



# **UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

La Universidad Católica de Loja

## **ÁREA SOCIOHUMANÍSTICA**

**TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN  
INGLÉS**

**English language students and their motivation to learn the language**

**TRABAJO DE TITULACIÓN**

**AUTOR: Coyasamín Ushiña, María Daisy Azucena**

**DIRECTOR: Toro Gallardo, Lisset Vanessa, Ms.**

**CENTRO UNIVERSITARIO SAN RAFAEL**

**2016**



*Esta versión digital, ha sido acreditada bajo la licencia Creative Commons 4.0, CC BY-NY-SA: Reconocimiento-No comercial-Compartir igual; la cual permite copiar, distribuir y comunicar públicamente la obra, mientras se reconozca la autoría original, no se utilice con fines comerciales y se permiten obras derivadas, siempre que mantenga la misma licencia al ser divulgada. <http://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>*

*Febrero, del 2016*

## **Aprobación del Director del Trabajo de Titulación**

Magister

Lisset Vanessa Toro Gallardo

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de titulación” English language students and their motivation to learn the language”, realizado por Coyasamín Ushiña María Daisy Azucena, ha sido orientado y revisado durante su ejecución. Por cuanto se aprueba la presentación del mismo.

Loja, febrero 2016

f).....

### **Declaración de Autoría y cesión de Derechos**

“Yo Coyasamín Ushiña María Daisy Azucena declaro ser autora del presente trabajo de titulación: English language students and their motivation to learn the language, de la Titulación de Ciencias de la Educación mención Inglés, siendo Mg. Lisset Vanessa Toro Gallardo directora del presente trabajo, y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

Adicionalmente, declaro conocer y aceptar la disposición del Art. 88 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: “Forman parte del Patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la universidad”

f.....

Autor: Coyasamín Ushiña María Daisy Azucena

Cédula: 1708942766

## **Dedication**

This thesis is dedicated to my husband, Wilson, my children; Marisela, Wilson Fernando, René, Carolina, and my grandsons Kevin Matias, José Ignacio, Renata Milena and José Julian, who have been constant source of support and encouragement during the challenges I have faced during my studies and in my life. I am truly thankful for having them in my life. This work is also dedicated to my parents, Juan José y María Magdalena, who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve.

Daisy Coyasamín

## **Acknowledgment**

I would like to thank all those people who made this thesis possible and an unforgettable experience for me. First of all, I express my deepest sense of Gratitude to GOD for giving me wisdom and strength to complete my studies.

In addition, I would like to acknowledge to my advisor Ms. Lisset Vanessa Toro Gallardo, who gave me her valuable and selfless orientation and guidance in the preparation of my thesis.

Finally, I wish to thank to my entire extended family members and my friends for providing a loving environment; they have supported, taught, and gave me all their love and patience.

## Contents

Cover.....	i
Aprobación del Director del Trabajo de Titulación.....	ii
Declaración de Autoría y Cesión de Derechos.....	iii
Dedication.....	iv
Acknowledgment.....	v
Contents.....	vi
Abstract.....	1
Resumen.....	2
Introduction.....	3
Literature Rewiev.....	5
Method.....	18
Discussion.....	20
Description, Analysis and Interpretation of results.....	20
Conclusions.....	34
Recommendations.....	35
References.....	36
Annexes.....	38

## **Abstract**

This research is focused on English language students and their motivation to learn the language. Its purpose is to learn about students' perceptions in relation to their motivation to learn English inside the classroom. This research was conducted in a public High School in Sangolqui. Twenty students were chosen from five different High School classes for a total of 100 participants. These students take five hours of English classes weekly and use a textbook supplied by the Ministry of Education. Each participant was given a questionnaire to answer eight different questions. Additionally, five different English lessons were observed to have information about the teaching and learning process.

As a result, it was concluded that the aspects that motivate students to learn English are their desire to improve their English level to be able to communicate with English speaking people, their wishes to travel and their hope for a good job opportunity. Also, teachers' attitude in teaching showed to be important. However, the main aspect that hinders their motivation is the number of the students in the classroom.

**Keywords:** Teaching English, motivation, students, teachers' attitude.



## **Resumen**

Esta investigación se centra en los estudiantes de idioma Inglés y su motivación para aprender el idioma. Su propósito es conocer las percepciones de los estudiantes en relación a su motivación para aprender inglés en el aula. Esta investigación se llevó a cabo en una escuela secundaria pública en Sangolqui, provincia de Pichincha. Veinte estudiantes fueron escogidos de cinco clases diferentes de colegio por un total de 100 participantes. Estos estudiantes toman cinco horas de clase de inglés semanalmente y usan un libro de texto facilitado por el Ministerio de Educación. Cada participante recibió un cuestionario para responder ocho preguntas diferentes. Adicionalmente, se observaron cinco clases diferentes de inglés para tener información sobre el proceso de enseñanza y aprendizaje.

Como resultado se concluyó que los aspectos que motivan a los estudiantes a aprender inglés son su deseo de mejorar su nivel de inglés para poder comunicarse con las personas que hablan inglés, sus deseos de viajar y su esperanza para una buena oportunidad de trabajo. También, la actitud de los profesores en la enseñanza demostró ser importante. Sin embargo, el aspecto principal que dificulta su motivación es el número de los estudiantes en el aula.

**PALABRAS CLAVE:** Enseñanza del Inglés, la motivación, los estudiantes, la actitud de los profesores.

## **Introduction**

This study arises from the necessity to discover what aspects are important in the student's motivation to learn English. This research is aimed at learning about the students' perceptions in relation to their motivation to learn English inside the classroom by providing information about the factors that motivate and hinder them to learn English.

Some researchers have conducted previous studies on the topic of motivation to learn English. These studies have used many different measures of motivation and confirm that students' motivation is a key factor in successful learning. For example, Bernaus and Gardner (2008) conducted a study to investigate teacher motivation strategies, students' perceptions motivation, and English achievement. The purpose of the study was to investigate this issue of teacher and student perceptions of strategy use and the effect of those strategies. The findings indicate that teachers differ in the reported frequency with which they use various strategies to teach English but in this study at least, they favoured traditional over innovative strategies.

Another important study, was conducted by Bernaus, Wilson and Gardner (2009), these authors investigated teachers' motivation, classroom strategy use, student's motivation and second language achievement. The purpose of this study was to examine the student's motivation and achievement in English and their relation to teacher motivation and strategy use in the classroom. The results of this study show that motivation is related to teacher use of motivating strategies, which in turn are related to student motivation and English achievement. Therefore, any changes in the educational system that promotes higher levels of teacher motivation should result in improved levels of education of the students.

Another study conducted by Noels, Clemet and Pelletier (1999), investigated about perceptions of teachers' communicative style and intrinsic and extrinsic motivation. The purpose of this study was to explore how the students' perceptions of their teachers support

and use of positive feedback affects their motivation. This study demonstrated that the students' intrinsic motivation is influenced by the teacher's control and feedback styles. A student with more intrinsic motivation had more self-confidence, less anxiety, and a more positive learning outcome.

This research will be useful for teachers and institutions by giving them relevant information about the most important motivation factors. In addition, it will be useful for those students who are involved in this career in order to become good English teachers and to have learners motivated to learn English through the use of different supplementary materials.

It can be concluded that, further research is recommended to observe better perspectives on how students and teachers act in class.

## **Literature review**

The analysis of this investigation will demonstrate the necessity to understand the different theories about motivation, strategies, approaches, methods and roles of a teacher that can guide teachers and learners to achieve a better understanding of the factors that lead to a successful process of learning English.

### **Motivation**

Students' motivation means that internal and external factors are those that stimulate learners to continue studying the second language. Students could be motivated by interesting activities developed inside the classroom; and those should engage student's attention.

Furthermore, the teachers' attitude is an essential component of the student's motivation.

Williams and Burden (1997) argue that motivation is the principal factor that students need for their actions and it involves the processes that energize, direct and sustain behaviour over time. Motivation has much to do with emotions and imagination, which permits to the achievement and goal of learning the language.

Similarly, Ur (1996) states that motivation makes teaching more fun and encourages students to set goals, give students more control, and gives them chances to create their own personal choices. Therefore, motivation helps students learning language to receive more pleasure and it is important in getting students to engage in academic activities.

In addition, these authors argue that motivation is one of the most important factors in determining success or failure in any learning situation and it is necessary for people to carry out their work to the best of their ability. Therefore, everybody reaches goals because of the fuel that drives them to fulfill their objectives, desires, and needs especially when learning a new language. In addition teachers must go beyond the materials and processes typically used to stimulate and understand the elements involved in the motivation to learn.

Williams and Burden (1997) claim that within the processes of language learning there are two types of motivation, intrinsic and extrinsic motivation. With intrinsic motivation, students are driven internally to achieve their goals. Therefore, intrinsic motivation is created by individual self-influenced personal factors that are needs, interest and enjoyment. Instead, extrinsic motivation comes from outside the classroom, it is influenced from external factors such as parents, family, society, and classmates, with extrinsic motivation students perform the task because they believe it will result in desirable outcomes such as reward or praise.

Additionally, Harmer (2007) reports intrinsic motivation is produced by what happens inside the classroom. For example, the teaching methods and activities students complete influence their success or failure.

Ur (1996) argues that extrinsic motivation uses external rewards, such as to have points toward an activity. This incentive is all external, in that they are separate from individual and the task. In consequence, extrinsic motivation refers to rewards that are not from the activity, but as a consequence of the activity. So, the learner is motivated by an outcome that is somehow related to the activity in which she or he engaged.

These authors argue that the extrinsic motivation is used to attain outcomes that a person would not get from intrinsic motivation. The common extrinsic motivation is rewards for showing the desired behavior, and the threat of punishment following misbehavior. Therefore, teachers use extrinsic motivation to stimulate and encourage learning students to perform in a particular way.

### **Activities or strategies that motivate students to learn English**

The activities or strategies directly engage students in the material and give them opportunities to achieve a level of learning.

Herrell and Jordan (2012) state that teachers of English language learners have to recognize how to adapt lessons and assessment where students can meet their needs. They have to understand that strategies are fundamental to help students to take more responsibility for their own learning and enhance the process of learning. In addition, teachers have to create learning environments that are more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies to help English learners adapt in language and content.

These authors suggest some strategies to use for motivating students include predictable routines and signals. These are among the easiest strategies to implement and are important in reducing anxiety in learning English. Having these set patterns, routines, and signals helps them to relax and not worry as much about being able to follow the sequence of events and activities during the school day.

Another strategy that Herrell and Jordan (2012) suggest to motivate students to learn English is preview/ review. This strategy is used to help English learners better comprehend a lesson while learning English and to reinforce key components and vocabulary.

In addition, Herrell and Jordan (2012) state learning centers can also increase learning. This strategy incorporates sections in the classroom in which students engage in independent and self-directed learning activities. Therefore this strategy offers a variety of activities that can be completed by students in groups or individually.

The authors mention another strategy that motivates students to learn is the scripting strategy. This provides students with opportunities for advance preparation and practice for an event, lowers anxiety, and builds confidence in the ability to communicate in English. Furthermore, this strategy provides opportunities for verbal interaction, verbal play, role-play and understanding the appropriate situation where the script will be utilized.

The culture studies strategy is beneficial because it helps students to share information about their culture and history. Students can practice reading, writing, listening and speaking when investigating with their parents, grandparents, and other members of their culture. In this strategy, students can work in pairs or small groups in order to compare and contrast the cultures.

Realia is another strategy that Herrell and Jordan (2012) suggest because students can touch, see and feel an object. This strategy can motivate to learn very quickly the language and learn new vocabulary. The teacher has to use real life objects in their lesson to provide a connection between the object and the learner.

Continuing with the strategies that motivate students when they learn English these authors suggest other strategies such as vocabulary role-play. This strategy allows students the opportunity to discuss and use the vocabulary in context through role-playing. Students can work in small groups to create a mini role-play presentation. Another strategy that the authors mention is interactive read-aloud. When the teacher is reading excellent books using facial expressions and different voices, it models good language fluency. It is motivational when students observe a teacher reading fluently and with enthusiasm. Also, this strategy allows students have imagination, to express emotions, and it exposes them to a range of literature. It also helps to enrich their vocabulary and understanding of language patterns and can encourage a lifelong enjoyment of reading.

Herrell and Jordan (2012) argue that cooperative learning is beneficial for English learners because it promotes peer interaction, which helps the development of language and the learning of concepts and content. A teacher would use this strategy because it provides an opportunity for communication, planning, researching, and oral and visual presentations in the classroom. The results show that students who have opportunities to work collaboratively,

learn faster and more efficiently, have greater retention, and feel more positive about the learning experience.

Similarly, Brown (2007) claims that there are other strategies for motivating students such as, games as one of the most important ways to teach efficiently in a language class. Hence, students learn through the process of playing the game. By playing a game, students may be able to understand a new concept or idea, take on a different perspective, or experiment with different options. Moreover, he mentions role- plays simulation. This learning method depends on roleplaying. The learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings. In addition, this method function as learning tools for teams and groups or individuals, as they play online or face to face. Additional strategies are drama, projects, and interviews. These strategies allow students to work in pairs and groups, which capture the attention of the students in the ESL/EFL classroom.

Similarly, the author suggests that brainstorming in learning English can encourages learners to come up with thoughts and ideas within a specified time-period. Also, Brown suggests another strategy such as information gap because it helps students discover certain information, whether about the other person or related to a specific activity. As a result, all students are involved in the process equally and they are all moving towards a specific purpose. Additionally, the author suggests using jigsaw because it is a method of organizing classroom activity that makes students dependent on each other to succeed. This promotes better learning, improves student motivation, and increases enjoyment of the learning experience.



## **Teaching approaches and methods**

Nowadays, everyone wants to learn a new language, mainly English because of the economic and social power that it represents. That is the reason why learning English has experienced many changes.

According to Harmer (2007), there is no method that is most effective when teaching English. Students will be at a variety of levels with English so it is important that teachers need to use different teaching methods in order to reach all students effectively. Here follows a brief description of some of the most common approaches.

Communicative Language Teaching has been proven effective. It aims to make communicative competence the goal of language teaching and develop procedures for teaching the four language skills that acknowledge the interdependence of language and communication. Use of classroom activities help learners engage in authentic communication and gives opportunities to focus on their own learning. This occurs through understanding their own styles of learning and through the development of appropriate strategies for autonomous learning.

Similarly, Brown (2007) suggests the use of Communicative Language Teaching because this method allows students to work together where they can build trust in their ability to communicate with others people.

In addition, Richards and Renandya (2002) suggest Cooperative Language Teaching as a strategy to effectively teach. This is an approach that promotes communicative interaction in the classroom. It makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. In addition, it helps the teachers build positive relationship among students. In the relation to this approach Brown (2007) claims that through the use of cooperative language teaching, learners can work together to maximize

their individual and collective learning. It allows learners to raise achievements of all students, reduce learner stress and create a positive affective classroom.

Regarding Content- Based Instruction, Nunan (2004) says that it is an approach to language teaching that focuses not on the language itself, but rather on what is being taught through the language. Therefore, students will be able to use more advanced thinking skills when learning new information and will focus less on the structure of the language. As the result, students can raise their motivation and heighten their engagement in his or her own learning process. Similarly, Brown (2007) argues that Content- Based Instruction refers to the concurrent study of language and subject matter. This method focuses on applying many practices in through which the language becomes interesting and relevant to the learner. Moreover, this method is beneficial because the classroom task provide a context for language learning.

Harmer (2007) suggests the use of Task-Based Language learning because a typical TBL offers the student an opportunity to do a pre-task where students have to plan a task, gather information on how to do it, and then produce it. The task- based lessons are used to create a need to learn and use language. The tasks will generate their own language and create an opportunity for language acquisition.

Similarly, Brown (2007) claims that Task- Based Learning is useful when teaching English because it allows students to use language to problem solve and assess the outcome. Referring to the Translation method, Yule (2010) says that it is a method of foreign language teaching, which makes use of translation and grammar study as the main teaching and learning activities. This method focuses on writing skills rather than speaking. Brown (2007) states the method Translation is the most traditional approach to English learning. Vocabulary lists and grammar rules are used to define the target of learning and memorization

is encouraged. In addition, Cook (2003) asserts that Grammar-translation is a method where students learn second language through grammar rules, and then practice the rules by doing grammar and translating sentences.

Moreover, Harmer (2012) sustains that Total Physical Response is a language teaching method that is based on the coordination of language and physical movement. Therefore, it is a valuable way to learn vocabulary and it can be used with students of all levels and all age groups. Similarly, Richards and Renandya (2002) report that Total Physical Response is a method where the language is learned primarily by listening. That is to say, this method is built around the coordination of speech and action where teachers give commands to students and students respond with whole body actions.

### **The roles of the teachers**

Teachers play vital roles in the lives of the students in their classroom. Therefore, the roles a teacher are the various responsibilities and activities teachers engage in the classroom.

According, Harmer (2007) sustains that an effective teacher understands that teaching involves wearing multiple roles to ensure that the school day runs smoothly and all students receive a quality education. In addition, Brown (2007) also mentions that teachers can play many roles in the course of teaching and this might facilitate learning. Their ability to carry these out effectively will depend to a large extent on the relations with their students.

Furthermore, Harmer (2007) reports that the teacher is a controller where he or she is totally in charge of the class and controls not only what the students do, but when they speak and what language they use. Similarly, Brown (2007) agrees with the teacher is a controller he or she is in charge of everything. This can act as a model for students.

Moreover, Harmer (2007) states that the teacher acts as a prompter when the teacher encourages students to participate or make suggestions about how students may proceed in an

activity. Also, when students are not sure how to start an activity, or what to do or say next, the teacher should give appropriate prompts. Continuing, Harmer (2007) claims that the teacher's job as an assessor is to evaluate the students' work and to see how well they are performing. In addition, as an assessor, the teacher does two things, correcting mistakes and organizing feedback, to create a success-oriented learning atmosphere. Lastly, Harmer (2007) says when the teachers are resources to the students they can provide one to one support for children with moderate learning difficulties and the teacher can guide learners with using available resources.

In the same way, Brown (2007) reports there are other roles for teachers such as a director. Similarly, to a person conducting a band, a teacher can conduct activities in the classroom and help them run smoothly. In addition, Brown mentions a teacher can act as a manager who focuses on planning and carrying out a detailed plan of how her classroom will operate. This includes expectations of behavior, responsibility, work environment, classroom jobs and appropriate consequences. A manager can also maximize their classroom space for ease of movement for the teacher and students as a way to promote educational success. Also, the teacher can be a facilitator to encourage initiative in the students and teach students how to learn and motivate them.

Finally, Harmer (2010) reports that the teacher, as an organizer, has the most important and difficult role because one of the major responsibilities is to design and carry out tasks that students can do in the classroom. It is in doing this that teachers have the most freedom and most challenge, and it is where the teacher can exert creativeness in an unlimited way. In addition, Harmer (2010) mentions that the teacher as a participant joins the students in an activity not as a teacher but as a participant. This allows the teachers to have a better understanding when students have discussions, role-play or group decision-making activities.

Previous studies have been conducted in relation to the students' motivation to learn English. This includes the case study conducted by Bernaus and Gardner (2008) whose purpose was to investigate the issue of teacher and student perceptions of strategy use and the effects of those strategies on students' motivation and English achievement.

This research was conducted in the Catalan Autonomous Community of Spain. The participants consisted of 31 English teachers and 694 students. The data was gathered through to complete a series of questionnaires designed to identify the strategies used by the teachers in the EFL class.

The result in this study demonstrated that students and teachers agree on the use of some strategies in the classroom but not on the use of other strategies. Also, there is a correlation between student motivation and L2 achievement, but this relationship is associated with a complex of factors.

Another study was conducted by Bernaus, Wilson and Gardner (2009) in order to investigate student's motivation and achievement in English and their relation to teacher's motivation and strategy use in the classroom.

The participants were 31 English teachers and 694 students in The Catalan Autonomous Community of Spain. The instruments used for this research were the teachers' questionnaire, which had two parts. The first one listed 26 teaching strategies, and the teachers were asked to rate the frequency with which they use each one. The second part contained 12 items related to teacher's motivation and teachers were asked to rate their agreement or disagreement with each item.

In addition this research used the students' questionnaire, which had two parts. In the first part the students were asked to rate the extent to which their teachers used each of the same 26 strategies that had been rated by their teachers, using the same seven-point scale. In

the second part of the questionnaire, students were administered a modification of Gardner's mini- AMTB.

According to what the data showed, it was concluded that motivation is related to the teacher's use of motivating strategies, which in turn are related to student motivation and English Achievement. Therefore, any change in the Educational system that promotes higher levels of teacher motivation should result in improved levels of education of the students.

In a study conducted by Noels, Clemet and Pelletier (1999), the purpose was to identify the relevance of intrinsic and extrinsic motivation for language learning and assess whether perceptions of teachers' Communicative style are differentially linked to these motivational subtypes.

This research was conducted in Ottawa- Canada. The participants for this study were 78 Anglophone students. The instruments used in this research consisted of three sections. The first section was an instrument with five subscales designed to measure motivation, intrinsic motivation, and the three subtypes of extrinsic motivation. The second section contained scales that measured several variables shown to be important in L2 learning. This section was composed of several scales that measured variables that have been shown to be important in L2 learning. The third section included questions pertaining to the students' perceptions of their teacher. This section consisted of items that measured the students' perceptions of the communicative style of their language professors.

This study demonstrated that perceptions of teacher control and feedback styles are associated with intrinsic motivation. In addition, externally regulated extrinsic motivation and the instrumental orientation are similar in that they both emphasize the role of tangible rewards external to the language learning.

Another study was conducted by Wong (2008) whose aim was to investigate how Chinese immigrant students' motivation was related to the age differences.

In this study, the participants were 109 secondary school Chinese immigrant students. Among them, 53 were girls and 56 were boys. Participants were all aged between 13-19 years old. The study was conducted in The Hong Kong Institute of Education. In the questionnaire was analyzed using SPSS. Descriptive analyses were mainly used to project participants' motivation and learning strategies for English learning. Moreover, face-to-face interviews were conducted with an attempt to understand students' responses better in the context of teaching and learning affecting their motivation.

The conclusion reached through the study was that Chinese immigrant students were found to have stronger motivation to learn English, as they grow older. For those who were less than 15 years old, their motivation to learn English tends to be weaker. In addition, according to both quantitative and qualitative results, Chinese immigrant students have a stronger sense of self-efficacy in dealing with a difficult task in comparison with the younger ones.

The fifth research was conducted by Abdelrahim (2012) whose aims were to measure motivation among English language learners, identify the difference of motivation among students according to class and test the correlation between motivation and age.

This study was conducted in Sudan with 40 male students who were learning English language at Faculty of Arts, Islamic University-Sudan. This research had selected the descriptive method, the scale for measuring motivation was administered and the collected data was analyzed by using the following statistical test on (SPSS): T-test for one sample, One-way analysis of variance, and Pearson correlation coefficient. In addition, this study designed a scale for measuring motivation consisting of a fifteen item with five alternatives

for answering (always-often-sometimes-rarely-never) and the scale was detected for both reliability and validity.

The findings showed that the English learners were instrumentally motivated. Moreover, motivation is an important variable when examining second language acquisition.



## **Method**

### *Setting and Participants*

This research was conducted in a single public high school in Sangolquí, Province of Pichincha, Ecuador. The sample selected corresponds to one hundred students and five teachers; 2 ninth grade classes, first, second and third of Bachillerato. The students' range age was from 13 to 17 years old.

### *Procedures*

To conduct this study, first of all, it was necessary to review scientific information, mainly referred to English language students and their motivation to learn the language. Different sources such as books and journals were used to look for relevant literature.

During the process of this investigation, qualitative and quantitative methods were used to collect information. Out of all the institutions visited, one school was chosen and five different courses from that institution were randomly selected to be part of this study. Twenty students from each course were asked to answer a questionnaire regarding their motivation towards English lessons.

Additionally, five classes were observed in order to obtain extra information that could contribute to this study. The instruments used for this study were observations and a questionnaire. The observation was carried out over a three day period and each teacher was observed for 40 minutes. The students' questionnaire was carried out over a six day period and the questionnaire consisted of 8 questions to gather information about motivation to learn English.

The information obtained from the survey applied to students was useful to know their opinions and expectations about their motivation to learn English. Similarly, observations were done to gather more information about students' motivation to learn the language.

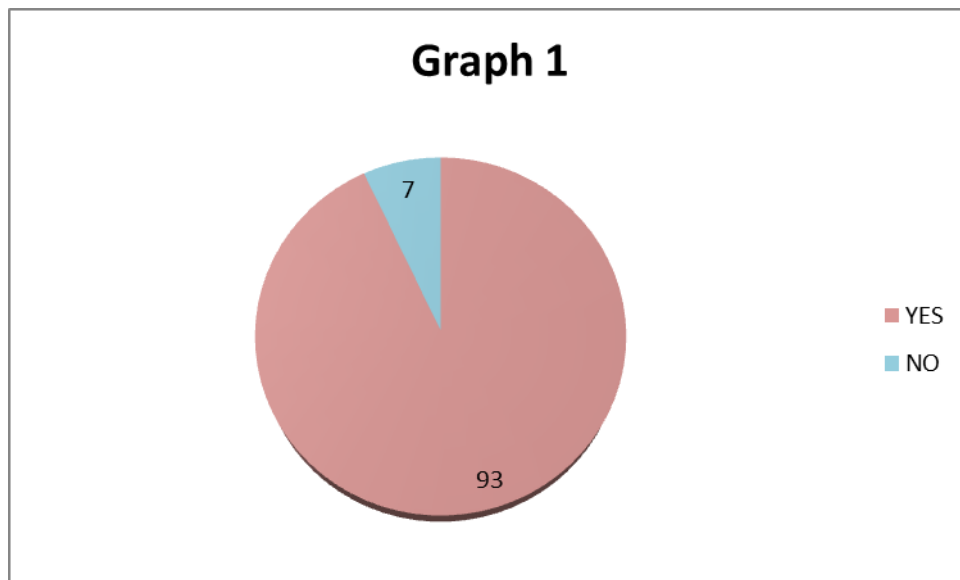
Once the data was collected, it was organized and tabulated to obtain the results of the research. Eight graphs were created for each question. Each graphic was described, analyzed and interpreted, supporting the results obtained from the students' questionnaires and the observation sheets.

## Discussion

### Description, Interpretation and analysis of results

#### What do you think motivates students to learn English?

##### *Do you like to learn English?*



Author: Daisy Coyasamín

Source: Students' questionnaire

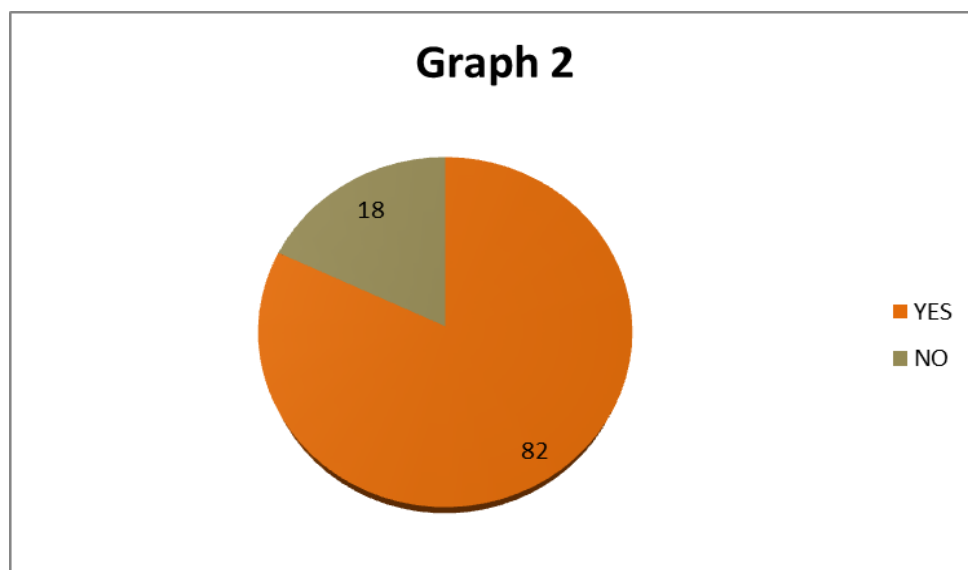
Graph 1 shows that 93% of the participants like to learn English and the other 7% claim that they do not like to learn English. As it can be observed, most of the students believe that they like to learn English and the reasons they gave are that English will provide them opportunities to travel, relationships with others that speak English can increase; students also think that they will be able to have better job opportunities. A considerable number of learners mentioned that as English is an International language, they want to learn it to increase their knowledge. This result relates with Ur (1996) who states that “Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks” (p.277).

On the other hand, there is a small amount of students that do not like to learn English because they think it is a difficult language to understand and because their teachers do not use the appropriate methodology to support them in the teaching learning process. These students also indicate that they study English because it is mandatory.

Observations were also conducted and it was confirmed that most of the students feel a desire to learn English. It was also observed that the teachers explain the topic clearly and concisely, students' participation was voluntary and activities developed during the lessons allow the students to understand the topic.

The results also evidence that most of the students like to learn English, but they always need intrinsic or extrinsic motivations to accomplish their goals.

***Are you motivated to learn English in class?***



Author: Daisy Coyasamín

Source: Students' questionnaire

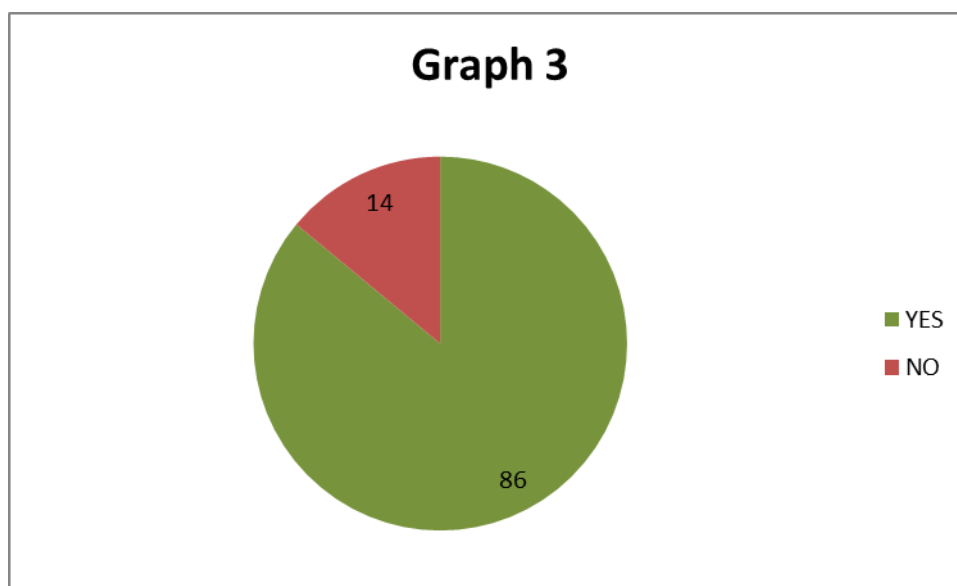
The results in graph 2 demonstrate that 82 % of the participants are motivated to learn English in the classroom while 18% of them are not motivated.

The student's questionnaire shows that many students are motivated to learn English because teachers encourage the class with good teaching methods to improve the language. Activities such as dialogues, games and didactic material are all effective and the teachers used them in an appropriate way during the lessons. The participants also indicated that English is interesting and fun. Similarly, the students are motivated when they interact with their classmates and the teacher that allows learning something different every day. In contrast, few students are not motivated because the teachers do not use effective teaching styles. However, some students indicated English is hard and they do not understand.

The results above relate to Ur (1996) who affirms that motivation makes teaching more fun and encourages students to set goals, give students more control, and give them chances to create their own personal choices. Therefore, motivation helps students to learn a language in a pleasant way. It is also important that teachers use academic activities to engage students in learning a new language (P.277).

Based on the observation sheets, the results show that students feel motivated by teachers' attitude, types of activity, the topic and didactic materials. Also, students from higher school years, such as second and third year of high school, are more interested and motivated in learning the language.

***Do you like your teacher's way of teaching English?***



Author: Daisy Coyasamín

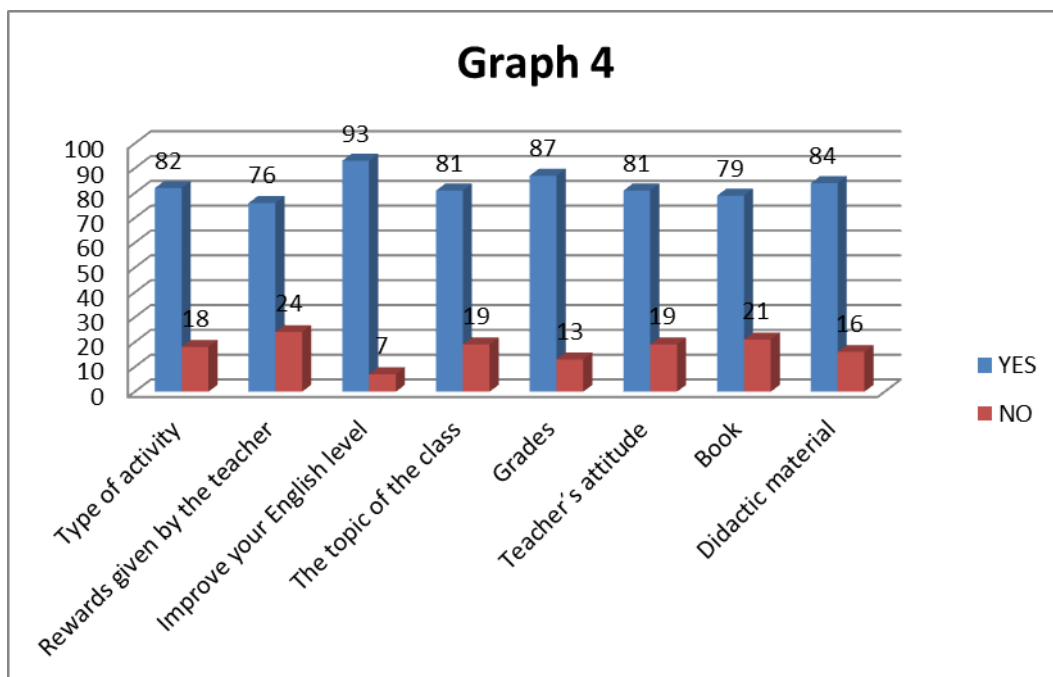
Source: Students' questionnaire

The results in graph 3 show that based on the data obtained from the question, 86 % of the students stated that they like their teachers teaching style. While, 14 % of them do not like the way they are taught English. Some characteristics the students mentioned about their teachers were that they were dynamic, patient, creative and fun. They also mentioned that their teachers prepared interesting topics, great interactive activities and the use good didactic material

According the lessons observed it was evident that most teachers in general conducted the class in a very significant way because they were very dynamic using creative strategies to keep students involve in the class development. Such findings relate with Herrell and Jordan (2012) who affirm that English teachers have to be aware of how to adapt lessons and assess how students can achieve their needs.

Different from the results mentioned above, a few students said that they do not like how their teachers conduct the class. According to their answers, they feel that the teacher does not teach clearly, concisely, and the class is boring.

***Do the following aspects motivate you to learn English in class?***



Author: Daisy Coyasamín

Source: Students' questionnaire

Graph 4 shows that 82% of students are motivated to learn English in the class by diverse activities such as interesting games and dialogues; 18% did not agree with this activity because they do not like this kind of tasks. Similarly, 76 % affirmed that they are motivated with incentives provided by their teachers , in contrast, 24% of the students expressed that they do not have any kind of incentives. Continuing on, 93% of the participants reported that they want to improve their English knowledge because of globalization. However, 7% of the them reported that they do not look for improving their English; for this reason, they are not motivated to learn English. In addition, the results in this graph demonstrates that 81% of the participants think that the topic of the class motivates them to learn English, but 19% of the

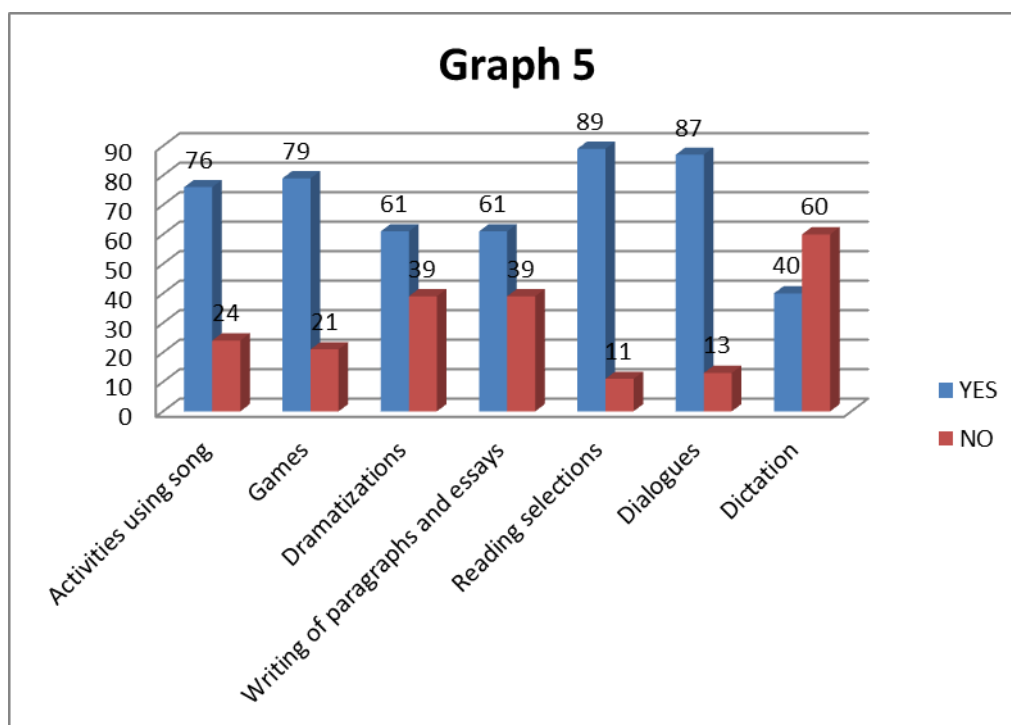
them reported that the topic is not important aspect within the teaching-learning process that motivate them to learn the language. With respects to grades, 87 % of the participants indicated that obtaining good grades influences on their motivation to learn English, but 13% stated that this is not the case. 81% of learners mention that teacher's attitude is related to their motivation in the English class. On the contrary, 19% of them answered negatively. 79 % of the participants affirmed that the textbook can be motivational to learning the language. By contrast, 21% of the them said the textbook does not influence motivation. Finally, the results in this graph shows that 84% of the participants reported that the material used in the class is important for them to motivate their learning interest, but 16 % of the them do not care about this statement.

During the observation, it was verified that teachers' attitude, didactic materials, and type of activities developed motivate students to learn English in the classroom. The combination of these components in the class certainly increased the motivation among students because it maintained the class fluent and vivid.

Such analysis agrees with the researchers Bernaus and Gardner (2008) who concludes, "That teachers may use any strategy with which they feel comfortable and that is of value to students, but for the strategies to be effective in influencing students' attitudes and motivation, they must be perceived as such by the students".



*Do the following activities motivate you to learn English?*



Author: Daisy Coyasamín

Source: Students' questionnaire

As it is shown in graph 5, 76% of the participants like to learn English with activities that include songs. On the contrary, 24% of them do not like activities related with music. Additionally, 79% of the participants reported that the use of games in the English classroom motivate them to learn English. By contrast, 21% of the students are not motivated when games are used in the English classroom. Next, this graph shows that 61% of the participants reported that dramatizations can motivate them to learn the language. On the other hand, 39% which is an important amount of participants said this activity is not motivating. In addition, the results demonstrate that 61% of the participants believe writing paragraphs and essays are good activities in order to improve the learning of English and 39% did not agree with this affirmation. Furthermore, 89% of the participants reported that reading selections

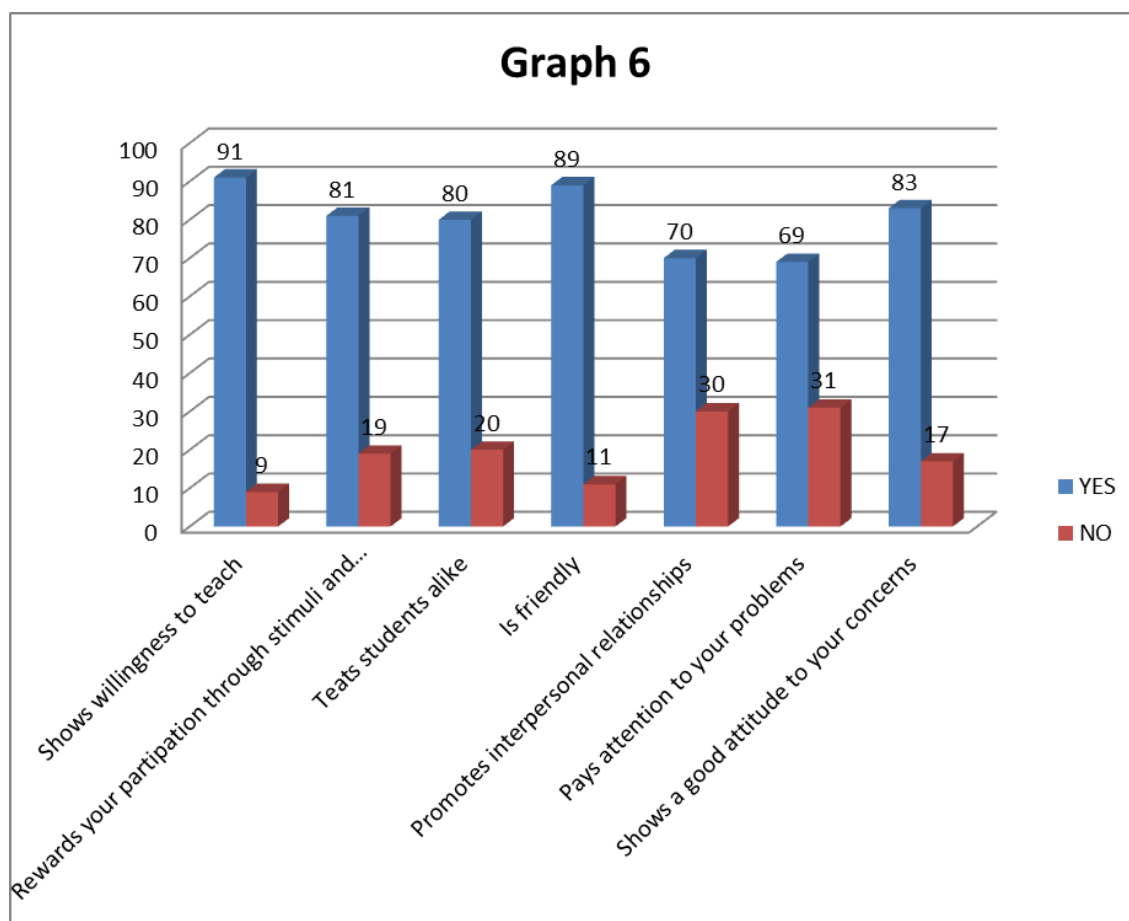
motivate students to learn English. However, 11 % of them are not motivated with this activity.

With respect to the use of dialogues in the English classroom, 87% of the learners said that the use of dialogues influences on their motivation to learn the language. In contrasts, 13% of the participants disagree. Finally, 40% of the students mentioned that the use of dictation is necessary to motivate their English learning and a considerable amount of the participants which corresponds to 60% of them said that the use of dictation does not motivate them to learn English.

Such experience relates with Harmer ( 2011 p.51) who affirms that “intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process”.

During the observation, it was evidenced that activities, readings selections, games and dialogues were very motivating for English learners; for instance, games like “finding the right vocabulary” which consists of several words written in pieces of paper where a student chooses one and another student says what the word means. This activity allowed everyone’s interaction.

*What is your teacher's attitude in class?*



Author: Daisy Coyasamín

Source: Students' questionnaire

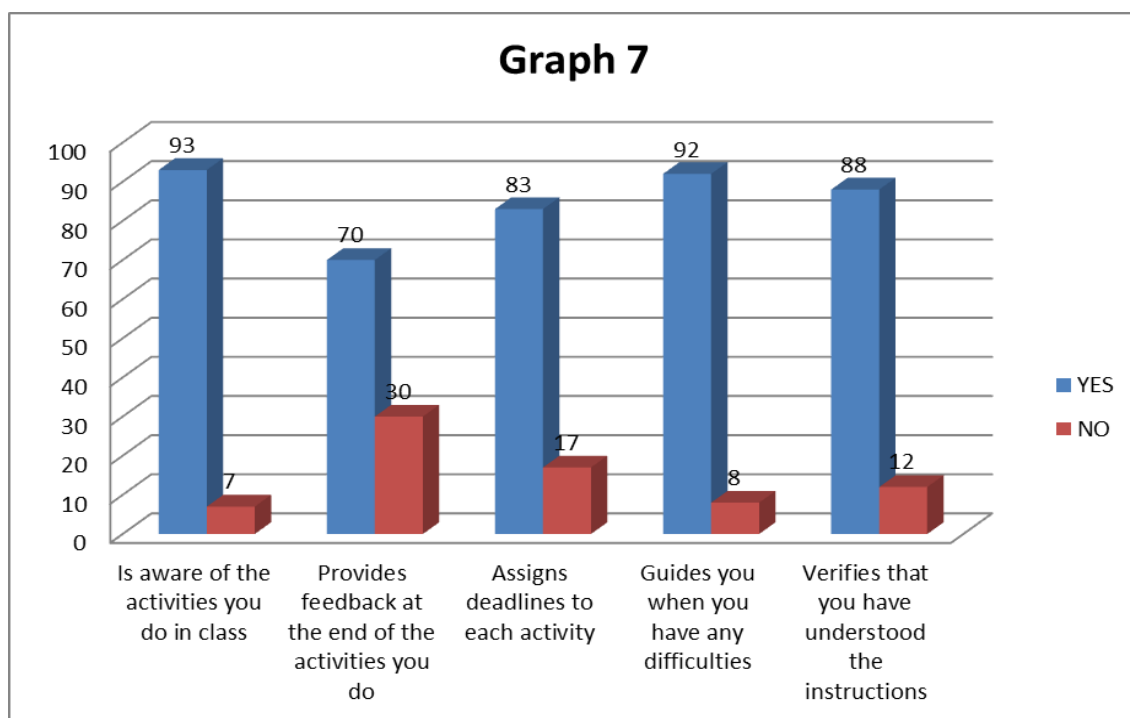
The results about teacher's attitude found in this research. Show that 91% of the participants indicate that teacher's willingness to teach is good while 9% of them state that their teachers do not show this attitude. Additionally, 81% of the participants affirmed teachers used to reward students through many kind and positive oral expressions. On the contrary, 19% of the learners expressed that their teachers do not give rewards. Additionally, 80% of the students said that they are treated in the same way as the rest of their peers. In contrast, 20% of them said that they were not treated equally.

The results also indicate that 89% of the participants expressed that their English teacher is friendly because he or she spends quality with them. Few of them 11% do not think the same way, they disagree with this statement. In addition, 70% of the learners claimed that teachers promote good interpersonal relationships among peers and 30% of them do not agree with this. With respects to pays attention to their problems 69% of the participants affirmed that their teacher is who heard and give advices when learners requiere it; by contrast 31% disagree with this affirmation. Lastly, 83% of the participants think their teacher shows a good attitude when the class has finished . However, 17 % of them do not agree with this statement.

In the outcome concerning with this statement, it was found that their teachers are willing to teach, and they are friendly as well. This outcome also shows that the teacher's attitude is a very important factor in their English learning process.

Such results were easily observed during the class observations where the students show good predisposition to learn inside the classroom when they are respectfully treated and most teachers were very dynamic and it could easily be seen that they had a very good relation with their students. In fact, all teachers had a very friendly attitude even with the less participative ones.

### *What is the role of your teacher in class?*



Author: Daisy Coyasamín

Source: Students' questionnaire

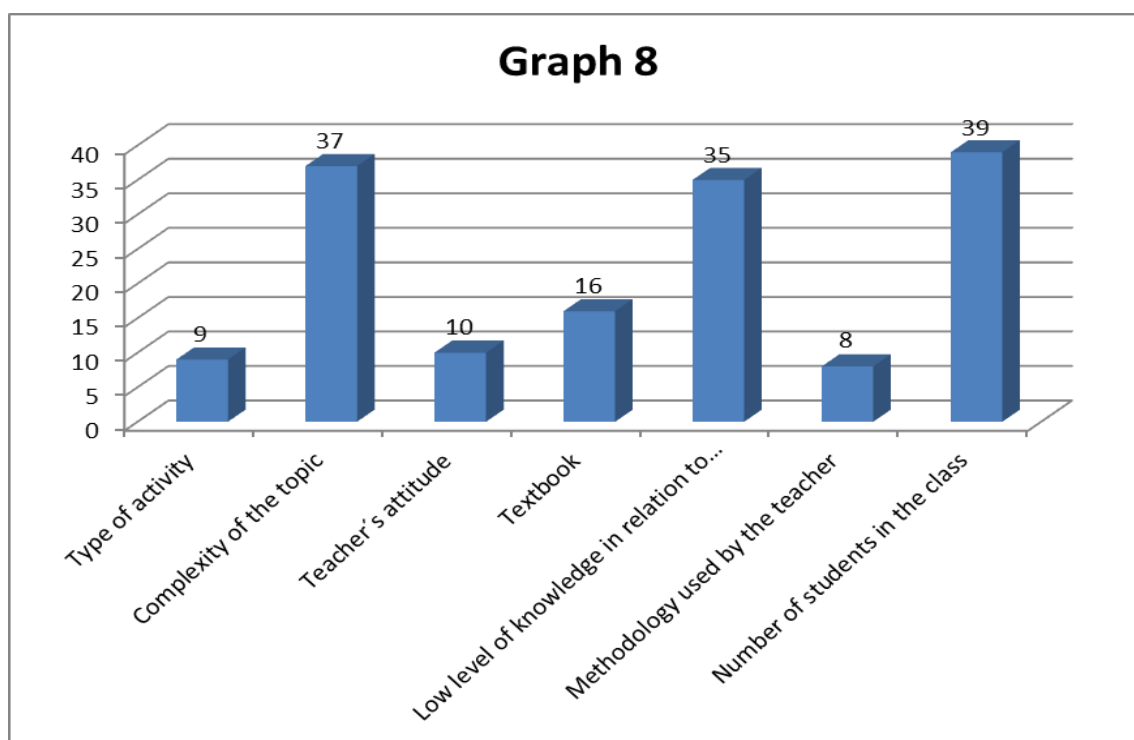
As it is shown in graph 7, 93% of the participants mentioned that the teachers are aware of this activities done by the students during class but 7% of them said teachers are not aware of the activities they develop in the classroom. Seventy percent of the participants said that the teachers provide feedback at the end of the activities they develop while 30% of them asserted that they do not receive feedback from their teacher. Furthermore, a considerable amount of the participants, which represents 83%, said that the teachers assign deadlines to each activity they developed inside the classroom but the rest of them, which correspond to 17%, do not agree with this. In addition, the results demonstrate that 92% of the learners believe that their teacher is willing to guide them when they have troubles with the tasks given to them to accomplish in the classroom. On the contrary, 8% of them answered that their teacher is not a good guide to follow. Finally, 88% of learners feel that their teacher

verifies that they have understood the instructions given while 12% of them do not agree with this statement. These findings demonstrate that English teachers have a clear knowledge about the different roles that a teacher should have in order to maintain students' motivational levels increasing.

As Harmer (2012) stated, “part of a good teacher’s art is the ability to adopt a number of different roles in the class, depending on what the students are doing” (p. 25). Despite the fact that it can be difficult to view all those qualities in a teacher during one lesson observation, it was very visible that teachers have a very competent way to manage their classes

**What do you think hinders students to learn English?**

*Which of the following aspects do you think hinders the learning of English?*



Author: Daisy Coyasamín

Source: Students' questionnaire

The results in graph 8 show that 9% of the participants find difficult the type of activities developed inside the classroom because activities are not interesting and difficult to understand. Furthermore, a considerable amount of the participants 37% responded that the themes that they are learning in class are so complex, and hard to understand. In addition, 10% of the participants mentioned that the teachers' attitude hinders them to learn English. The students indicated that their teachers are too serious, not patient and even they reported that their teachers have a preference to only the students who have a good English level. Additionally, 16% of learners answered that does not contribute to their willingness to learn English is the textbook established by the Minister of Education of Ecuador because the textbook is not detailed enough for them. It is not appealing in content, it confuses them, it is found boring and it lack clear explanations. Students affirmed that their book is unsuitable to fulfill their expectations of learning English. The results also indicate that 35% of the students believe that their low level of knowledge in relation to the rest of students in the class does not help to learn English. This is because when the teacher explains the topic the majority of the students do not understand English and the teachers has to repeat and repeat several times and it constitutes a disadvantage for learning the language.

This graph also indicates that 8% of the interviewed stated that the methodology used by teachers is not good because they do not understand the class and they also say that the class should be more dynamic and didactic to make the learning process easy and understandable. Continuing, 39% of the participants declared that the drawback to learning is the number of students in the class since there are a lot of students in the classroom and they produce noise and do not permit being able to improve the language and understand the topic explained.

In this statement, it was observed that the main aspects that hinder their motivation are amongst others, the number of the students in the classroom and the different level of English knowledge of all students. This observation had the highest percentage in the survey which was confirmed during the observation class. There are too many students in each classroom creating a lot of noise, therefore, attention to the same is difficult since it distracts them and makes them loose concentration.

Harmer (2007) states that motivation is the most valuable reward that students could have for increasing their knowledge in English. Moreover, he affirms that activities have to be dynamic in order to maintain the attention of students inside the classroom.



## **Conclusions**

This study has demonstrated that motivation is one of the main factors in the teaching-learning process because it supports and promotes students' participation and increases their knowledge.

Most students have a positive attitude to learn English since they know the role that English plays in their life.

English teachers' attitude and strategies used in the classroom contribute positively to students' willingness to learn English as a foreign language.

Students feel motivated to learn English by using dynamic activities such as games and dialogues.

The main aspect that motivates students to learn English is the desire to improve their English level.

The number of students in the class is the main aspect that hinders the students' motivation to learn English and the complexity of the topic used in the classroom is another factor.

### **Recommendations**

Teachers should work in small groups of five to seven students, with a leader in each group. Working in a circle allows everyone's participation; therefore, every student has an opportunity to interact. Also, allowing students to work in pairs could be very helpful.

Heads of educational planning in the corresponding High Schools must enforce training for English teachers. The use of innovative methodologies and keeping up with new technologies would motivate students to learn English as a second language.

Creative activities, games and dialogues between students should be used as they allow students' interaction with the teacher and among themselves. Interaction is an important issue as students have more opportunities to continuously participate in the class. This helps to improve their communication skills.

## References

- Abdelrahim, I. (1012) Research on: motivation to learn English among college students in Sudan. *English Language Teaching*, 5(8), 49-56. doi: 10.5539/elt.v5n8p49
- Bernaus, M., & Gardner, R. C. (2008). Teacher motivation strategies, student perceptions, student motivation, and English achievement. *The modern language journal*, 92, 387-401. Retrieved from [http://eshare.stust.edu.tw/EshareFile/2010\\_1/2010\\_1\\_f119c571.pdf](http://eshare.stust.edu.tw/EshareFile/2010_1/2010_1_f119c571.pdf)
- Bernaus, M., Wilson, A., & Gardner, R. (2009). Teachers' motivation, Classroom strategy use, students' motivation and second language Achievement. *Porta Linguarum*. 12,25-36. Retrieved from <http://digibug.ugr.es/bitstream/10481/31869/1/Bernaus.pdf>
- Brown, D. (2007). *Teaching by principles: An interactive Approach to language pedagogy* (3rd ed.). NY: San Francisco State University.
- Cook, G. (2003). *Applied Linguistics*. Oxford, NY: University Press.
- Harmer, J. (2007). *How to teach English*. England: Pearson Education Limited.
- Harmer, J. (2010). *The practice of English Language teaching* (3th ed.). Cambridge, UR: Pearson Longmon.
- Harmer, J. (2012). *The practice of English language teaching* (4th ed.). England: Pearson Educational Limited.
- Herrell, A. L., & Jordan, M. (2012). *50 Strategies: for teaching English language learners* (4<sup>th</sup> ed.). Boston, MA: Pearson Education.
- Noels, K., Clemet, R., & Pelletier, L. G. (1999). Perceptions of teachers' Communicative style and students' intrinsic and extrinsic motivation. *The modern Language Journal*. 83, 23-34. Retrieved from

[http://people.uncw.edu/caropresoe/EDN523/523\\_Spr\\_07/Perceptions\\_Teachers\\_Communication.pdf](http://people.uncw.edu/caropresoe/EDN523/523_Spr_07/Perceptions_Teachers_Communication.pdf)

Nunan, D. (2004). *Task-based language teaching*. Cambridge, UK: Cambridge University Press.

Richards, J. C. & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge, UK: Cambridge University Press.

Ur, P. (1996). *A course in language teaching: practice and Theory*. Cambridge, UK: Cambridge University Press.

Wong, R. M. H. (2008). Motivation to learn English and age differences: The case of Chinese immigrants. *Glossa*, 3(2), 365-404. Retrived from [http://bibliotecavirtualut.suagm.edu/Glossa2/Journal/jun2008/Motivation\\_to\\_learn\\_English.pdf](http://bibliotecavirtualut.suagm.edu/Glossa2/Journal/jun2008/Motivation_to_learn_English.pdf)

Williams, M., & Burden, R. L. (1997). *Psychology for language teacher: A social constructivist approach*. Cambridge, UK: Cambridge University Press.

Yule, G. (2010). *The study of language* (4th ed). Cambridge, UK: Cambridge University Press.

## Annexes



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
La Universidad Católica de Loja  
**OPEN AND DISTANCE MODALITY**  
**ENGLISH DEGREE**

Dear student,

The aim of this brief questionnaire is to obtain information concerning *your opinion about the aspects that motivate you to learn English.*

The information provided will be strictly used in academic/research purposes. Please answer the following questions as honestly as possible.

**Informative data:** Please fill in the information below

Name of institution :			
Type of institution:	Public ( )		Private ( )
Year:	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
City:			

**Instructions:** Mark with an X the response that best reflects your personal opinion. Indicate the reason of your response.

1. Do you like to learn English?

YES	NO
Why?	

2. Are you motivated to learn English in class?

YES	NO
Why?	

3. Do you like your teacher's way of teaching English?

YES	NO
Why?	

4. Do the following aspects motivate you to learn English in class?

Aspects	YES	NO
Type of activity		
Rewards given by the teacher		
Improve your English level		
The topic of the class		
Grades		
Teacher's attitude		
Book		
Didactic material		

5. Do the following activities motivate you to learn English?

Activities	YES	NO
Activities using songs		
Games		
Dramatizations		
Writing of paragraphs and essays		
Reading selections		
Dialogues		
Dictation		

6. What is your teacher's attitude in class?

The teacher:	YES	NO
shows willingness to teach		
rewards your participation through stimuli and encouragement expressions		
treats students alike		
is friendly		
promotes interpersonal relationships		
pays attention to your problems		
shows a good attitude to your concerns		

**7. What is the role of your teacher in class?**

The teacher:	YES	NO
is aware of the activities you do in class		
provides feedback at the end of the activities you do		
assigns deadlines to each activity		
guides you when you have any difficulties		
verifies that you have understood the instructions		

**8. Mark with an X the aspects that hinder your English learning. State the reasons of your responses.**

Type of activity		Why?
Complexity of the topic		Why?
Teacher's attitude		Why?
Textbook		Why?
Low level of knowledge in relation to the rest of students in the class		Why?
Methodology used by the teacher		Why?
Number of students in the class		Why?

Thank you!



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
La Universidad Católica de Loja

**OPEN AND DISTANCE MODALITY**  
**ENGLISH DEGREE**  
**Observation Sheet**

<b>INSTITUTION:</b>	
<b>DATE:</b>	
<b>YEAR:</b>	

1. Students feel motivated to learn English in class.

<b>YES</b>	<b>NO</b>
Why?	

2. Mark which of the following aspects motivate the subset of students observed to learn English in class.

Aspects	YES	NO
Type of activity		
Rewards		
The topic		
Teacher's attitude		
The book		
The material		

Notes:




### 3. Students' attitude in the class

The students:	YES	NO
voluntarily participate		
are attentive to the teacher's explanations		
interact with their classmates		
show interest in the proposed activities		
engage in other activities		
interrupt their classmates		
look for excuses to leave the class		

### 4. Teacher's attitude in the class

The teacher:	YES	NO
shows willingness to teach		
rewards students' participation		
treat each student equally		
is friendly		
promotes interpersonal relationships		
pays attention to the students' problems		
shows a good attitude to the students' concerns		

### 5. Teacher's role in the class

The teacher:	YES	NO
is aware of the activities students do in class		
gives feedback at the end of the activities		
assigns a time limit to each activity		
is friendly with the students		
guides the students when they have any difficulty		
verify that students have understood the instructions		
is fair with all the students		
provides confidence for the students to voice their concerns		

6. The following activities motivate the students to learn English.

	YES	NO
Activities using songs		
Games		
Dramatizations		
Writing of paragraphs and essays		
Reading selections		
Dialogues		
Dictation		

Others:

---



---



---



---

7. The following aspects hinder students to learn English.

	YES	NO
Type of activity		
Complexity of the topic		
Teacher's attitude		
Textbook		
Low level of knowledge		
Methodology used by the teacher		
Number of students in the class		

Others:

---



---



---



---