



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

# IJDR

*International Journal of Development Research*

Vol. 11, Issue, 01, pp. 44054-44057, January, 2021

<https://doi.org/10.37118/ijdr.20973.01.2021>



RESEARCH ARTICLE

OPEN ACCESS

## DIFFICULTIES AND MOTIVATION IN THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS BETWEEN TEACHERS AND LEARNING

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### ARTICLE INFO

#### *Article History:*

Received 20<sup>th</sup> October, 2020

Received in revised form

11<sup>th</sup> November, 2020

Accepted 09<sup>th</sup> December, 2020

Published online 30<sup>th</sup> January, 2021

#### *Key Words:*

Language Teaching, Motivation, English Language, Teaching, Learning.

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### ABSTRACT

This work is the result of a descriptive and exploratory research that sought to investigate and analyze the difficulties and motivation of learners and teachers in the teaching-learning process of the English language, in the context of public school teaching. This is a literature review based on the search for articles in the CAPES Portal of Journals and books focused on the theme. The discussion was carried out based on the theoretical foundation of researchers and philosophers of education and language teaching, within the perspective of foreign language teaching in Brazil, still describing the profile of learning and teachers in public education. Among the possible causes that hinder the teaching-learning process of the English language, the following were found: the exorbitant number of apprentices, the influence of globalization, as well as the lack of appreciation of foreign language teaching. It is inferred that the teacher must work in the context of the learner so that he can arouse interest in learning the English language, breaking with the circle of factors that prevent the acquisition and development of a second language. Both being able and motivated to face the globalized world, where it is essential that the citizen has the ability to communicate in more than one language.

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*Citation:* Weber Pires, 2021. "Difficulties and motivation in the english language teaching and learning process between teachers and learning" *International Journal of Development Research*, 11, (01), 44054-44057.

## INTRODUÇÃO

There are many difficulties that teachers and apprentices face in a foreign language classroom, so it is necessary to go deeper into the knowledge of issues related to the process of teaching and learning languages. First, it is extremely important to highlight that these difficulties range from the lack of motivation to learn to the preparation or motivation of the teacher to teach the language. Within these mentioned difficulties we have the distance between the material used in the classroom and the real experiences of communication in English, which in this way become harmful to the learning process, the lack of social and financial recognition of the profession, among others, are important factors which contribute to frustrated situations in which the apprentice often leaves learning before reaching intermediate level. In this scenario where reality does not always support the effective learning of the foreign language, the present work aims to reflect on the main difficulties faced by both foreign language learners and teachers as well as what motivates them. It is necessary, then, to rethink about the transformations within the context of teaching and learning that reflect on teaching practice as a challenge, that is, to adapt classroom practice to the world of the digital age that is already experienced by students outside the scope of the classroom.

A possible solution to the problems faced in teaching foreign languages, would basically involve three actions that would be to create a partnership between teacher and students, forming a community between them in the classroom environment; establish the objectives that students aim for; seek the necessary means to achieve these goals for each individual. "The development of a relationship of complicity between teachers and apprentices, which contemplates the interests of both, will possibly bring more positive results with regard to knowledge of foreign languages (Leffa, 2011). For this to happen, among other aspects to be considered, it is necessary for the teacher to work into the integrated four foreign language skills (listening, writing, speaking and reading) and develop, in the student, not only the ability to understand, but also to interact and make yourself understood through the foreign language you study. Another important issue is the perspective adopted by the National Curriculum Parameters (NCP in Brazil, 1998) that point to the teaching of a foreign language, and not a language as a second language. This is also a very important difference, as it directly reflects on the way the teacher will guide learning, since as a foreign language, language proficiency is not the focus of teaching. Teaching practice requires preparation and methodological knowledge so that students can learn the language. Contreras (2012) points out that some researchers like Stenhouse and Schön put the teacher in a central role, valuing his thinking, his feeling, his beliefs and values as important aspects of his

manner to work, as he does not limit himself to executing curricula, but also elaborates them, defines and reinterprets. After all, in the teaching-learning process, the teacher plays a relevant role, since he is the link between the student and the ways of understanding knowledge. Thus, it is essential that learners and teachers are motivated by the learning of the English language and that they know and recognize it as another instrument of insertion in the modern world to take them to new possibilities.

**Challenges faced in the day-to-day life of the teaching staff of a foreign language:** Studying English is currently a global phenomenon. This is the main language studied in many developed and developing countries as is the case in Brazil and so many others that need the language in their commercial relations, for tourism and scientific purposes. Such countries are interested in promoting the teaching of this language as a way of accessing science and technology, international trade and tourism and military and economic aid. Within this view, the main problems faced by teachers and apprentices are found in the lack of preparation of the teacher and the demotivation of the apprentice, which often result in the failure of foreign language learning (Davel, 2011). In addition to the difficulties described in relation to the learning of the foreign language by the apprentices, it is also important to observe other aspects of operational teaching activities that teachers face, such as overcrowded rooms, the indiscipline and insecurity that exists within them, the low workload for them. foreign language classes and, mainly, the poor remuneration of the profession. All of this means that teaching is seen as just an occupation and not as a profession (Celani, 2001). This reality forces the teacher to take many classes, in several different schools, which discourages and makes it impossible for the teacher to seek his professional development. It is essential to remember that this reality does not exist only in public education settings. Likewise, teachers from private schools and higher education also face similar adverse situations. In a first approach, the public teaching panorama will be highlighted and, afterwards, the discussion will present some challenges present in higher education, thus making an analogy with the reality of foreign language teaching in particular environments. Countless authors discuss the difficulties of teaching English in the context of public education. Among this range of authors who investigated the disquiet in relation to the failure of public schools with regard to foreign language teaching, highlights among them Wilson Leffa who seeks a way to understand the reasons for this failure in the public network, exposing some of the reasons for this. reality, which the author ironically calls "scapegoats". In his writings I try to take two views on the failure of EL teaching in public schools: the first, backwards, trying to locate the source of the failure; the second, looking ahead, trying to envision possible solutions. I understand that there are several ways to see this failure, from the creation of scapegoats to the apotheosis of carnivalization. The attempt to create scapegoats is the most primitive: blame is placed on someone, who may be the government, the teacher, or even the student: it is the world of condemnation that separates people and groups into innocent and guilty (Leffa, 2011). According to Leffa (2011), there are three main reasons, which are: a) the Government, in its different instances, b) the poor training of the language teacher and c) the apprentice who does not want to study. The first "scapegoat" that links the blame to the Government, mainly at the federal level, is based on the Government's inclusion discourse, where ironically it is contrary to what is proposed to be carried out, and finally reinforces the exclusion of the needy people who need quality public education. Regarding the second aspect, the author reinforces emphasizing poor teacher training, both in relation to the knowledge of the language itself and the didactic lack of dispreparation. Within this category, Paiva (2011) describes another direction that contributes to the unpreparedness of the teacher in the classroom, namely: the reality that it is still common for teachers from other disciplines to take English classes to complete the workload. In this scenario, the lack of motivation to pursue their professional development is common. An infinite sample of studies show that many of these professionals are content with their workday, and a minority seeks to engage in a process of continuous training aimed at their professional development.

The third aspect, described by Leffa (2011), refers to the apprentice who did not take responsibility as a student, that is, an apprentice who does not study and who transfers all responsibility at school or at the teacher, presenting a passive posture and not taking action to be the protagonist of your foreign language learning. This passive condition in relation to learning must be related to the common thought that many learners are unable to learn the foreign language in public schools. There are several studies on beliefs harmful to the process of teaching and learning languages that were developed, this fact occurred in the 1990s, where many aspects were described and among them the conception that English is not learned in public schools (Barcelos, 1995; Coelho, 2006). Among so many aspects, he is also concerned with bringing proposals to solve the problem, among which they stand out: a) creating a cohesive group; b) establish a common goal and c) get the means to reach the goal. According to the author, in order for these strategies to be achieved, it is necessary to create an environment of complicity in the classroom, where the teacher and the learners have common goals, that is, to do a cohesive work to achieve the greatest objective, which is the success of learning. (Leffa, 2011). The teacher's collaboration with his apprentices involves sharing an objective with them, which in fact this teacher's objective is not for him to learn but that it is a safe bridge for the apprentice to reach and develop the knowledge that is necessary for him to proceed; therefore, this is the goal of the class. Within this common environment, they will be facilitators for the resolution of conflicts and make individual differences work in complementary distribution, transposing the difficulties that will appear along the way one by one.

The reality of teaching foreign languages in public schools is very different from the particular context of private language courses, starting with their physical structure to linguistic and pedagogical support provided by teachers. The teaching of foreign languages in private courses offers a series of advantages compared to the teaching of languages in the public school system, private individuals represent a privileged reality of teaching with specialized teachers, appropriate rooms, limited number of students and other peculiarities that assist in success teaching and learning foreign languages, public schools, the reality is quite different, with numerous rooms and the lack of appropriate environments and the appropriate use of multimedia resources and new technologies stands out (Guimarães, 2004). The advantages of language courses are also noticeable when compared to teaching English in the sphere of higher education. The sample of a comparative study between the classes of foreign language in the course of Letters and those of the center of languages (CL) of the same public university observed numerous advantages of CL in relation to the teaching of foreign language of the Language Course. Regardless of whether CL is an extension project of the Department of Degree Language Course and is subordinated to its coordination, it presents advantages compared to the Language Course mainly because the Language Course prioritizes the academic training of the learner as a whole, such as, for example, relevance that from his entry into scientific initiation, his training as a teacher, CL therefore focuses on learning the foreign language (Costa and De Paula, 2012). It is observed that the professor at the higher institution, in addition to being involved in a series of other activities including administrative activities (management positions, coordination, among others) advocates a broader and more critical view of foreign language learning and as a consequence generally, do not stop at teaching only the language in the classroom. And they end up losing the focus that is the content of the class, and often propose political discussions inherent to the context of teaching, as they understand that their opportunities for growth and awareness of learners on issues that are also important, even if these discussions can go beyond the subject of the class. As can be seen, it is a much broader and more critical conception of teaching. It is noticeable that the focus on the language course is specific so that the apprentices learn the language, in contrast in the Letters course, there is a concern with other issues of educational aspects of a political and social scope that, faithfully, contribute to the critical formation - reflective of the trainee. In the language course, he emphasizes what is specific to language learning starting with the organization of the syllabus, the didactic guidance, and also the limited number of students in each room and, mainly, the

use of new technologies that are part of daily use of teachers. The employment of new technologies is a reality constantly in the classroom. In addition, the pedagogical monitoring of the course is an ongoing activity since each unit has coordinators responsible for observing and evaluating the teachers' classes and consequently the guidelines to ensure the quality of teaching (Costa and De Paula, 2012). On the other hand, apprentices are often unaware that the problematization in the classroom and the engagement in scientific initiation provide differentiated teacher training resulting in a more critical view of the profession they will exercise in the future. Therefore, to the detriment of all the difficulties faced by apprentices and teachers during the process of teaching and learning languages, it is necessary to always be seeking to overcome these challenges. In this sense, Zeichner and Liston (1996) emphasize that one of the aspects that demonstrate that the teacher is a professional focused on his professional development and that it is necessary to seek to overcome the challenges faced in teaching practice and the search for the resolution of problems related to teaching practice (Dewey, 1959). Otherwise, the adverse context cannot be used as a justification for not facing the problems related to successfully developing the profession. Through this, it is necessary for the teacher to overcome the obstacles encountered, trying not only to survive and not succumb to problems, but in some way, to rediscover the pleasure of the profession he has chosen.

**The importance of teacher professional development:** A broad view of the teaching landscape and how its practice reflects in the macro context of society. And *data venia* for having implications in other spheres than the due professional and academic development of the foreign language teacher has been a very discussed aspect among theorists of innumerable areas. Within a wide range that involve aspects related to the professional development of the teacher is the ability to promote changes in classroom practice. According to Zeichner and Liston (1996), teachers must both point out and solve problems related to practice. In other words, solving the problems of practice also involves the notion of knowledge from experience (Dewey, 1959). It is relevant that language teachers develop active roles in their practice and, therefore, establish the objectives and results to be achieved and that they also assume leadership roles in curriculum development and school reforms. Acting like that, personal problems such as psychological and physical disorders due to work overload and those faced in the classroom, due to indiscipline, overcrowded classrooms, low workload of hours and, especially, poor pay per hours worked, are many of the sometimes cited by teachers as reasons why they fail to promote changes in the school context, nor do they seek to develop professionally. Within this reality, it can be said that the teacher's practice in the classroom and his willingness to seek changes is influenced by a series of different personal (emotional and physical) and professional (working conditions) factors that interfere positively or negatively in the educator's professional practice (Zeichner and Liston, 1996). In agreement with the aforementioned authors, the teacher cannot be released from the obligation to engage in a process of constant transformation, updating and improvement of his teaching practice, that is, the teacher has a moral duty to seek his own development and that of his students, apprentices. Therefore, the process of professional development or change in the practice of the teacher and the teaching of the school as a whole involves both personal aspects as well as those arising from the environment in which the teacher operates and which, in most cases, does not allow changes. It is true, that the teaching context perpetuates old habits, which represents a way to prevent changes, especially when they are planned by higher hierarchical instances and far from the small space of time within the context of the classroom. Within this reality, the process professional development of teachers only occurs when they feel pressured to change or are sufficiently secure to embark on a new pedagogical proposal.

It is important for the teacher to invest in the manufacture or reworking of his proposals, most of the time he needs to feel under some pressure, either because he is taking his first steps in a certain area, or because his work does not respond to apprentices' needs (and tries to improve, instead of running away), or because your

professional security allows you to take advantage of a surplus of energy available for innovation. In addition, it is necessary that the teacher wants to change the methodology, due to the support of the group that serves as a support or even a lever and also to the perspective of personal development, the realization of experiences that give him pleasure and rehearsals. that bring you new learning (Chantraine-Demilly, 1992). Within the same perspective Pennington (1995) assesses that the change process happens when the teacher realizes that it is necessary to change his practice or when new alternatives may come to replace his practice and he has the desire to try them out. Thus, professional development, taking into account changes in practice, is geared towards a proactive attitude related to the perception of your actions in the classroom, taking into account the historical, social and cultural context, which brings with it this way of teaching in that is inserted. When surveying the possible problems encountered in the teaching and learning process of the four language skills, reading, listening, writing and speaking, in English language textbooks, it is justified, in part, why the vast majority of students feel discouraged to learn a foreign language. The reduced number of hours devoted to teaching foreign languages leaves teachers limited to the book when they teach their classes, and the book, in turn, is not fully suited to the needs of foreign language learning, since it does not include the four language skills, especially speaking, efficiently. Therefore, the teacher needs to look for other sources of input, considering the context of the individual, so that he can arouse interest in learning, trying to overcome the difficulties that usually prevent him from learning a foreign language, whatever it may be (Marzari and Gehres, 2015). Therefore, in the context of the foreign language classroom, as well as in other teaching, this means seeking conditions for teachers to individually and collectively expand the ability to examine their practice, problematizing events in the classroom with a view to change in teaching practice, professional development and, consequently, the enhancement of their professional identity.

### Final Considerations

Many scholars are looking for a solution to avoid the failure of foreign language teaching, discussing about the many methodologies / approaches that have emerged over the years, in order to improve their learning, however the dilemma still remains. When surveying the possible causes that hinder the teaching-learning process of the English language as well as the motivation in the public school system, the exorbitant number of apprentices was found, the student's lack of motivation to learn a second language and the educator's difficulties due to not feeling motivated to take training courses and innovating their teaching methodology and / or not being able to meet the requirements established by higher bodies and the influence of globalization. There is also an emphasis on the lack of appreciation of foreign language teaching and education professionals on behalf of the school community. One aspect links the other, forming a vicious circle. It is the teacher's extreme responsibility to work in the context of the learner so that he can arouse his interest in learning the English language, breaking with the circle of factors that prevent the learner from realizing his ideas in a second language. Thus, they become capable of facing the globalized world, where it is essential that the citizen has the ability to communicate in more than one language.

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