an advantage; it is an opportunity to get a job.	P4

When asked about if they like the English language Participant 1 said that she liked it because now she can go to The United States and communicate to ask for help or to request something. Participants 2, 3 and 5 mentioned that they like the way other people speak English, how the language sounds to them. Participants 2 and 4 said they like to listen to music in English. Participant number 4 also mentioned that for her, leaning English is good because now to get a job English is one of the main requirements. Also as seen in the literature review, Participant 4 feels motivated to learn English because of the benefits this language might bring to her life in the future.

Table 8: Participants perception about the training

Question	Description	Participants
What do you think about the training?	It is excellent, very good.	P1
	I like the methodology of the course. It is really good.	P2, P3, P5
	I like the course because it serves as a motivation to teach English	P4

All of the participants said they like the training course. Participants 2, 3 and 5 mentioned that they liked the methodology used in the training because they were actually learning English. Participant 4 said that she liked the course because she felt motivated to learn how to teach English. That is really important because the training course aims to provide methodology to go and teach English in public schools. Participant 1 also said that she liked the training, when interviewed she correspondingly said *"We have learn new things, I feel good now because I have traveled to United States and at the beginning I didn't know how to ask for water or for a bathroom, now I know how to do it."* Meaning that know she is already applying what she has learned during her time on the training process. Unfortunately, she is not using the language to teach it in her school yet, she says off the record that once in a while she speaks with her students using the little English she knows and that she, sometimes, writes the date in English so her students can practice a little bit.

Table 9: Usage of English in the classroom

Question	Description	Participants	Total
Do you use English with your classmates?	Yes, I try to speak in English with them	P1, P2, P3, P4	4
	Yes	P5	1

Four of the participants in the research expressed that they try to speak in English with their peers during the training course. The answers they provided are the same as in the observation. During the time the observation was made the participants tried to speak in English as much as they could, all of them but Participant 4 and 5, who rather remained silent during some of the activities. Even though they said that they speak in English with the other participants, such behavior was not seen during the time the observation took place.

Table 10: Understanding of instructions in the target language

Question	Description	Participants	Total
Do you understand the instructions given by the teacher during the training?	Yes and also, the teacher understands us, and when we make mistakes she corrects them without making fun of us. She is excellent.	P1, P2, P3	3
	Yes, she manages the language.	P5	1
	Yes, I do	P4	1

All of the participants manifested that they understand the instructions given by the teacher in English. During the observations it was seen that all of the participants in the research paid attention to the teacher all the time but during the activity of the bingo in the second class, participants 4 and 5 seemed not to understand the instructions given in that particular time. The teacher of the course also mentioned that when she felt that the students did not understand the instructions she used Spanish to explain how the activity must be developed, then she repeated the instructions in English, using gestures and in some cases exaggerating the expressions when speaking so the students felt motivated to complete the instructions.

Table 11: Participants expectations about teaching English

Question	Description	Participants
Do you see yourself working as an English teacher in the future?	Yes, I do.	P1,P2, P3, P4, P5

The participants see themselves teaching English in the future, Participant 1 even said *"Yes, I think everyone who is receiving this course is able to teach English in basic schools to sixth grade."* Participant 5 said *"Yes, I would do it if I am asked by the principal of the school to do it."* Meaning that she feels she has what it takes to teach English but she will only do it if she is sent to do it. Out of all of the participants, number 5 is the least likely to be teaching English in the future because she also mentioned before that in her school there is somebody already doing the job.

Table 12: Participants improvement of their English outside the training course

Question	Description	Participants
Do you try to improve your English outside the training course? If yes, what are the strategies you use to improve your English outside the course?	Yes, I watch how they pronounce the words and other words I search them using Google translator.	P1, P3, P4
	I always try to look for ways to improve my English. Each phrase or word I am not sure of I look it up.	P2

According to the table, the participants always try to improve their English using different methods, such as dictionaries, the Internet and Google translator. Participant number 2 also mentioned that she looks for the right pronunciation not only of isolated words but complete phrases. No other participant mentioned that. Participant number 5 does not use other strategies beside the training course, she said *"Yes, I try to study the vocabulary of the class and do my homework."* Meaning that, she feels that the content, which is developed during the course, is enough for her to learn the language.

Table 13: Recommend to others the training course

Question	Description	Participants
Would you recommend this course to other teachers?	Yes, I would because as the education needs to be better, teachers have to be more prepared.	P4
	Yes, because the course is really good, we learn a lot.	P1, P5
	Yes, I would because some of my partners didn't know any English before the training course.	P2
	Yes I would, but if those who want to learn English have more time, I would rather recommend them go to and study English at UPN or UNAH.	P3

The participants agreed on recommending the course to others. Participant 4 said that the country needs prepared professionals. Participants 1 and 5 said they have learned several things since the beginning of the course and that other might learn as well. Participant 2 had some previous knowledge of English before but she said that she would recommend the course because some of her class mates know no English and now they have learned the basics of the language. Participant 3 recommends the training but she also said that if someone has the time to learn English it would be better going to a university such as Univesidad Nacional Utónoma de Honduras or Univesidad Nacional Francisco Morazán. Participant 3 also mentioned that because she is almost retiring she is not able to attend to a university to learn English, because of her age as well, but if she could she would rather go those institutions instead of the training course.

CHAPTER VII

Conclusions

This study aimed to investigate the teachers' that are receiving a training course attitude towards learning English. For the participants attitude the results showed that personal reasons are regarded as important motives to learn the English language.

- The participants of this study were public school teachers that were interested in learning the English language. The participants work in different schools but most of them share the same time and experience within the public system. Their previous knowledge of English was extremely basic and in some cases inexistent. Only two of the participants of the study are currently working as English teachers and the rest have in their schools a teacher in charge of the class. The participants have been receiving the course since February 2013 to the date. Moreover, the participants of the study were not receiving any economic incentive by the time this research took place. Meaning that; they are attending to the training course because they want to learn English.

- The data collected revealed that the teachers that were participants of this study have a positive attitude towards the English language. Rather than show dislike for the language the participants manifested that they were interested in learning more English. Also, some participants manifested that they used a variety of resources and strategies to improve their English. Some of the participants expressed that they like listening to music in English and that they liked the way English sounds when spoken by a native speaker,

showing a positive attitude not only to the language itself but to learn more and in the future become fluent.

- It was found that the attitude of the participants towards the training course is positive as well. They manifested that they liked the way the trainer taught the class and that the trainer managed the content and strategies to teach the language. The participants also expressed that they do not feel ashamed when they committed any mistake, rather than that, during the observations, it was seen that when some classmate had a mistake the class corrected the mistake in a polite way, never making fun of the classmate. And because of the way they feel about the trainer and their classmates, the participants felt motivated to continue with the learning of English. The majority of the participants manifested that they would recommend the training course to other teachers because they felt they have been learning since the very beginning, but, one of the participants stated that even though she would recommend the training, she thinks that the best way to learn English is going to a University, rather than attending to the training.

- When it comes to conclude if the participants of the study are learning how to teach English in public schools, all of the participants stated that they felt that in the way they are being taught is a good way to teach English in public schools. One of the participants manifested that she felt that the methodology used in the training course was appropriate for anyone who is interested in learning how to teach English in Basic Public Schools. Nevertheless, after the analysis of the data, only one of the participants was seen as the least likely to be an English teacher in the future. Based on her answers, she did not feel the need to teach English, only if she was asked by her principal to do it.

Recommendations

This research, adopting qualitative methodology, explores the attitudes of teachers of the public system of Honduras toward the English language and their willingness to teach English in the future has the following recommendations.

- The teachers who were receiving the training showed that they had a positive attitude toward the English language and they were enjoying the training. Therefor it is recommended that the training continues doing its effort to teach English to all the teachers that interested in learning the language.
- One more recommendation is that the training finds a specific place to teach English since its location has been changed multiple times.
- Another recommendation for future studies on this matter is that more and longer observation would bring better data to understand how the whole process of learning English actually is.
- Lastly, it is recommended that this training course be implemented not only to a limited number of teachers or just few districts of Tegucigalpa but nationwide.

Limitations

This research had four limitations:

- Reliability is a problem when observation is used during a research. Even though observation is a good instrument to discover what people do during a certain period of time, throughout this research, at the beginning there was the opportunity to have two observers at the same time but one of the researches was not able to continue with the study. Moreover, the presence of an outsider in this case, an observer may affect the process of the training itself because the participants might feel they are being watched, therefore, change their normal behavior in the training course.

- Time was another limitation since the training course was only two hours per-week; there was not enough time to see a change of behavior in the participants. Additionally, two more observation could have been made but due personal and schedule problems of both, the researcher and the teacher in charge of the class, that was not possible.

- The collection of the data was another limitation during this research. The researcher had to commute from his work place outside of the city to go and collect the data at Escuela Estados Unidos, resulting in an exhausting process.

- The experience of the researcher was another limitation. The background of the researcher when it came to know how to do research was not sufficient by the time this research took place. Therefore, the order of steps that this research should have taken was not consistent.

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Annex

Participant observation rubrics

Table 1: Students' behavior.

Description	P1	P2	P3	P4	P5	TOTAL
The student participates in class.						
The student tries to use a second language to express ideas and opinions in the classroom.						
The student tries to interact with her/his peers using the second language.						
The student shows interest in the activities presented by the teacher.						
The student seems understand the instructions given by the teacher.						

Table 2: Students' classroom behavior.

Description	Always	Most of the time	Rarely	Never
Follow directions.				
Listen to Teacher.				
Remains on task and allow others.				
Respect others' opinions.				
Participate fully in group/pair activities.				
Participate in class discussions.				
Does his or her 'fair share' of work during group/pair activities				
Request assistance from the teacher only when really needed.				

Table 3: Classroom management: Students' actions

Description	Participants					
	P1	P2	P3	P4	P5	Total
Student has a positive sense of 'self-efficacy' about the academic content area (self-efficacy can be defined as the confidence that one can be successful in the academic discipline or subject matter if one puts forth reasonable effort)						
Displays some apparent intrinsic motivation to engage in course work (e.g., is motivated by topics and subject matter discussed or covered in the course; finds the act of working on course assignments to be reinforcing in its own right).						
Displays apparent extrinsic motivation to engage in course work (e.g., is motivated by grades, praise, public recognition of achievement, access to privileges such as sports eligibility, or other rewarding outcomes).						
Tries hard to master every task and focuses on Improvement						
Tries every activity and take on various roles if Asked						
Student helps, encourages others, and offers positive Feedback.						

Interview

Table 4: Publicize of the training course

Question	Description	Participants	Total
How did you hear about the training course?			

Table 5: Participants' experience teaching English

Question	Description	Participants	Total
Do you work as an English teacher in your school?			

Table 6: Participants' previous knowledge of English

Question	Description	Participants	Total
Do you have any previous knowledge about the English language?			

Table 7: Perception of the participants towards English

Question	Description	Participants
Do you like English? Why?		

Table 8: Participants perception about the training

Question	Description	Participants
What do you think about the training?		

Table 9: Usage of English in the classroom

Question	Description	Participants	Total
Do you use English with your classmates?			

Table 10: Understanding of instructions in the target language

Question	Description	Participants	Total
Do you understand the instructions given by the teacher during the training?			

Table 11: Participants expectations about teaching English

Question	Description	Participants
Do you see yourself working as an English teacher in the future?		

Table 12: Participants improvement of their English outside the training course

Question	Description	Participants
Do you try to improve your English outside the training course? If yes, what are the strategies you use to improve your English outside the course?		

Table 13: Recommend to others the training course

Question	Description	Participants
Would you recommend this course to other teachers?		