



High School Students' Motivation in Learning English

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Abstract

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This study aims to measure the motivation level of high school students to learn English, to identify the factors that affect their motivations and provide the appropriate help to the students. Data was collected from 9th, 10th, 11th and 12th grade students studying at İsmail Kaya İmam Hatip High school in Konya. The study was designed by using a quantitative research method that included a questionnaire that assessed the learners' motivation to learn English. The number of the participants is 152. The statements in the scale were categorized into four groups: intrinsic, parental, environmental, and teacher's attitude-related factors. The findings revealed that students' intrinsic factor is the main factor that affects students' motivation.

Keywords: Motivation, anxiety, foreign language teaching, strategy

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Introduction

One of the most difficult problems while teaching English has been understanding the factors that affect foreign language learners' motivation at school. Motivation/demotivation is widely accepted by teachers and researchers as one of the most significant components of second language (L2) learning. Thus, knowing if learner's have demotivation or not, what factors influence their language learning achievement are important facts to consider. It helps teachers understand the reasons of their students' stimulation, choose suitable teaching methods and approaches during learning process, develop a conducive classroom environment and encourage them to work harder.

Motivation is derived from the Latin verb *movere*, which means 'to move.' Dörnyei and Ushioda (2011) stated that in a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out. This definition emphasizes the importance of making particular decisions, starting the action, putting effort, and persisting in action. However, motivation, according to Lin (2012), is defined as intrinsic desires that are already existing in an individual or that are reflected in an individual while obtaining new information and learning. In another aspect, motivation is defined by Cook & Artino (2016) as a process in which target-oriented activities are initiated and maintained. It is also emphasized by Özen (2017) that motivation of students has important effects on their success. Several studies like Ghadirzadeh, Hashtnoudi & Shokri (2013) have indicated that motivation is an essential element in foreign language learning and it plays a crucial role in learners' target language achievement. High motivation facilitates learning and increases learners' eagerness to learn. Nonetheless, a lack of motivation is a barrier to learning.

According to Dörnyei & Ushioda (2011), while looking at the nature of L2 learning, we can not only talk about positive influences. Unfortunately, learners may be negatively influenced during the learning process. Negative influences can have a big impact on overall motivation. They could be related to specific learning experiences (e.g., public embarrassment, low test scores) or social learning events (e.g., the teacher's personality and behavior, the classroom community). In the same study, they also stated that until recently, the dark side of motivation, known as demotivation, was not considered a research area. Despite the fact that its importance in the learning process has been established. Dörnyei & Ushioda (2013) defined demotivation as –specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. (p. 139). As a result, L2 demotivation can be defined as a decrease in motivation for language learning as a result of certain variables. To put it in other words, demotivation does not imply that the L2 learner has completely lost interest in language learning; rather, it indicates that his motivation has been lowered as a result of various demotivating variables relating to the teacher, the student or the learning setting. Kaivanpanah and Ghasemi (2011) also suggest that any failure to learn a second language may be largely due to the existence of demotivating factors on the side of learners. (p.90)

Motivational Factors in Foreign Language Learning

Han, Takkaç & Aybirdi (2019) stated that since motivation plays a fundamental role in language learning, it is important for foreign language teachers to identify the factors that negatively affect students' motivation and to develop techniques that can affect them positively. To investigate motivational factors, Kikuchi (2011) designed a demotivation questionnaire to administer to Japanese students who studied English as a foreign language. Five demotivating elements were discovered during their investigation: 1) learning materials and content; 2) teacher competency and teaching techniques; 3) inadequate school facilities; 4) lack of intrinsic motivation; 5) exam

results. However, in this study, the motivations of students are gathered under four factors in the model. These are intrinsic factors, parental factors, environmental factors and teacher's attitude-related factors.

According to Lai (2011), intrinsic motivation is driven by personal delight, interest, or pleasure, whereas extrinsic motivation is driven by reinforcing factors. As a result, intrinsic factors in motivation in English language learning is driven by internal variables such as the enjoyment of language learning itself, whereas extrinsic motivation is driven by external factors such as academic requirements, rewards, and punishments. As a result, with intrinsic motivation, a language learner is encouraged to complete a task or participate in a classroom activity solely for the enjoyment or fun of it. Cerasoli, Nicklin and Ford (2014) stated that intrinsic motivation (IM) has a more powerful effect on effort and outcomes than the extrinsic one has.

Cheung and Pomerantz (2012) found that students whose parents were more active in their education were more motivated to satisfy their parents' academic goals and got higher marks. According to Darling, Kleiman & Larocque (2011), family involvement in school events is a key element in students' success. Parents volunteering at schools, helping students' homework, taking on leadership roles in the school, and visiting the student's classroom were all considered as indications of parental participation in their research. On the contrary, there are times when parents have a negative impact on their student's academic performance. Darling, Kleinman & Larocque (2011) stated that parental participation can be hampered by a variety of causes, including socioeconomic issues as well as logistical difficulties. Parents who are unable to help student with homework related to language barriers or stay in contact with a teacher due to extended work hours, for example, may put their children at risk. Inactive parents might also cause a student to struggle in school at a young age. When students are raised in an unpleasant family environment, they struggle to adapt, which can have a severe impact on their academic performance. This paradigm, known as the parental-conflict viewpoint, was evaluated by Esmaili, Manson, & Yaacob (2011) with teens aged 15 to 18 years old, making it appropriate to students in the middle of their adolescence, while still in high school. Similar research conducted by Steward & Suldo (2011) on younger children has found that parental approval and guidance are critical for academic performance.

According to long-term classroom studies by Reyes, Brackett, Rivers, White & Salovey (2012) and Wang & Degol (2016), students' motivation at school is an important variable in their engagement and performance. According to Nagatomo (2015), this engagement and performance can be achieved through keeping a high profile among their group members, working in a supportive atmosphere and collaborative teaching boost their self-actualization on their professional development journey. According to Mulalic & Obralic (2016), besides that, an effective language acquisition can be achieved if learner's preferences with classroom activities and motivation in English language learning are matched.

Evans & Tragant (2020), identified teachers as one of the main sources of demotivation among language learners. However, Çankaya (2018) and Liu (2020) showed that the teacher is not an important cause of demotivation compared to other demotivation factors such as class environment, learning contents and materials or test scores. On the contrary, Trong Tuan in his research (2012) says when students realize that their teacher is interested in their progress, they become more motivated to learn. Teachers should engage students in the topic of the day right from the start of the class. Furthermore, teachers should vary the activities, tasks, and resources.

Aims and Research Questions of the Study

The aim of this study is to measure the motivation level of high school students to learn English, to figure out the facts that influence their motivation and shed light on the subject for language teachers. There is no doubt that this study can help teachers to answer the following questions:

1. What is the motivation level of high school students to learn English?
2. What are the factors behind this result?
3. What strategies should be used to promote the motivation of the learners?

METHODOLOGY

Participants

This study was conducted in an Anatolian Imam Hatip High School in the province of Konya, Turkey. The school is a state school in the city center. The school has 956 male students from 5th to 12th grade in total. As for the participants, 9th, 10th, 11th and 12th grade students are preferred. Secondary school students were not included as the aim of the study is to measure the high school students. Another important point in this part is the age of the participants. The ages of the participants are generally from 14 to 18. The total number of the participants is 152. The participant numbers of the 11th class is the most (71) and 9th class is the least one (24). Class and gender percentages of the participants are shown with tables below:

Table 1. Distribution of participants by grade.

Age	%	Number
9 th Grades	15,8 %	24
10 th Grades	18,4 %	28
11 th Grades	46,7 %	71
12 th Grades	19,1 %	29

Table 2. Distribution of participants by age:

Age	%	Number
14	13,8 %	21
15	15,8%	24
16	39,5%	60
17	24,3%	37
18	6,6%	10

Data Collection and Analysis

The quantitative research method was employed in this study. Collecting information from a whole school or a greater number is difficult since it takes a long time. As a result, smaller sample in this study is seen as representative of the entire population. The smaller group in the study is called as the sample. Participants in this study answered yes or no to the statements on the scale. In this study, the research method employed was the survey method, which is the most widespread and useful tool for quantitative research. Some attitudes are impossible to assess by observation. Survey can be used to elicit some attitudes in this circumstance.

Finally, the respondents' responses on the scale were calculated. They were graphed and presented in percentages. The convenience sampling method was applied for this research. Convenience sampling is commonly used by researchers since it is affordable, simple to conduct, and quick to collect data. It is commonly accepted since the sample is collected from a readily accessible population. A descriptive analysis was used to analyze the data. Descriptive analysis shows what the data indicates by describing the main properties of the data. Frequency is presented in descriptive analysis in one of two ways: a table or a graph. Graphs are used to display data for this study. In the graphs, percentages as well as total numbers can be seen.

Procedure

Because of the limited time, the scale was created on an online survey program (google forms). The questionnaire could not be sent to e-mail accounts as most of the students do not have e-mails. As a result, the link to the online questionnaire was easily and swiftly transmitted within class Bip groups. In three days, the findings were obtained with the same ease and speed. The aim of the study is clearly indicated at the top of the scale, and additional explanations are provided via the Bip application.

RESULTS

The findings of each factor's statement were analyzed separately. The percentages and ratios of each item in the variables were then computed to determine which factors and which components had an impact on students' motivation.

In the questionnaire, each factor had a similar and sufficient representation in the questions. To increase validity, the items linked to the same criteria were written one after the other. The claims were written in a way that was easy to understand and tested. Grouping of the questions in this study are shown in the table below.

Table 3. Grouping of the questions

Statements about Intrinsic Factors: 1-2-3-4-5-6	Statements about Parental Factors: 7-8-9-10-11-12
Statements about Environmental Factors: 13-14-15-16-17-18	Statements about Teacher's Attitude-Related Factors: 19-20-21-22-23-24

Statements about Intrinsic Factors

Most of the participants believed that they love English lessons. These results are also supported in the quantitative findings of this current study. It may be assumed from the given data that many of the participants are not dissatisfied during foreign language class. Nevertheless, nearly half of the students are facing problems while learning English and comprehending the content. Since there are only two hours of English lessons a week in Anatolian Imam Hatip high school, they may not have been able to get a chance to have listening activities, understand and analyze what they are hearing. The following statements can be given as representative answers:

“I love English lessons and learning a language. However, I am afraid of making mistakes and being ridiculed when speaking English.”

“I believe that learning English is beneficial for my future. I am curious about the English phrases that I have learned inside and outside the classroom, and I search for their meanings.”

“I have difficulty in learning English and understanding the lesson. I do not understand the listening texts in English and the teacher's sentences most of the time.”

Statements about Parental Factors

Majority of the participants indicate that their parents don't know English. Thus, their parents cannot help them with their difficulties while doing English homework. When their parents urge them to practice English as much as possible, it boosts their motivation. In the light of the data, it can be said that most of the participants (76,3%) did not have financial problems. They could get extra language courses, books, private lessons if they wanted to learn their English. Money is not a demotivating fact for most of them. The following statements can be given as representative answers:

“My family don't know English and can't help me with my English homework.”

“My family thinks that knowing English will be beneficial for me when I finish school.”

“I can improve myself in English because my family's financial situation allows me.”

Statements about Environmental Factors

Many of the students felt more motivated when did the tasks alone. It can be due to either being willingness to learning better on their own or their classroom atmosphere. A considerable number of students felt more motivated when they were in a competitive language class. In other words, competitive classroom environment didn't demotivate them. More than half of them thought their classroom average English level is low. The following statements can be given as representative answers:

“I prefer working individually on English project assignments to working with my classmates.”

“In a competitive classroom environment, I feel more unsuccessful than my classmates.”

“Since our level is low in English class, the lesson is inefficient. Only a few good students attend the class.”

Statements about Teacher's Attitude-Related Factors

The number of students who thought that their English teacher kept up with their progress is high (69,7%). A teacher can question students to evaluate their knowledge, correct their homework, conduct periodic reviews and record their scores for following their progress. This makes them feel special and increases their motivations. More than half of the students agreed the statement that their teachers explained why they were participating in an activity and what the aim was and this affects their motivation in a good way. The following statements can be given as representative answers:

“My English teacher follows our progress in class.”

“Our English teacher motivates us while starting the lesson.”

Discussion

The overwhelming majority of students have difficulty in foreign language classes. Sometimes little challenges can motivate the student to learn, but the amount of the challenge is important. When they lose their motivation and are not dealt with properly, it becomes serious, and they start considering the fact that they have nothing to do with the language course. Unfortunately, even if they work hard, they will not be able to learn English due to demotivating factors on the course. To avoid this, teachers should carefully consider what the student is uncomfortable with, worried about, and how he or she feels during the lesson. This survey is required in order to assess students' motivation levels, to offer them the necessary support and guidance.

Many studies have been conducted to determine the elements that influence student motivations so far. The findings of this study demonstrated that there are certain methods, manners, and factors that have a direct effect on a learner's motivation. The most striking fact in the present study is that the main factor affecting students' motivation is students' intrinsic factors. This result supports the study results by Pae (2015) that intrinsic motivation has a significant impact on English proficiency. Intrinsic factors relate to the student's own motivation, such as a lack of self-confidence or motivation, which can make students feel insecure, embarrassed to speak, afraid to make errors. In this study, graph 4 shows that 52,6 percent of the participants felt uncomfortable in front of their classmates. They are scared of being criticized and making mistakes.

In terms of classroom factors, most students appear to be less motivated when they work with their peers. It might be due to their willingness to learn more independently or the classroom environment. There was also a level difference between the classes, which was a significant result. Some of their classrooms were low-level, while others were high-level. This may either motivate or demotivate them.

Conclusion

This study measures the motivation level of Anatolian high school students to learn English. It aims to guide teachers and students with the help of the results in the study. The data in the study were collected from 9th, 10th, 11th and 12th graders from an Anatolian Imam Hatip High School in Konya. In this research, a questionnaire was preferred as a data collection instrument. The factors that affect students' motivation were analyzed under four categories: intrinsic, parental, environmental, and teacher's attitude-related factors. Each statement in the scale was deeply explained and discussed in methodology part and the results were demonstrated with graphs and tables.

The most striking results emerged from the study are in the first and third category. According to the data obtained from 152 high school students, 'fear of making mistakes' is the most negative factor for their motivation. When looked deeply, 52,6 % of the students agree that they are afraid of making mistakes and being laughed at and 55,9 % of them agree that their class level is low in English. However, 111 students (73%) disagree with the statement that "I feel more unsuccessful than my classmates in a competitive classroom environment." This contrast is interesting. They are afraid of making mistakes but still they feel better than their classmates.

The results in other categories are not severe that much. For example, in other three categories, only 37 students state that they are not satisfied with English lessons and learning foreign languages and the general impression is that the students love the English lesson and the teacher, and the families support the students.

As a result of the present study, around 30% students have lack of motivation in English classes because of their low self- esteem. On the other hand, it is clear in the study that most of the participants like being in English class and taking part in the activities. Most of them have positive attitudes towards foreign language class and teachers.

Lack of motivation is a worldwide problem that affects the majority of students. The findings of this study revealed some important and detailed information regarding several intrinsic, parental, environmental, and teacher-related problems that students encountered in the classroom. These problems reduced their motivation, and as a result, they were unable to understand the lesson. This study showed that the teacher's attitude demotivated their attention because teachers are the most important people who can provide them with accurate information in their professional areas. As a result, teachers should speak in a clear and consistent manner. Participants also responded in the questions that if teachers were unable to use variety of sources while teaching, students would be less motivated. They were easily bored and quickly lost interest in the lesson. Since there are different types of learners and everyone had a different comprehension capacity, it is essential for language teachers to apply various educational strategies for their students.

In addition to the teacher's attitude, parental factors had a significant role in the learner's language development. While learning a new language, all of the students have expectations from their parents; as a result, their families should provide sufficient support to help them become motivated learners. The more positive their parents' attitudes toward learning English were, the more motivated the learners were to acquire a new language. Furthermore, environmental factors have an impact on the students' learning. The learning environment, particularly classrooms, should support collaboration. According to our survey, students were hesitant about speaking in front of their peers for fear of making errors. This was one of the most common problems that many of the students had to deal with. Both teachers and other students in the classroom should be careful about their manners. In English lessons. Additionally, teachers' comforting their students in speaking and listening activities and employing the preparatory elements for these activities (showing pictures, watching movies, playing games, etc.) can reduce language learning anxiety in students and increase their motivation.

Note: This study is from the author's MA non-thesis project.

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APPENDICES

Appendix A – İngilizce Motivasyon Ölçeği

Merhaba!

Bu anket " Anadolu İmam Hatip Lisesi Öğrencilerinin İngilizce Öğrenme Motivasyonu " çalışmaya veri desteği sağlamak amacıyla hazırlanmıştır ve Anadolu İmam Hatip Lisesi öğrencilerinin İngilizce öğrenme motivasyon düzeyini ölçmeyi, motivasyonlarını etkileyen faktörleri belirlemeyi ve çalışmadan alınan veriler ışığında öğrencilere doğru yardımı sağlamayı amaçlamaktadır.

Anketimizi hiç bir soruyu boş bırakmadan, gerçeği yansıtan cevaplar vermeniz araştırmanın bilimselliği ve geçerliliği açısından önem arz etmektedir. Anket soruları sizi tanıtıcı bilgiler içermemektedir, sadece araştırmada genel sonuçlara ulaşmak amacıyla kullanılacaktır. Gönüllü katılımcılarla anketimiz tamamlanacaktır.

Çalışmamıza yapacağınız katkıdan dolayı şimdiden çok teşekkür ederiz.

Tuğba Sağlam

İngilizce Öğretmeni & Yüksek Lisans Öğrencisi

Yaşınız nedir? *

- 14
- 15
- 16
- 17
- 18

Sınıfınız nedir? *

- 9
- 10
- 11
- 12

İngilizce dersini ve dil öğrenmeyi seviyorum. *

- Evet
- Hayır

İngilizce öğrenmeni geleceğim için faydalı olduğuna inanıyorum. *

- Evet
- Hayır

İngilizce öğrenmekte ve dersi anlamakta zorlanıyorum. *

- Evet
- Hayır

İngilizce konuşurken hata yapmaktan ve alay edilmekten korkuyorum. *

- Evet
- Hayır

İngilizce dinleme metinlerini ve öğretmenin cümlelerini çoğu zaman anlamıyorum. *

- Evet
- Hayır

Ders içinde ve dışında öğrendiğim ingilizce kalıpları merak eder, anlamlarını araştırırım. *

- Evet
- Hayır

Ailem ingilizce bilir ve bana ingilizce ödevlerimde yardım eder. *

- Evet
- Hayır

Ailem ingilizce öğrenmem konusunda bana destek olur. *

- Evet

Hayır

Ailem İngilizcenin gereksiz bir ders olduğunu düşünür. *

Evet

Hayır

Ailem İngilizce dersinde quizlere, notlarıma ilgi gösterir. *

Evet

Hayır

Ailem okulu bitirdiğimde İngilizce bilmenin bana yararlı olacağını düşünür. *

Evet

Hayır

Ailemin maddi durumu el vermediği için kendimi İngilizcede geliştiremiyorum. *

Evet

Hayır

Sınıf arkadaşlarım derste konuştukları için İngilizce dersini anlayamıyorum. *

Evet

Hayır

Sınıf arkadaşlarım yaptığım hatalara güldüğü için İngilizce dersine katılmak istemiyorum. *

Evet

Hayır

İngilizce proje ödevlerinde bireysel olarak çalışmayı sınıf arkadaşlarımla çalışmaya tercih ederim. *

Evet

Hayır

Rekabetçi bir sınıf ortamında kendimi sınıf arkadaşlarıma göre daha başarısız hissediyorum. *

Evet

Hayır

Sınıf seviyemiz İngilizce dersinde düşük olduğu için ders verimsiz geçiyor. Derse sadece birkaç iyi öğrenci katılıyor. *

Evet

Hayır

Sınıfta İngilizce dersine hemen hemen hepimiz katılırız. *

Evet

Hayır

İngilizce öğretmenim ders içi gelişimimizi takip eder. *

Evet

Hayır

İngilizce öğretmenimin bizimle iyi bir ilişki kurar. *

Evet

Hayır

İngilizce öğretmenimiz derse başlarken bizi motive eder. *

Evet

Hayır

İngilizce öğretmenimiz çeşitli aktiviteler, görevler ve kaynaklarla dersi eğlenceli hale getirmeye çalışır. *

Evet

Hayır

İngilizce öğretmenimin sınıf yönetiminde yetersiz olduğunu düşünüyorum. *

Evet

Hayır

İngilizce öğretmenimi sert, otoriter, fazla kuralcı buluyorum. *

Evet

Hayır