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English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

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El presente trabajo de titulación: *"English language students and their motivation to learn the language"* realizado por las profesionales en formación Cueva Calva Jina Patricia y Escobar Arboleda Leslye Zamira, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, febrero del 2016

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"Nosotros, Cueva Calva Jina Patricia y Escobar Arboleda Leslye Zamira declaramos ser autoras del presente trabajo de titulación: "English language students and their motivation to learn the language", de la Titulación de Licenciado Ciencias de la Educación mención Inglés, siendo la Magister Lisset Vanessa Toro Gallardo directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posible reclamo o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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Dedication

This thesis is dedicate to my parents who gave me life and are an example of love and gratitude, to my husband who with his unconditional support accompanied me in the most difficult moments of my life, my beloved daughters who are my most sublime gift and inspiration that God gave me, and my family who with their encouragement were always present and made possible the achievement of this work.

Jina Cueva

This thesis is dedicated to my beloved husband and my sons who with their permanent and unconditional support accompanied me in all the projects of my life, to my parents, brothers and friends who with their encouragement and mainly with their prayers were always there supporting and made possible the achievement of this work.

This work is for the glory of God.

Leslye Escobar A.

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Content

Abstract

The topic of this study is English Language students and their motivation to learn the language. It aims to identify the factors that promote and influence students´ motivation toward English language learning. The students´ perceptions in relation to their motivation inside the English classroom were explored. The general approach of this study is quantitative and qualitative. Class observations and surveys were considered as instruments to perform this study. In order to achieve the objectives of this research, the selected participants were five teachers and twenty students from different classes from a high school in an urban area of Pastaza province in the Amazon Region of Ecuador. The results from the surveys were analyzed, tabulated and presented in eight graphs in the section of description, analysis and interpretation of results. Qualitative data from descriptive surveys is also included to enhance and support understanding of the findings. The results obtained revealed that numerous factors such as: the type of textbooks, the size of classes, the type of teacher-student relationships and the quality of strategies influence students' motivation to learn English.

KEY WORDS: English learning, motivation, public high schools, students.

Resumen

El tema de este estudio es "Estudiantes de Inglés y su motivación para aprender el idioma. Cuyo objetivo es identificar los factores que promueven e influencia al alumnado la motivación hacia el aprendizaje del idioma Inglés. Las percepciones de Estudiantes en relación con su motivación en el aula de Inglés fueron exploradas. El enfoque general de este estudio es cuantitativo y cualitativo. Observaciones de clase y las encuestas fueron consideradas como instrumentos para llevar a cabo este estudio. Con el fin de lograr los objetivos de esta investigación, los participantes seleccionados fueron cinco profesores y veinte estudiantes de diferentes clases de una escuela secundaria en un área urbana de la provincia de Pastaza en la Amazonía de Ecuador. Los resultados de las encuestas fueron analizados, tabulados y presentados en ocho gráficos en la sección de descripción, análisis e interpretación de los resultados. Los datos cualitativos de las encuestas descriptivas también se incluyen para mejorar y apoyar la comprensión de los resultados. Los resultados obtenidos revelaron que numerosos factores como: el tipo de textos, el tamaño de las aulas, el tipo de relaciones profesor-alumno y la calidad de las estrategias influyen en la motivación del estudiante para aprender Inglés.

PALABRAS CLAVE: Aprendizaje del Inglés, motivación, escuelas públicas, estudiantes.

Introduction

Students that want to successfully acquire English language need to be greatly motivated, and have a positive attitude towards English language. In Ecuador it has been perceived that there is lack of motivation from the part of students to learn English in high schools which becomes in a negative factor when acquiring English language. For this reason, the study "English language students and their motivation to learn the language" has been designed to explore the topic of motivation of students in the classroom. The purpose of this study is to learn about the students perceptions in relation to their motivation to learn English inside the classroom through the following questions: What do you think motivates students to learn English? And what do you think hinders students to learn English?

The construct of motivation has been explored in several studies such as the study conducted by Yeung (2012) whose aim was to find out the factor that encourages the less motivated students to improve their English learning behavior and promote an active English learning environment. These findings suggest that a range of factors motivates the participants: the dual desires to master the language and interact with native speakers; an interest in the language; and the instrumental and practical uses of English in Hong Kong society.

Another investigation conducted by Bernaus, et all (2009) is aimed at searching or the relation among measures, classroom strategies use, students motivation and second language achievement. The authors conclude that there is an association between how motivated teachers are to teach English, the extent to which their students perceive them as using strategies, the students' evaluation of the learning situation and their motivation to learn English.

Another study on teacher motivation strategies, student perceptions, student motivation, and English achievement was conducted by Bernaus, and Gardener (2008) who focused on the issue   of teacher and student perceptions of strategy use and the effects of those strategies. The findings show that for more than half of the strategies, the differential use was recognized by the students in the classes. The findings were particularly informative showing the associations between the use of traditional and innovative strategies and student affective characteristics.

This research study is relevant to teachers, students, educational researchers and all people interested in becoming knowledgeable about the factors that trigger or hinder motivation in the classroom. The importance of this study relays in the fact that it was conducted in an educational institution in Ecuador. Educational authorities and curriculum developers can find important information about motivation to carry out processes, implement strategies and develop educational material. This is a contribution to the educational field in our country.

Literature Review

The next section consists of the review of four subtopics: Motivation to learn English, activities or strategies that motivate students to learn English, teaching approaches and methods and the roles of a teacher. This review shares finding of research conducted over these past fifteen years on theories that define motivation in the classroom and related topics of observed authors and studies.

Motivation

In the learning process, there is a factor that encourages people to work or do something; several authors have defined this as motivation, it is an internal state in each person. Walker (2010) refers to motivation as "the push to do something, motivation push us to study new things, motivation encourage trying something again when we fail". Harmer (2011) explains that motivation in general way is the kind of influence that students obtain inside or outside the classroom.

If the students' motivation for learning English lies in factors that come from outside the classroom it will be known as extrinsic. If it is generated by what happens in the classroom is the intrinsic called, Harmer (2011). According to Walker (2010), most of people have intrinsic motivation to learn which is something each individual has. Harmer (2011) takes this concept a step further and says that motivation promotes student´s success. Therefore if a student feels successful in her or his activity she or he will be motivated to do more activities. Consequently their success is determined by the teacher´s pedagogical method and activities to support it. . Spratt, Pulverness and William (2005) support this concept that the individual needs to feel good about them in order to be motivated to learn another language.

Walker (2010) explains that the student´s extrinsic motivation occurs when the promise of a tangible reward is received. These rewards can be in the form of candy, money or stickers but only are effective depending on the attitude of the society, family, and peers (Harmer 2011; Spratt et al 2005). Richards and Renandya (2007) mention, rewards are external motivation that work well but can also lose their effectiveness when over used. Teachers can rely on other rewards such as videos, music, games and outings as extrinsic motivation.

Activities or strategies that motivate students to learn English

Lightbown and Spada (2006) argued that teachers mention students are motivated when they show interest in the topic, and do their best. Teachers have more influence on their students than they think; teachers' attitude can change students´ outlook both positively and negatively. Rivers (1990), explained students need to feel motivated to develop the ability to speak. The author also indicates that in order to promote motivation in the classroom, teachers should be able to plan their class by involving students in the selection of activities according to their personal preferences with the purpose of making students feel motivate and obtain good results in learning a foreign language.

Spratt, Pulverness and Williams (2005) defined some motivational activities, such as reading stories from social networks, teach ten new words instead of twenty in a class, discuss the problems they have when doing group work, join to websites allowing dialogues with other students, use several short activities during the lesson instead of two long activities, do a previous demonstration of the role plays that students will perform, return the students homework as fast as possible including recommendations and tips. However, Lightbown and Spada (2006)

mentioned that the same activities would generate routines that decrease attention and increase boredom. Therefore, variations of activities prevent this and improve students´ interest.

Spratt, Pulverness and Williams (2005) recommended ten strategies to encourage learner`s motivation that teachers can implement. They are: modeling a good example by displaying commitment, creating a pleasant, calm, secure and ordered atmosphere in the classroom; pointing out the purpose and usefulness of every task; treating each learner as an individual; accepting mistakes as a natural part of learning; making topics interesting, offering a variety of materials and activities; and trying to share as much as possible the responsibility for organizing the learning process with students. Another important strategy for students according to Lightbown and Spada (2006) is to increase self-confidence by including those who show weakness with the technique of working in groups. This strategy can make them feel that the whole team is counting on them. In concordance with these authors, Spratt, Pulvernes and William (2005) suggested that teachers need to take into account different learner`s age, level and culture to determine the most appropriate technique to get successful competitive interaction between learners.

Teaching approaches and methods

Communicative language teaching is a method focused on teaches communicative competences; whose main goal is teach through speaking practicing the language and using discussion activities (Richards, 2006). The same author mentioned the importance of giving the students the opportunity of using the language with communicative purposes and attempts to integrate these activities into a broader education program. It means teaching and learning are for

Communicative language teaching because they are produced in a social context and must not be separated from this when a communicative competence is thought.

According to Richards (2006) grammar is not necessary in communicative language teaching. This method is concerned in teaching speaking through classroom activities that involved real communication; dialogues and discussion are most recommended. The principal goal of Communicative language teaching is to get learner`s accuracy and fluency. Communicative language teaching includes some important aspects such as: being clear on how to use language depending on purpose and functions, selecting the correct language fitting the kind and level of learners, choosing adequate type of texts that can produce best results in communication and keeping students´ conversation in spite of language limitations.

In conclusion the author indicated that Communicative Language Teaching Method allows students to learn another language through the exposure to more motivating activities and strategies

Regarding to Cooperative Language Learning (CLL), Richards and Rodgers (2003), claimed that it is a method of teaching using supportive activities and involving pairs and small groups of learners in the classroom. In addition Olsen and Kagan (1992) mentioned that CLL depends on the interchange of information between learners. It makes students to become responsible for their own learning and even encourages and motivates them to help their classmates.

Additionally, Richards and Rodgers (2003) said that CLL is established on some essential principles about the interactive/cooperative nature of language and language learning and this is built on base of these principles in different ways. The principles of CLL are known as PIES

principles. They mean positive interdependence, individual accountability, equal participation, and simultaneous interaction. CLL strengthens students' critical thinking and succeeds in developing classrooms that encourage cooperation rather than competition. The purpose of CLL is working together and achieves benefits for every one so their own learning is maximized.

Another important criterion about CLL was made by Herrel and Jordan (2012), who mentioned that cooperative tasks have to be well structured. Therefore, students know what their function is in the assigned task. It is effective for learners because they have more opportunities to interact in small groups. Besides, Kagan (1989) states that the best Cooperative Learning strategies in the classroom are: affinity groups and teams; assign roles for each member of the group; give the task; make sure full participation; feedback to the class; monitor and examine the group process. In the same way that Richard and Rogers (2003), Herrel and Jordan (2012) mentioned that groups of work give better results when students form the groups by affinity rather than when teacher assigns them. Moreover, Herrel and Jordan (2012) said that it gives better results when the task is to fulfill and when each member has the specific function, it improves performance in each member of the group.

Regarding to Content Based Instruction, Richards and Rogers (2003) defined it as an approach structured around the content or information that students obtain without too much instruction to teach the language. Students learned based on the content. Additionally, Larsen (2000) defined this method as an excellent opportunity for students to practice using the communicative function of making predictions. Content Based Instructions is used for other disciplines in language courses. In this method, it is necessary to integrate subjects or academic content in English learning. It also requires a lot of assistance in understanding the texts.

Richard and Rodgers (2003) stated that Content Based Instructions (CBI) defines the use of a language as involving several skills. In a content-based class, students are often involved in activities that link the skills, because this is how the skills are generally involved in the real world. Besides, others skills that are linked are reading and taking notes, listening and writing a summary. In CBI grammar content is treated as a component of other skills. This method remarks that the use of language occurs in a continuous and coherent discourse rather than isolated fragments.

This method according to Richard and Rodgers (2003) use previous knowledge and students´ experience; it means, they already know the content and are treated as assimilated. They bring important support in the development of a consciousness class.

Regarding to Task Based Learning, Harmer (2014) determined the method focus in a real language doing meaningful tasks with the target language. Those tasks can include real world tasks rather than accuracy or prescribed language forms. In addition students who focus in tasks completion have the same probabilities to learn a language if they work in language forms. Instead of studying grammatical structure, students perform a task or solve a problem. This allows them to enhance their performance in learning another language. Previously, the teacher provides the vocabulary and useful phrases, and helps them to understand the instructions.

Robinson (2011) said tasks provide a good context for understanding language, to generate opportunities for feedback, to provide second language and to improve fluency. Task sequences consolidate the memories of how a communication problem were solved and strengthens them. Therefore, after simple tasks, teachers should try more complex activities where students can lead for a more ambitious and complex language (Robinson, 2011).

Regarding to Translation Method, Patel and Jain (2008) described it as an old and classical method because it is very helpful in language learning and very easy use. In this method the mother tongue is used to teach English. In other words everything in English is taught by translating into mother tongue and the teacher´s work is to point out grammatical points and rules.

Patel and Jain (2008) described some important characteristics. The most important in Grammar translation method is the word not the sentence. The vocabulary is teaching in the form of separate words. The grammar rules are taught into mother tongue. English grammar is taught deductively and with translation. Definition and comparative study of mother tongue grammar. Reading and writing is the most important feature in this method. This method does not help to develop linguistic competence.

Harmer (2014) said that in this method, students do exactly what they are told. Short grammar rules are given to students with lists of words to use in translation exercises making use of those given rules. This method teaches students about the language but does not really help them to communicate effectively.

Richard and Rodgers (2003) explained that Total Physical Response (TPR) is focused on coordination of speech and action. This language method is taught through physical activities. Their goal is to engage students in maintaining an uninhibited communication, as natural as a native speaker, whose oral competence is given to an initial level.

Herrell and Jordan (2012) stated that Total physical response is a method based in the first-language acquisition, where students listen and acquire receptive language before they attempt to speak. They have a better understanding through body movements. They are not

forced to speak until they are ready. Furthermore, in total physical response teachers generally bring in commands. Initially, students respond by performing the actions as the teacher demonstrates them. Progressively the teacher´s demonstrations are removed and the students react to the verbal commands only. To develop this method, Harrell and Jordan (2012) said that teachers might select some vocabulary that can be easily expressed with body' gestures and mimics then add commands and answers. According to these authors, the effectiveness of this learning approach relays on teaching vocabulary by drawing, pointing, putting pictures in order, and in any other physical response that encourages active involvement.

The roles of a teacher

Harmer (2011) argued that the goal of teachers is to facilitate learning. Teachers should be: controller, pointer, participant, tutor, and guide. Teachers are responsible of the class and the development of students´ work. Teachers are focused on observing when students lose the connection of what they are doing or when they get confused about some words. Teachers must avoid becoming a reporter or an error-corrector. Another function is to care about not giving the impression of an all-knowing teacher. Rather teachers must be a guide for the students in finding information or in helping to make the information comprehensive. Teachers provide support and help. So the class becomes effective. Moreover, Harmer (2011) stated that one of the most important tasks of the teacher is to organize students to do various activities. Teachers present instructions in a clear and logical order so no misunderstandings arise in the instructions for learning.

Concerning to the roles of the teacher, Richard and Rogers (2003) pointed out that the teacher has to build a greatly structured class and be aware of the responsibility of the learning

environment in the classroom. Teachers must be clear in stating specific aims, planning and

structuring adequate and interesting tasks, creating a good atmosphere in the classroom, grouping

students, giving them specific roles, and deciding on resources and time to work. Harmer (2011)

agrees with Richard and Rogers (2003) and said that an important role for the teacher is being a

facilitator of learning. In the role as facilitator, the teacher must move around the class and assist

students according to their needs. In this case, teacher works together with learners. Teachers'

roles are: refocus, make questions, clarify supports, expand, celebrate, and empathize with

students. In addition, as they become facilitators, they always give feedback, encourage the group

to solve problems, extend active thinking, resolve conflicts, monitor students, and supplying

various resources.

Richard and Rogers (2003) emphasized information about teachers´ roles. As facilitators,

they speak less than traditional teachers. Teachers provide variety of question to produce

thinking in learners. They prepare students for the tasks they will carry out. They support

students with the learning tasks, and they give few commands. Teachers give less importance to

disciple control (Richard and Rogers, 2003). Teacher may also have the task of restructuring

lessons so that students can work on them cooperatively. This involves the following steps.

According to Johnson (1994) teachers work on the current lessons, curriculum, and materials and

structure them cooperatively. They adapt cooperative learning lessons to meet instructional

needs, circumstances, curricula, subject areas, and students. They also identify problems some

students might have in working in groups and intercede to perform learning groups'

effectiveness.

Some studies on English language learners´ motivation to learn the language were

considered in order to support the current investigation. Several researchers explored motivation

in different settings in the last ten years (Bernaus, 2008; Bernaus, 2009; Mao, 2011; Wong, 2014; Yeung, 2012).

Yeung (2012) carried out a study in secondary schools in Hong Kong with the purpose of revealing motivational factors of vocational students. The participants of this research were vocational students who had graduated from secondary schools and had been dis-enchanted with the slow progress of English. Research design did not adhere to one specific framework. The study employed the qualitative research approach of case study with self- completion questionnaires, semi-structured interviews, diary notes and informal talks as research tools. The finding presented suggested that a range of factors motivates the participants: the dual desires to master the language and interact with active speakers; an interest in the language; and the instrumental and practical uses of English. The research has served to expand the understanding on Hong Kong vocational students´ motivation for learning English. The evidence suggested that students with strong instrumental motivation also have intrinsic motivation. Another finding was that through their experience and increased knowledge, students' motivation grows and their attitudes toward English change. As a result they realized the usefulness of using English and their confidence increases when they actually use English as a means of communication and self-expression. As a result of this learning experience, they find meaning in their learning in the society where they live.

Bernaus, Wilson and Gardener, (2009) conducted an investigation about the relationship of teachers´ and students´ perceptions of strategy use in the classroom and related it to students characteristics. It also investigates the relation among measures of attitude, motivation, language anxiety, English achievement, and perceived strategy. Data was obtained from teachers and students perception.

Subjects for this investigation were English teachers and their secondary students from Spain. The participants were administered a series of questionnaires designed to identify the traditional and innovative strategies used by the teacher in the EFL class.

The data collected from this study suggested that there is a connection between teachers´ motivation and the students´ perception of the use of strategies. It was also stated that teachers motivation place an important role in the teaching learning language process. The motivational students participants notice that personality attributes and motivation is as important as knowledge of the subject matter to become language teachers. In addition researchers believe that public schools should have more autonomy in selecting teachers in order to choose highly motivated candidates. At the end of the study, the researcher results suggest that both students and teachers must be motivated. If teachers are motivated, students are more actively involved in class activities and feel motivated (Bernaus et al, 2009).

The study conducted in secondary schools in Hong Kong, by Wong (2014) is focused on the relationship between motivation to learn English and the advance into higher school grade level. This subject is particularly important in the school context because the English proficiency of Newly Arrived students is evaluated once they arrived. The instrument used was a questionnaire administer to the participants. It included items on different motivational constructs at different levels: Language level, learner level and learning situation level.

One important conclusion in this study was that students have a very strong motivation based in their needs for future studies and professional aspirations. It depends on teachers' teaching strategies, students' needs and use integrated approach, like language arts, poems, songs, drama and stories, which make students and teachers be not stressed. This kind of proposal

entails students enjoy at the class time. Based on this finding the authors recommended that in order to compensate for the diversity of motivations English teachers should adjust their approach to a best suited way (Wong, 2014)

Mao (2011) carried out a study in middle schools, which attempts to have a basic understanding of students´ reasons of English learning. With the purpose to get the useful information researchers used two-part questionnaires to measure the type of English learning motivation. Statements in this section were mostly adapted from the published motivation scales of language learning. Thus, researchers recommend that teachers should recognize: (a) that their students' motivation and English achievement are influenced not only by what takes place in the classroom but also by a host of other variables, such as their attitudes toward other groups and languages, and integrative and instrumental orientations, and (b) that evaluation of the learning situation is related to many other variables as well. . Furthermore, language anxiety and attitudes toward the learning situation that are not linked with motivation both contribute negatively to English achievement. At the end of measurement some suggestions were given; understanding the learner and how learning take place for that individual is the key to know how to teach that individual, besides a student might learn L2 well with an integrative motivation or with an instrumental one, or indeed with both, for ones does not rule out the other motivation. A student might learn a L2 well with an integrative motivation or with an instrumental one, or indeed with both, for one does not rule out the other, or with other motivations. In conclusion, in order to make the language learning process a more motivating experience, teachers need to put a great deal of thoughts into developing programs which maintain students interest and have obtainable short term goals. Successful communication using achievement strongly affects learner motivation.

Finally, the study conducted by Bernaus and Gardner (2008), had the purpose of investigating the issue of the teacher and student perceptions of strategy use and effects of those strategies. Another purpose was to answer three questions: the first one, do students and teachers perceived the use of the same strategies similarly? The second one, are the strategies as reported by the teachers related to their students´ motivation and achievement? And the last one, are the students´ perceptions of the use of these strategies related to the motivation and achievement? Participants for this investigation were teachers and students from secondary education in Spain. Data was collected through a series of questionnaires designed to identify strategies used by the teachers in the EFL class. Research found that teachers defer in the reported frequency with which they use various strategies to teach English. They favored traditional over innovative strategies, more than a half of strategies. The differential use was recognized by the students in the class. That is, where the teacher differs in terms how frequently they had their students writing in class the students were aware of the relative frequency. The findings suggested that teachers might use effective strategies to influence students' attitudes and motivation. Strategies must be perceived as such by the students. The conclusion in this study was that traditionally strategies are more used than innovates ones. Besides, found that for more than a half of the strategies, the differential use was recognized by the students in the classes, the validity of socio educational model was recognized, where these supplements like integration, attitudes toward the learning situation, and instrumental orientation assist as setting up individual differences in motivation, which affect in individual progress (Bernaus & Gardener, 2008).

Method

Setting and Participants

The school selected for this study was a public educational institution located in Pastaza province of the Amazon Region of Ecuador. This institution is located in an urban area with easy access. The total students' population is approximately 1500 students. Educational offer goes thru pre-K1 (3years old), to high school (15-17) years old.

The participants selected for this study were five groups of male and female students of 8th, 9th, 10th, grades of middle school and first and second courses of high school in Puyo city. The participants' of 8th grade were between 11 and 13 years old; students from 9th grade were between 12 to 13 years old; participants from 10th grade were between 13 to 14 years old. Participant from the first course of high school were between 14 to 15 years old. Students of second course of middle school were between 15 to 16 years old of middle school.

Procedures

As the first phase of the procedures, the researchers reviewed the most relevant authors and other studies related to motivation, strategies and teachers´ roles, presented within the past ten years. This is included in the literature review. The general approach of this study is quantitative and qualitative. The target population of this study was one hundred students of a public educational institution in Puyo city, Ecuador. This is a quantitative method because a survey was applied to the participants in order to describe their attitudes, opinions, and behaviors toward motivation in EFL classes. Some qualitative information from class observation was also collected and described.

During the field research, class observation where carried out during one period of class in each group. The observation sheet contains five questions related to the students´ motivation, students´ attitude, teachers' attitude and teachers' role in the class.   The second instrument was the survey applied to 20 students in each class. The survey contained eight questions with yes-no answers and multiple choices answers.

The results from the surveys were analyzed and tabulated. They are presented in eight graphs in the section of description, analysis and interpretation of results. The analysis of data collected was presented in graphs to show the percentages of the answers. In order to interpret this data, each question was analyzed considering the highest and lowest percentages obtained. The analysis is supported by referring to the results collected from the observations done in each class.

Discussion

## Description, Analysis and Interpretation of Results

This section comprises the analysis and interpretation of the findings resulting from this study. The analysis and interpretation of data is based on the results of the questionnaires as well as the results obtained during the observations.

Qualitative and quantitative analysis

This section presents the description, analysis and interpretation of the results obtained in relation to the students' motivation to learn the English language. The information gotten from students' questionnaires was quantified. The results are presented in form of pie charts and graphs which were useful to develop the analysis of this study.

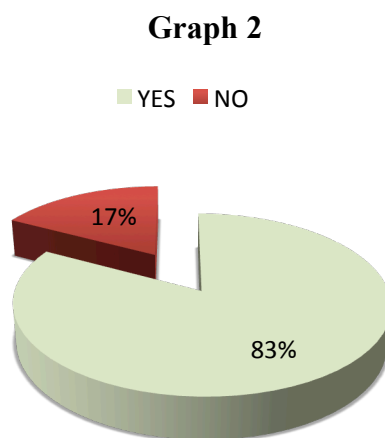**What do you think motivate students to learn English?**

Do you like to learn English?
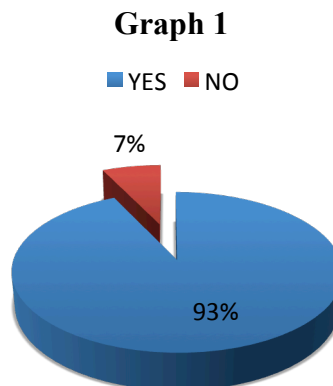
Graph 1

YES ■ NO

7%

93%

Author: Cueva Calva Jina Patricia and Escobar Arboleda Leslye Zamira
Source: Survey of high school students.

20

The results in graph 1 show that 93% of the respondents like to learn English and just 7% express their negativity to learn the second language. Based on the information above, it can be said that most of the students ensure that the main interest to learn English was because it is considered a universal language; students also believe that this language is very helpful for their professional and personal life.   In addition, the participants indicate that   they like to learn English   because this language open them important doors as to travel   around the world, provides better study and job opportunities and to improve their quality of life. Besides, students said that English allows them to interact with other cultures and they can listen and understand music or foreign films. The results evidence some of the students' expectations and professional aspirations as their motivation to learn English. On the contrary, 7% of students do not believe that learning is necessary and it seems boring, so they show no interest on learning this language.

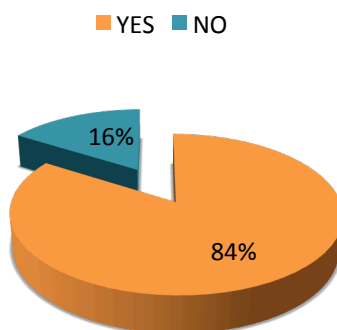*Are you motivated to learn English in class?*

Graph 2

YES   NO

17%

83%

Author: Cueva Calva Jina Patricia and Escobar Arboleda Leslye Zamira
Source: Survey of high school students.

The results in graph two show that 83% of the students feel motivated to learn English in the classroom while 17% of them do not feel motivated to learn English in class. Most of the interviewees said they like to learn English in class because they enjoy dynamic classes. The reasons indicated by the students to feel motivated are that they admire the teacher's English fluency. These students also say that they even wanted to imitate all the things their teachers do and because most of them like the activities that teachers develop in the classroom. On the contrary, 17% of the students do not feel motivated to learn English. Some reasons are that they have a low level of English proficiency; this is why they do not feel confident to participate in class and even they are not motivated to learn English.

During the observations, it was evidenced that in fact an important amount of students are motivated to learn English because they were active and showed interest in learning English. While a few students showed no interest in participating; they just focused on completing the activities in their books. This agrees with Lightbown and Spada (2006) who claimed that students are motivated when they show interest in the subject and do their best to be successful learners. The author also relates motivation to teacher's attitudes in the class.

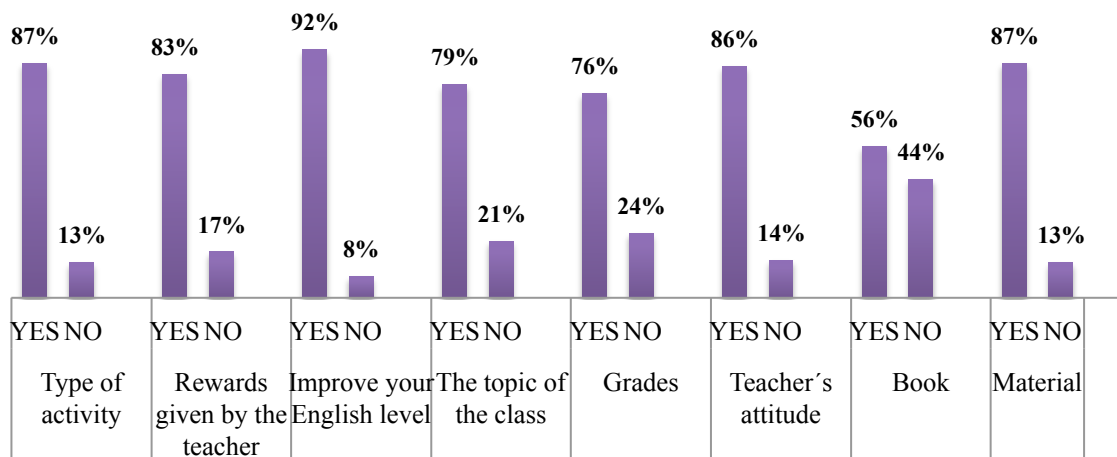*Do you like your teacher´s way of teaching English?*

Graph 3

■ YES ■ NO

16%

84%

Author: Cueva Calva Jina Patricia and Escobar Arboleda Leslye Zamira
Source: Survey of high school students

The results in graph 3 show that 84% of the respondents indicate that they enjoy the teachers' way of teaching, but the 16% do not feel comfortable with the methodology used by their teachers. It means that most of the interviewers affirm that they like the method that their teacher uses during the lesson. These results indicate that most of the students feel comfortable when teachers encourage them to daily improve their learning by applying activities and strategies that support learners in acquiring the language. On the other hand the 16% of the participants indicate that they do not like the methodology used by the teacher. This group of students believes that the methodology used by their teachers is neither clear nor easy. They algo indicate that the activities are not interesting to them. Moreover, for some students the classwork and homework are excessive and difficult. The students say that the assignment were long and the instructions were not clear enough and sometimes they do not understand the topic very well to be able to carry out task by their own. Even a small group of learners do not like the teachers' attitude and feel uncomfortable when they speak English permanently.

According to the results obtained from the observations, it was noticed that each teacher has their particular way to work in each class. Most of the students showed more motivation in dynamic and more interactive classes that include the implementation of dynamics and activities.   On the other hand, a small group of students' showed less or poor motivation when teachers apply traditional and less participative activities. Most of the observed classes were teacher-centered.

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

Graph 4

Author: Cueva Calva Jina Patricia and Escobar Arboleda Leslye Zamira
Source: Survey of high school students.

As it is shown in the graph above, the most motivating aspects for students at the moment of learning English is "improving their English level". This is the first aspect that motivates students to learn English; in fact, 92% of them assure that improving their English is an aspect that motivates them in the class. . Students also indicate that they desire to improve their English level because some of them are interested in travelling to other countries, to study abroad and to get a good job.

In relation to the type of activities and materials used during the lessons, 87% of the participants believe that the kind of activities and the resources selected by the teachers are aspects that also motivate them to learn English. It was observed that a wide range of activities and the use of supporting materials encourage students to work, turning learning into an interesting and dynamic process. On the contrary, 13% of the students said that they do not find the "type of activity" a motivating factor in the English classroom .In two observed classes, it was identified that there were repetitive and extensive activities were teachers did not provide clear instructions to the class. This situation made students gradually lose their interest in taking part on the activity; as a consequence, teachers lost control of the class.

Furthermore, 86% of the participants appreciate "teacher's attitude" as a motivational aspect because they feel comfortable with the treat of their teachers. On the contrary, 14% of students indicated that they were not motivated by some teacher's attitudes because some of them indicated that they are not treating alike. Another aspect that promotes motivation is "Rewards given by the teacher." With respect to this aspect, 83% of the students consider that regards given by the teacher encourage them to take part in the activities with the hope of receiving something for their effort. Even the students mention that a kind word is a stimulus for them to do the best. With respect of the observations, it was evidenced that the teachers did not give this stimulus frequently by the number of students in the classroom.   On the other hand, 79% of interviewees feel motivated with the "topic of the class". According to the observations done in the classrooms, the topic presented was suitable for the students' age and interests. Furthermore, a small group of students say that the topic of the class is complex for their English level.

Regarding grades, the findings show that 76% of students say that they are motivated by the "grades". For them it is important to obtain grades according to their effort.. The next aspect to be analyzed is the book where 56% of the students indicate that the book used in their English lessons is motivating. It represents approximately half of the interviewees. On the contrary, 44% of students indicate that they do not find the "book" as a motivating factor for them to learn English. Some of the reasons indicated by the students were that in the previous years they did not have any text book and for them, the book was too advanced for their English level.

Do the following activities motivate you to learn English?

Graph 5
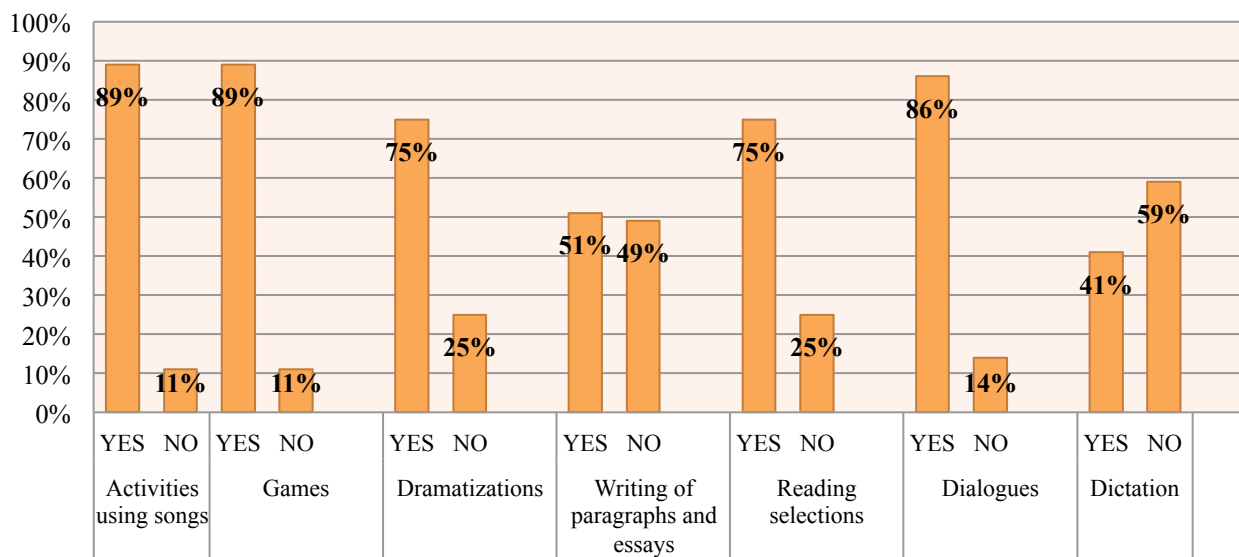
Author: Cueva Calva Jina Patricia and Escobar Arboleda Leslye Zamira
Source: Survey of high school students.

Graph 5 shows the most common activities that motivate students to learn English. According to the results, 89%   of the students indicate that using songs and games, motivates them to learn English. . Based on students´ answers and on the results obtained from the

observations, activities such as using songs and games quickly gets the students' attention because these are activities where they can work in a comfortable way.

In addition, students prefer activities in which they get together into working groups to help and learn from each other. The results show that 86 % of the participants believe that "dialogues" motivate them to learn English. Students enjoy working and feel more confident with these activities because they can work in groups according to their affinity. One of the activities was to make students role play a dialogue. In pairs students presented their dialogues after short time practice. Although the entire group was large, the students were eager to practice in the activities proposed.

Similarly, 75% of the students believe that activities of "reading selections" as a motivating activity to learn English. However it was not possible to observe a reading activity that contains the development of activities that involve reading practice.

The next aspect is related to the use of "dramatizations" in the English classroom, 75% of the participants indicated that they feel motivated when the teachers use dramatizations to support knowledge.

In the next aspect, "writing paragraphs and essays" 51 % of the participants indicate that writing activities motivate them to learn English. In the same question, 49% of the students said that they do not feel motivated when they have to write paragraphs and essays. However, some of the students indicate that they consider writing highly difficult. They consider it difficult because they do not have a good level of English. They have some problem related to vocabulary use and grammatical structure.

With reference to "dictation", 41% of the students believe that this type of activities motivate them to learn English. On the other hand, 59% of them indicate that dictation doesnot motivate them to learn English. From the observations, most of the students showed resistance to participate in a dictation activity on the board. These students seem not to feel comfortable with the activity.

What is your teacher´s attitude in class?

Graph 6
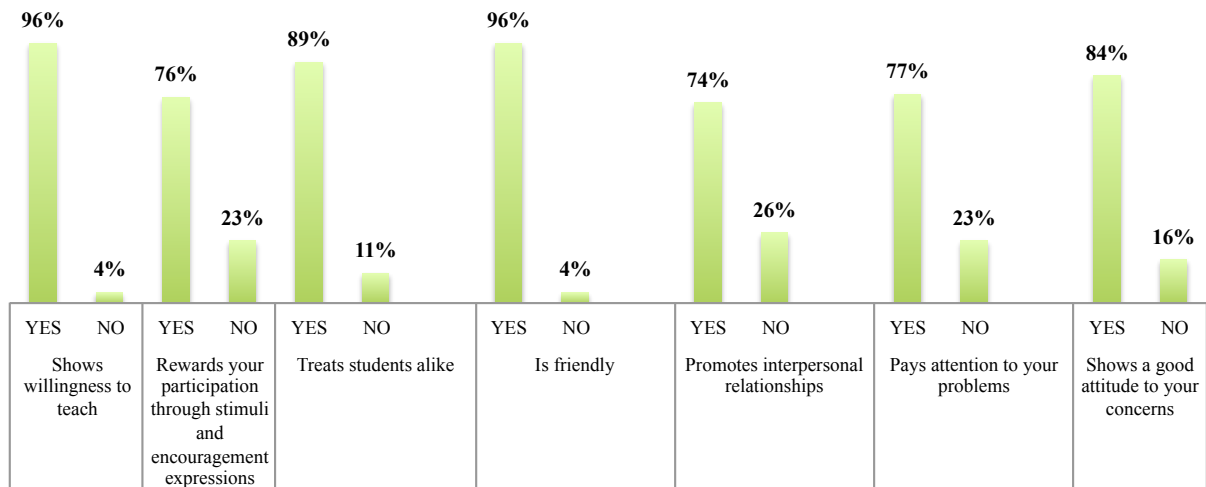
Author: Cueva Calva Jina Patricia and Escobar Arboleda Leslye Zamira
Source: Survey of high school students.

The results in graph 6 show that 96% of the interviewees claim that the teacher "shows a willingness to teach" and that the teacher's attitude shows the students that the teacher is a facilitator. Also most of the participants mentioned that the teachers' attitude was friendly (96%). Similarly, 89% of the students believe that the teacher treated students equally. A smaller percentage of the students, which correspond to 84% believe that teachers show a good attitude on the concerns of students.

The following attitudes are "reward the students' participation through encouragement and expressions" with 76% and "pay attention to students' problems". Similarly, 74% of the participants believe that their teachers "promotes interpersonal relationship" which is a good attitude that greatly motivate them.

The teachers attitude observed in the five classes were "friendly", "show willingness to teach", "show good attitude to the students' concerns", "treats students alike" and "Pays attention to the students' problems", in addition, most teachers were centered in responding with a good attitude for solving students' problems. It was also observed that students respond better when the teacher demonstrates a good attitude to their concerns.

What are the roles of the teacher?

Graph 7
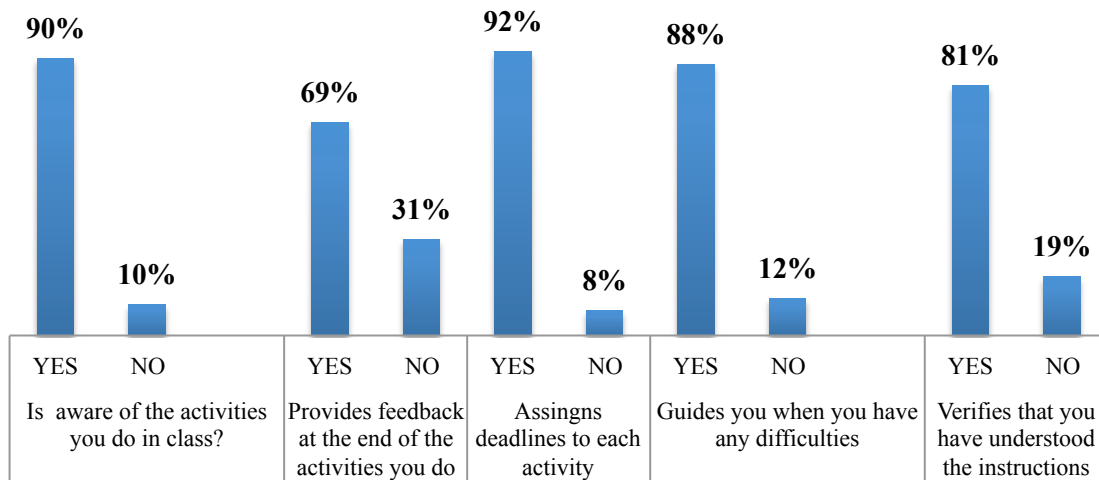
	Is aware of the activities you do in class?		Provides feedback at the end of the activities you do		Assingns deadlines to each activity		Guides you when you have any difficulties		Verifies that you have understood the instructions	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
	90%	10%	69%	31%	92%	8%	88%	12%	81%	19%

Author: Cueva Calva Jina Patricia and Escobar Arboleda Leslye Zamira
Source: Survey of high school students.

The information in graph 7 shows that the main role of the teacher that motivates students is to "assigns deadlines to each activity" with 92% of answers. Harrmer (2011) argues that the goal of teachers is to facilitate learning. To this end, the main roles of the teacher should be Controller, Pointer, Participant, Tutor, and Guide. Teachers would be in charge of the class to monitor and observe what students do, when they lost the treat or when they get confused. Teachers should avoid becoming a reporter or correcting errors, by not giving the impression of an all-knowing teacher. Their main role should correspond to be a guide for students helping them to find the information

Most of the students that represent 90% indicate that the teachers are aware of the activities they develop in the classroom which they consider is an important role. It was consistent with the observations in classes because the teachers showed interest on the tasks the students complete. A significant number of students which corresponds to 88% indicate that the third motivating role is "to guide students when they have any difficulties". It was observed that teachers provided help to the students seated in the front rows. The large number of the students and the short time assigned for each class were limitations to help all of them. Most of the participants 81%, indicated that the following motivating role corresponds to verify if they understand instructions before an activity starts. Most of the observed teachers gave the instructions to the group of the students by modeling some examples on the board to make sure students' understanding of the activities. 69% of participants indicate that "provide feedback at the end of the activities" is motivating. During the observations, teachers provided simple and quick feedback at the end of the lesson.

What do you think hinders students to learn English?

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

Graph 8
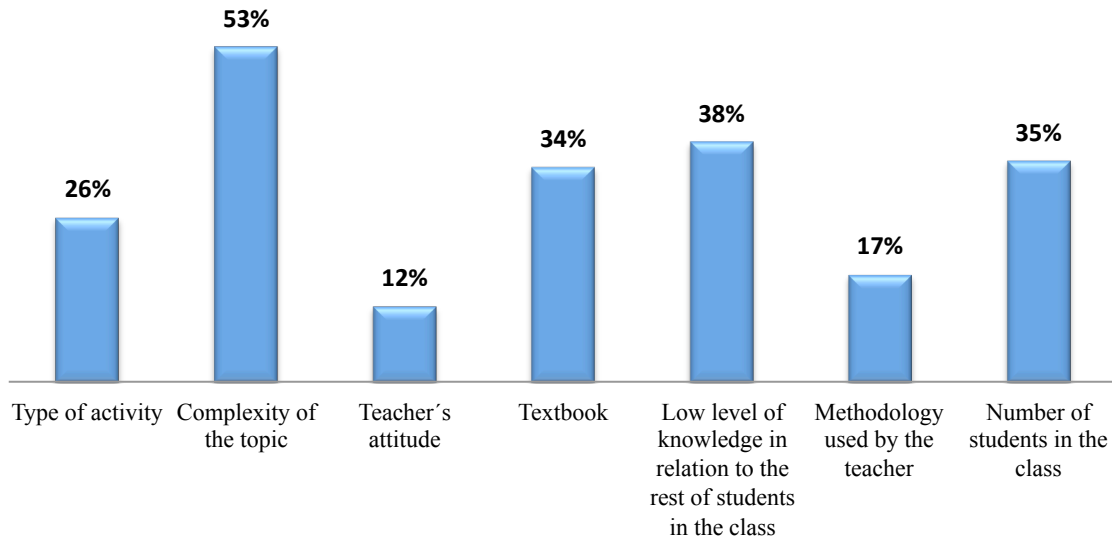
Concerning the question about the aspects that hinder the learning of English, 53% of the participants indicate that "complexity of the topic" is the most relevant aspect that hinder them. During the observations, it was evidenced that students presented difficulties with an activity that was complex for them because they did not receive previous basic knowledge. Then, the following aspect with 38% of the answers is "low level of knowledge in relation to the rest of students in the class". In the observed classes, a representative number of students had a low level of knowledge; for this reason, it was complex for them to understand the content taught. Another aspect that hinders the learning of English with the 35% is "number of students in class". Those students express that the high number of the students increases the level of noise and

disturb work. It provokes discomfort and an unpleasant environment that is demotivating. This was observed in all classes in which teachers made their best effort to work with everyone. However, the large number of the students (40 to 47 students per class) was a determinant limitation to reach all of them. A low number of participants 34% indicate that "text book" hinders the learning of English. These students consider that the textbook too advance, repetitive and boring. It was observed that textbooks do not have support elements like audios to listen to pronunciation. It causes some students to lose interest.

A reduced number of students indicated that the following aspects hinder learning of English: "type of activity" with 26% "methodology used by the teacher" with 17% and "teachers' attitude" with 12%. Some students have problems with the type of activity and methodology used by the teacher to learn English. Other students said that they do not like when their teachers speak most the time in English because they do not understand. According to the students' answers, some of them stated that when the teacher sends homework or classwork with a high degree of difficulty they are frightened, intimidated and embarrassed. Besides, activities with videos for acting out, makes it difficult to learn English. Dialogues with a lot of new vocabulary, or group activities where only one member works are added as reason that hinder learning because the tasks are repetitive and extensive and a reduce number had problems with the attitude of their teachers because they answered that they had to deal with the bad mood and inappropriate treatment of their teachers.

Conclusions

This study evidences that most of the students like to learn English because they are intrinsically motivated to learn this language, since they are seeking for a better future personally and professionally.

Among the aspects that students find more motivating are: improve their English level, the type of activities, the materials used, the teachers 'attitude, rewards given by the teachers and the topic of the class.

Most of the students feel motivated to learn English when the teachers use songs, games and dialogues. In addition, to develop activities that allow them to interact with peers greatly motivate them.

The teacher's attitude in class such as showing willingness to teach, being friendly, treating students alike and showing a good attitude to the students' concerns increase students motivation in the English classroom.

The most important teachers' roles that motivate students in the English classroom correspond to the teacher as facilitator, tutor, and as a guide since throughout these roles teachers provide students the appropriate environment in which they can actively participate during the lesson.

The teachers roles that motivated students to learn English are when teacher assign deadlines to each activity and is aware of the activities developed in the class. Students feel motivated when the teacher is a facilitator, tutor and guide rather than a traditional teacher.

The complexity of the topic highly hinders students to learn English, students are not at the same knowledge level, and students do not understand the complex and advanced topics that the book includes.

Recommendations

Taking into consideration the results obtained from the surveys and the class observations, the recommendations are going to be detailed focusing on the necessary elements for motivation. Since motivation is formed by intrinsic and extrinsic elements, the EFL instruction should be aligned with these elements. To this end, teachers should plan each class including strategies that promote interaction, analysis and learning through dynamic and varied activities. Cooperative Language Learning approach contains extends repertoire of tasks that promote motivation. Teachers can find an ample variety of resources in books and internet such as you tube.

Other approaches framed within Communicative Language Method are Content Based Instruction and Task Based Instruction. With these references, teachers can incorporate activities focused on different topics and themes that better match students´ interest, rather than Grammar Based classes. Students´ motivation increased when they have the opportunity to talk, discuss and analyzed real-life situations.

The observed classes were mostly teacher-centered. Based on the previous review of the literature, the most likely roles to promote motivation are facilitator, tutor and guide. So teachers should reconsider making the transition to these more accepted and effective roles. The Communicative Language Teaching Method is centered on creating more friendly relationships between teacher-student and student-student in order to achieve the learning goals. This means for teachers that they should make efforts to match this profile.

Although it is more complex to achieve due to the conditions of our educational system, it is highly recommended to have smaller groups. The efforts from the authorities should

be focused on limiting the number of students to a maximum of thirty per class. Another factor

that belongs to this group because of the complexity is the resources in the classroom. The

classes should be equipped with technological resources that facilitate the processes of teaching

and learning. It is a must considering that in the students´ population, there are digital natives or

at least students that have been exposed to great amount of technology during their lifetime. For

these students technology is necessary to feel motivated.

Since the effectiveness of teaching is in the hands of teachers and authorities,

professional development programs should be reinforced with topics such as the one of this

research study. The present research study includes topics related to what motivates and hinders

motivation in the EFL classes. Data was collected through surveys and class observations

focused on determining the main factors that promote motivation. It is the researchers hope that

this study provides consistent information about this important topic of motivation.

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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.

<u>**Informative data:**</u> Please fill in the information below

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

INSTITUTION:	
DATE:	
YEAR:	

1. **Students feel motivated to learn English in class.**

YES	NO
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:

_____
_____
_____
_____
_____