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

TRABAJO DE TITULACIÓN

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

Magister

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DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de titulación: English language students and their motivation to learn English, realizado por Cruz Figueroa María Elizabeth, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, abril de 2016

Mgtr. Alba Bitalina Vargas Saritama

## **Declaración de Autoría y Cesión de Derechos**

“Yo Cruz Figueroa María Elizabeth declaro ser autora del presente trabajo de titulación: English language students and their motivation to learn English, de la Titulación de Ciencias de la Educación mención Inglés, siendo Alba Bitalina Vargas Saritama 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.

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## **Abstract**

This study aims to explore the aspects that motivate or hinder the learning of English as a foreign language. The research was conducted in a public high school in Quito, Ecuador. The sample consisted of a total of 125 students, made up of 25 students from five different English classrooms. The age of the students ranged from the ages of 12 to 18 years old. The data was collected through a structured questionnaire and an observation sheet. The results were qualitatively and quantitatively analyzed. The findings show that the students like to learn English, through dynamic and fun activities, like songs and games; as well as the teacher's positive attitude which mostly intrinsically motivate them. While the factors that hinder their learning are mainly the teacher's attitude, the teaching methodology, the complexity of the topic, and the number of students in the class.

Keywords: English as a foreign language (EFL); extrinsic motivation; intrinsic motivation; language learning.

## **Resumen**

Este estudio pretende explorar los aspectos que motivan y dificultan el aprendizaje del inglés como idioma extranjero. La investigación fue desarrollada en un colegio secundario público en Quito, Ecuador. La muestra consistió de un total de 125 estudiantes, compuesto por 25 alumnos de cinco diferentes clases de inglés. Las edades de los estudiantes oscilaron entre 12 y 18 años. Los datos fueron recolectados a través de un cuestionario estructurado y una hoja de observación. Los hallazgos fueron analizados cualitativa y cuantitativamente. Los resultados mostraron que a los estudiantes les gusta aprender inglés, siendo tanto clases dinámicas y divertidas, a través de canciones y juegos; como también, la actitud positiva del profesor lo que más intrínsecamente les motiva. Mientras que los factores que dificultan su aprendizaje son principalmente la actitud del profesor, la metodología de enseñanza, la complejidad del tema y el número de estudiantes en el aula.

Palabras clave: inglés como idioma extranjero (EFL); motivación extrínseca; motivación intrínseca; aprendizaje del idioma.

## **Introduction**

English has gained importance in the world as it has become an international language. Therefore, the mastery of a second language, especially English, is viewed as a key component that opens doors to good job opportunities for a better socio-economic lifestyle. For this reason, people's interest in learning this language has widely increased around the world. However, there are different factors that influence on the effective learning of English, one of them is motivation. In fact, learning English in a context where the language is not spoken requires students to be highly motivated; but motivation seems to be scarce in Ecuadorian EFL classrooms. Therefore the purpose of this study is to learn about students' perceptions in relation to their motivation to learn English inside the classroom.

English language teachers face the challenge of enhancing learners' motivation to learn the language; for that reason it is worth to know the theories for motivating second language learners, like the intrinsic and extrinsic motivation theories proposed by Dörnyei (2001), or the instrumental orientation and integrative orientation to learn a language stated by Gardner and Lambert (1972), and the different teaching approaches and methods for teaching English. In this regard, there are two main questions that this study aims to answer: What motivates students to learn English? And what hinders the students to learn English? By giving response to these questions, the teachers may be acquainted with the factors that motivate and hinder the students to learn the language in order to design their lessons plans accordingly.

Previous research related to this topic has been widely conducted in a variety of countries. For example, on one hand, Papi and Abdollahzadeh (2011) reveal that in Iran the teachers'

attitude and motivational practice are strongly related to the students' motivation to learn a second language (L2). On the other hand, Cho (2012) exposes that learners in Korea are instrumentally motivated since they consider that studying English will help them achieve higher scores in the university entrance exams. He also found that some learners are integrative oriented as they have interests in international affairs and would like to communicate with people abroad.

Another study conducted by Ming, Ling and Jaafar (2011) states that Malaysian secondary students have a positive attitude towards English; however, they find it tough and stressful to learn. These students are more extrinsically than intrinsically motivated, as they learn the language due to their interest in obtaining high scores in their English proficiency exams as well as better job opportunities in their future careers.

Furthermore, Keihaniyan (2011) suggests that in Iran the English teaching methodology used in public secondary schools is based on grammar lessons and on drilling activities rather than task-based activities and other motivating activities that would promote active EFL learners. These students have a negative attitude towards the language and are extrinsically motivated since they learn the language due to their need to graduate. Keihaniyan also argues that the teaching methodology is a variable that influences the students' motivation to learn English.

In addition to the studies mentioned above, Lamb (2012) discovered that urban students in Malaysia are more motivated to learn English and have a better attitude towards English than the rural students. Urban students are instrumentally motivated as they perceive that learning L2 could help them to obtain better opportunities in their future careers. Lamb also mentions that there is evidence that teachers' attitudes may play an important role in students' positive attitude towards English.



However, minimal attention has been focused on motivation in language learning in Ecuador which creates the need to discover what motivates and what hinders Ecuadorian students in learning English in order to throw light on this phenomenon and supplement previous research.

Undoubtedly, the results of this research are valuable and useful for English teachers and for all those who are interested in acknowledging and learning about the importance of considering motivation as a key factor in the English teaching and learning process in Ecuadorian public high schools. Students will also be benefited from this study since language teachers, with this information in mind, can address an effective planning and design appropriate didactic material to properly motivate students to learn English.

Regarding limitations, it was discovered that one of the limitations of this study is that the sample was of 125 students pertaining to only one public high school in Quito, which provides a partial view of what motivates high school students to learn English as a foreign language in the whole country. Further research should include a wider sample with other studies conducted in other public schools located nationwide in order to find out how motivation in learning a second language is perceived in Ecuador.

## **Literature Review**

### **Motivation**

Motivation is the desire a person has to make different choices and get engaged in doing certain things which implies effort and persistence (Dörnyei and Ushioda, 2001). In the context of English as a foreign language teaching and learning, motivation enhances the will of developing the knowledge of the language along with the learning of a different culture, and the adoption of novel social and behavioral attitudes, considering that language is a social community's communication code.

### **Intrinsic and extrinsic motivation**

According to Dörnyei (2001), the motivation to learn English can be intrinsic and/or extrinsic. On one hand, the intrinsic motivation considers one's internal desire and delectation in learning English; being knowledge, accomplishment and stimulation the oriented motives. The Intrinsic-Knowledge motivation refers to the joy of acquiring knowledge about the language by learning the meaning of odd words and different forms of expression in the target language in order to satisfy a one's curiosity. The Intrinsic-Accomplishment motivation states a feeling of pleasure of being capable of excelling one's capacity of speaking a second language (L2) by achieving, for example, the use in speech of difficult language grammatical patterns. And, the Intrinsic-Stimulation points out the sense of enjoying the ability of speaking in English and being fluent.

On the other hand, the extrinsic motivation to learn English as a foreign language depends on an external motive and/or consequence, rather than in the pleasure itself of learning it. For example, students may be learning English because of instructional contexts, as the possibility of

getting a reward by means of passing the school year and then being able to graduate. Or, students might be interested in learning English because it will be helpful in their future careers. Students may also learn English because of social and cultural influences, as they may desire to be a well-educated person in order to form part of a community.

These two theories of motivation can be associated with the integrative and instrumental motivation theories related to second language learning proposed by Gardner and Lambert (1972). These authors consider that the integrative motivation reflects the internal desire to be proficient in the foreign language in order to integrate and interact with L2 community, which is similar to what Dörnyei (2001) argues about the intrinsic motivation. Moreover, they highlight that in the instrumental motivation the purpose of learning English as a foreign language is for practical goals since due to this, a person can get social appreciation, and also better academic accomplishments and career development. This is comparable to what Dörnyei (2001) considers on his theory of extrinsic motivation in which both, integrative motivation and instrumental motivation have an impact on the student's desire to learn the new language.

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

Besides those motivation theories that encompass the self-desire of learning a new language, there are also some motivational teaching strategies that must be taken into account in order to make teaching and learning more effective. These strategies are aimed to capture the students' interest and motivation to learn English. Strategies can be selected to the skill addressed; thus, Communication Strategies are aimed to promote the active participation of L2 learners by communicating in the target language in order to express their ideas in creative ways

as to negotiate and convey meaning, which enables them to develop their language skills as well as their confidence in being competent to speak in English (Schmitt, 2002).

Communication Strategies may take into account different intrinsically motivated activities aimed to develop the sense of competence in the target language. These activities can be focused on the development of the four language skills as Reading, Writing, Listening and Speaking, as well as the grammatical awareness. As Barnes (2013) states, intrinsically motivated activities are the ones that consider the learners' interests. Hence, to develop the students' writing skills, is to give them the possibility of choosing the topic on what they are going to write about by using their own ideas, and having it available for the rest of the class to read it. When it refers to develop the students' reading skills, it is important to have them read on the topics of their interest and let them discover the meaning of certain words in that context. In the same sense, the speaking activities should be approached considering the students' interests as well, giving them the chance to talk about their interests and not about any teacher assigned topic. Meanwhile, the listening skills can be developed through having the learner listen to a specific speech on what they want to know about a certain topic of their interest. And finally, grammatical explanations must be given as the learners consider them to be important for their competence in speaking the language.

Continuing approaching on strategies that motivate students to learn English, Herrell & Jordan (2012) propose fifty different strategies aimed to boost the learners' active involvement in the learning of English. These authors say that successful English learners must have the chance to receive prompt and support to put in context the language they are learning by connecting the language to real objects, visuals and performing some actions. Also by being able to connect their past experiences and knowledge to the new English vocabulary; by getting involved in real

learning situations; and by participating freely in class considering their individual language level. In addition, they suggest that language acquisition and development activities ought to foster meaningful comprehension by integrating into the teaching, activities that consider movement, dramatization, communication games, syntax surgery, and language focus lessons, among others. In relation to the literacy development, they suggest that it is very important to have the students interact and participate actively in class as well as to motivate them to read extensively in order to build their knowledge of the language, but most important to promote verbal communication on what has been read. Some strategies designed to actively involve students in literacy consider the use of different ways of promoting comprehension such as: 1) Interactive read-aloud activities, where the learners may discuss what is happening and may also predict on what is going to happen in a story. 2) Sorting activities, where the students classify and organize the read information into categories. 3) “Word Walls,” where the learners place the vocabulary they are learning in alphabetical order. 4) Writer’s workshop activities, where the students receive support from the teacher throughout all the process of writing in order to generate ideas and brainstorm on different words that can be used. 5) Cohesion Links, where the learners understand how paragraphs hold together in a written piece, as for example the use of conjunctions and ellipses. 6) Dictoglos, where the students receive language models by listening repeatedly fluent English texts or conversations in order to re-create, rewrite and reread texts.

In addition to what has being exposed above on motivation to learn English and the activities and strategies that motivate students to learn a foreign language, it is important to address the teaching approaches and methods to teach English.

## **Teaching approaches and methods**

Throughout the history of EFL teaching, different methods have been developed; hereby six methods are going to be mentioned:

The first approach described is the “Communicative Language Learning.” Richards and Rodgers (2001) and Cook (2010) consider that the inclusion of task activities that promote meaningful communication and language learning promote in the students the usage and combination of the four different language skills enabling them to test trial and error since those activities have to be carried and developed in English. In this approach the teacher’s role is to promote communication among the students by organizing and providing resources, detecting student’s needs, as well as organizing activities and contributing with knowledge.

The second method to be mentioned is the “Cooperative Language Learning” which is often referred as an extension of the later method. As Nunan (1992) and Richards and Rodgers (2001) state, this approach fosters the need to include student centered activities focused on particular language structures that have to be developed in pairs and small groups. The aim of this method is to have the learners interact and exchange information creating interdependence to obtain a common goal and look after one’s learning. The role of the teacher is to be a facilitator of learning by providing a structured and organized environment in the class by setting goals, by arranging physically the class according to how the students shall be grouped, and helping the groups when they present any doubt or issue.

The third method to be explained is the “Content-based Instruction,” this method considers the study of a subject matter by using English as the mean of communication since the

first class. Students learn the second language through the acquisition of different bits of information on the subject matter, rather than learn English itself; therefore there must be content learning objective as well as clear language objectives (Larsen-Freeman, 2000). In this case the teacher's role is to be knowledgeable in the subject matter and should promote a student-centered classroom by prompting them to draw out their knowledge; the teacher must also select, adapt, accommodate and prepare the different resource materials for class.

The fourth method referred is the "Task-based Language Learning," as Nunan (1999) argues, this approach considers the learning of the target language in task-based activities that could be related to those that a person must carry out in real life beyond the classroom, such as reading and following instructions in order to assemble a device, reading a map and giving directions, writing complaint or application letters, etc.; where the focus is engaging the students on conveying meaning in the target language rather than in its grammatical form. This approach considers the teacher's role as to select, adapt and/or build different task activities that consider the learners needs, interests and language level. The teacher must give the background information focusing on form in order to create consciousness on what the task is aimed to develop, and provide a partial demonstration with the purpose of preparing the students to the planned task.

The fifth method to be acknowledged is the "Translation Method," as Richards and Rodgers (2001) and Cook (2010) say, it focuses on developing grammar and vocabulary skills instead of giving primacy to fluent speech since the classes are given in the learners' mother tongue and they are focused on both, explaining in the native language the target language's grammar rules, and on reading and translating English literature books rather than communicating in the target language. The teacher's role in this case is to facilitate the learning

through translation and through the similarities and differences of the mother language and the target language. The teacher must focus on the learning of form (grammatical rules) of L2, and is the authority who decides what is correct from what is not.

The sixth and last method addressed is called “Total Physical Response,” which according to Larsen-Freeman (2000) and, Herrell and Jordan (2012), consider the teacher as a leader who conveys meaning through commands accompanied by actions (physical activity), and learners as followers who understand and respond with actions to the commands given by the teacher. This method enables the students to build a “cognitive map” by first developing their listening skills and performing actions by themselves before they associate their knowledge to speech and begin to speak L2 when they feel ready. According to this approach the teacher’s role is to create learning opportunities by exposing the children to the language and providing bits of material for their “cognitive map.” The teacher must be tolerant and wait to correct the learners until they have become somewhat proficient in order to not inhibit them.

### **The roles of a teacher**

Along with all the different roles described above concerning to the English teaching methods and approaches, Harmer (2007) argues that good teachers act in different ways according to the class environment they want to promote and to what they want their students to achieve. In this sense, teachers can play various roles such as controllers, facilitators, motivators, prompters, and observers.

Teachers act as controllers when they need to be the center of attention in order to give grammar explanations or impart important information about content. Teachers are also



controllers when they need to set the parameters under which the class will work in order to promote a respectful learning environment and prevent disruptive behavior.

The role of teachers as facilitators takes into account the promotion of a variety of student-centered activities aimed to develop the students' understanding and their different second language skills. Facilitators set up the purpose and goals of the activities so the students may have an idea of the reason why they are doing any activity and when they have accomplished it.

Continuing with the teachers' roles proposed by Harmer (2007), teachers act as motivators when teachers create a good rapport with their students. When this happens, the students' intrinsic motivation to learn a second language increases.

In order to create a positive rapport with the students, teachers must listen to and treat respectfully to their students. Teachers must show interest on listening to what the students say and query in and outside of the classroom. They should also pay attention to the students' reactions on the activities that are carried out in the classroom in order to reflect on which of them they find interesting and which they do not, and consider this information for future planning. Teachers must have a respectful treat with their students, especially when they need to be corrected or called their attention by not using "mockery or sarcasm" and by condemning the behavior and not the person. Teachers should treat students equally by striving to reach all the students in the class, those who always raise their hand up, and also those who remain quiet by motivating them to participate. It is also important that teachers recognize their students by their names in order to create bond; however this can be tough when considering a large group of students.

Following with the teachers' roles that Harmer (2007) states, teachers should act as prompters as they have to provide some language hints, feedback, serve as resource and guide in order to have the students get better achievements on their L2 learning.

Considering the observer role of teachers Harmer (2007) says that it is important to keep record of what is being experienced in the classroom in order to set the basis for reflection on what aspects lessen or promote the students' engagement in learning in order to develop their teacher practice.

Routman (2000) considers that teachers have other roles as for example to be a constant learners, by reading and being informed of the different teaching techniques in order to be sure of using a determined approach and determined resource materials in their teaching. Another role for teachers is to be inquirers, by being researchers, readers, writers and thinkers, seeking for being knowledgeable in their subject of matter in order to gain further knowledge and be able to form conclusions, practice and move on to new inquiries. Teachers may also be mentors, by being role models and teach and demonstrate to other teachers or students how some things are done, as for example planning unit lessons. Teachers have also the role of being good communicators as they have to be able to communicate with parents by writing accurate texts; also by giving clear instructions of the activities to be carried out by their students and by verifying if they understood them correctly; and by conveying, to the principal, clear information on how the class is doing. The role of teachers as a leader encompasses the ability to use the talents of their colleagues in order to facilitate the development of projects. The leader must know how to listen carefully, respectfully and nonjudgmentally, in order to gather all points of view and promote collaborative working and provide support when needed. And last but not least, teachers must be models for kindness as it the most important role as without this,

practicing the other roles will not have any sense; teachers should be kind and respectful as they have a great impact on students and on their families.

The field of student's motivation to learn English as a foreign language has been widely researched, therefore, it is noteworthy to include and describe some of the research studies on this topic.

In the study conducted by Papi and Abdollahzadeh (2012) in 10 secondary schools in Iran, regarding the relationship between teacher motivational practices and students' motivation to learn English as a foreign language, the researchers used three different instruments based on questions regarding motivation. Two of them were adapted from Guilloteaux and Dörnyei (2008), and the other was developed considering other studies that were reviewed. The first instrument, called "Motivational Orientation of Language Teaching – classroom motivational observation scheme" (MOLT), was intended to analyze four areas: Teacher Discourse, Participation Structure, Encouraging Positive Retrospective Self-Evaluation, and Activity Design, was done by the first author who observed how the class was performed and achieved by the teacher. The second instrument, called "Post-Lesson Teacher Evaluation scale," was used to analyze the students' point of view on the L2 teacher's competence and motivational practice, and was carried out by the students once the English class was over. And, the third instrument, called "Student Motivational State Questionnaire," was designed to evaluate the students' self-motivation and attitudes toward the language, and their backgrounds, which was also administered at the end of each class. The analysis of these three instruments enabled the researchers to conclude that teacher's motivational practice has a decisive influence on the students' motivation to learn L2; nevertheless, they couldn't find a strong relationship between students' self-motivation image with the motivation behavior they presented. The limitation that

this research study had is that its results could not be generalized as it considered a sample of male students from public secondary schools.

Another study research conducted by Cho (2012), aimed at explaining the students' motivation to learn English in relation to three different contexts: transnational context, national context and classroom experience. The research was done in Korean high schools by administering a survey to the 433 students, and having 11 volunteer learners attend to a semi-structured interview, from which eight had to write an essay on the given topic: "Do you think studying English is important to you? Why yes or why no?" The survey had open-ended and closed questions regarding the self-perception on English competence, objectives and mindset on learning English, perceptions on the context of learning, and motivation to learn L2. The interview included questions related to the students' interest on learning English, the reason why they learn it and if they enjoy learning the language. Cho (2012) concluded that the transnational and classroom contexts are correlated with the students' motives to learn English. He found that the students are instrumentally driven since more than 50 percent of the students learn English in order to be able to obtain high scores in their report cards, also to be able to attend to well-known colleges and universities, and, hence to achieve a better socioeconomic position in life. Nevertheless, when analyzing the open-ended questions, there was a common interest among the students on being able to communicate with foreigners and to fit on an international community, which could be related to the international mind of the integrative motivation described by Gardner (2001). Furthermore, he found that students with higher L2 proficiency are more interested and motivated in learning English, than those of low-level proficiency; therefore, high-level proficient students are more interested in developing their optimal L2 self in order to cultivate the seeds of their future. As Korean students are primarily instrumentally motivated,

Cho concludes that teachers' motivational practice is a crucial factor that rules the students' motivation to be proficient in L2.

Continuing with the various research studies on motivation to learn English, Ming, Ling and Jaafar (2011) developed another quantitative study on attitudes and motivation of 143 male Malaysian Art and Science secondary students towards the learning of English. In this study, the researchers administered a survey to the students, which was adjusted from Gardner's "Attitude and Motivation Test Battery (AMTB)", and consisted on two sections. The first section was addressed to obtain the students' background information and their perception of their motivation degree and their reading practices; and the second section, to retrieve information on the students' attitudes towards English and their intrinsic and extrinsic motivation for learning it. The findings of this study reveal that Malaysian students have a positive attitude towards English, since they would like to continue learning it once they finish the school. However, they find it difficult to learn. The study also acknowledges that they are extrinsically motivated, as they would like to learn English in order to achieve a better career in the future. Regarding the proficiency level of the students, the study shows that high-proficiency students have more positive attitudes and are eager to learn English than the ones that have a low proficiency level. On this findings the authors suggest that the learners must take responsibility in their own learning in order to increase their intrinsic motivation to learn English; and that the teachers must prompt the students to learn L2 by providing a friendly environment in the classroom and by carrying out activities that consider the students' interests and needs, in order to involve them in a continuous learning.

Another research study on motivation to learn English in high schools and English private institutes in Iran, done by Keihaniyan (2011), presents an analysis of the teaching methodology used in both scenarios and its effect on learners' motivation. 50 female students, 25 from a state

high school and 25 from a private institute, were picked out from 100 students considering the English proficiency level results that they obtained after taking a “Nelson test.” These students filled in a survey consisting on six different aspects of motivation to learn English: 1) Students’ point of view on the reason why they learn English. 2) Learners’ attitude toward English. 3) Students’ opinion of the English textbook they use. 4) Learners’ satisfaction on their English knowledge. 5) Students’ favorite strategies and activities to learn L2. 6) Learners’ opinion on how errors are corrected.

The researcher also used a checklist adapted from Richards and Rodgers (2003), as an instrument of observation. This checklist consisted on observing patterns on educator’s role, student’s role, materials used, teaching objectives and activities carried out in the classroom, and on identifying similarities and differences between school and private institute practices.

The conclusions on this research study suggest that there is a big difference in the methodology used to teach English between state high schools and private institutes. In state high schools, teachers are the center of education in the classroom; they follow a textbook and they involve their learners in drilling activities and in learning vocabulary and grammar. In this context, students have a passive role and are extrinsically motivated since they learn the language as it is part of the curriculum. Meanwhile, in the private institutes, teachers follow a text book but their role is different as they are more of facilitators of learning since they promote task-based activities and other different activities aimed to develop their students’ language skills. Hence, in this environment, learners have an active role. These learners are also extrinsically motivated as their motivation to learn the language corresponds to future career opportunities.

The differences on teaching methodology between the two scenarios reflect on the learner's motivation and attitude to learn English, therefore the motivation (instrumental and integrative) is higher in the private institutes' students causing a positive attitude towards learning the language, and consequently a better satisfaction on their achievement on L2.

The last investigation to be addressed focuses on Indonesian adolescents' motivation to learn English. It was conducted by Lamb (2012), with the purpose of establishing the difference of motivation between learners from urban and rural areas. The study considered the administration of a survey to 358 students of urban areas (metropolitan city and provincial town), and 169 students of rural areas in Indonesia, who were tested on English proficiency using a C-test beforehand. The survey contained two parts, one on the students' motivation to learn L2, and the other on getting information on learners' background. Lamb concludes that urban students are more motivated to learn English as they are more aware of the international world, and have a positive attitude towards the language as they have more opportunities to attend to English courses out of school. Urban learners are also more influenced by their families on achieving an English proficiency in order to cultivate their future; hence they are more instrumentally motivated as they perceive that learning L2 could help them to obtain better opportunities on their future careers. The author suggests that as there is evidence that teachers may cause in their students a positive attitude towards English, and hence increase their motivation to learn it and be proficient, it would be recommended that rural areas train their teachers so they may be precursors of the English learning motivation chain.

Summarizing the findings of the five research studies presented above, the students who have a high-level proficiency in English have a positive attitude towards it and, hence, are more motivated to learn it. The students are instrumentally driven since they look forward for better

future career opportunities resulting in a better socio-economic life. And, the teacher's role, methodology and motivational practices are relevant on the students' motivation to learn English.

However we don't have enough information about what motivates or what hinders Ecuadorian students to learn English as a foreign language in the classroom. Thus, the present research study intends to explain the students' perception in relation to their motivation to learn English, with the purpose of providing valuable information to both practitioners (teachers) and education authorities in order to take it into account when planning and creating didactic materials for their lessons and/or considering implementing different strategies that cope the students' interests and needs into the classroom.



## **Method**

### **Setting and Participants**

This study was conducted at a public high school located in Quito, Ecuador. A total number of five English classes were observed and 125 male and female students of basic to intermediate English level proficiency took part of this study. This group of learners' ages ranged from 12 to 18 years old and belonged to seventh, eighth, ninth and tenth grade of basic education; and, first and second grade of senior high school. Each grade was taught English as a Foreign Language by different English teachers.

### **Procedures**

The first stage in this research was to review literature on motivation theories to learn English as a foreign language; different activities or strategies that motivate students to learn L2; information about teaching approaches and methods; and information related to the different roles of a teacher in order to support this study in theory.

In order to determine the aspects that motivate and that hinder the students' learning of English, from their perspective, a qualitative and quantitative approach were applied in this study. Two instruments were used in order to gather information. One was an observation sheet that contained seven sections designed to set the parameters of observation on how the students feel motivated to learn English in the classroom. These sections aimed to determine what aspects and activities seemed to motivate the students to learn the language, the students' and the teacher's attitude in the class, the teacher's role in the class, and the aspects that hinder students when learning English.

Another was a questionnaire that had eight questions regarding the students' motivation to learn English in the classroom. The first five questions sought to identify if the students like to learn English and why; if they are motivated to learn L2 in the class and why; if they like their English teacher's way of teaching and why; and, the aspects and activities that motivate them to learn English. The next two questions were intended to get the students' perception on their English teacher's attitudes and role in the class. The last question focused on understanding the aspects that the students considered hinder their English learning and the reason why.

In order to observe and interpret a wide range of behaviors on behalf of the teacher and the students, the first instrument was filled in by the researcher as each class was being observed. When the English class finished, the second instrument was administered to 25 students randomly chosen in every of the five classes that were observed. Once the questionnaires were distributed, a clear explanation was given to the students in order to clarify the questions and procedures to ensure the students' understanding.

Once the information was collected, the data was tabulated and analyzed in order to draw conclusions on the factors that motivate and hinder the learning of English in the researched public secondary school.

## Discussion

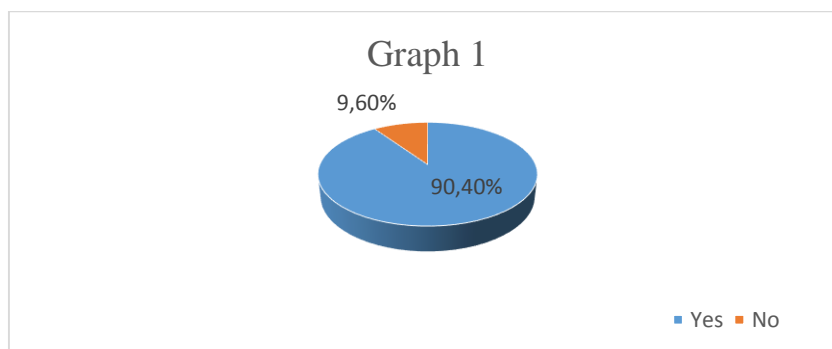
### Description, Analysis and Interpretation of Results

The analysis is organized per questions and the data analyzed in line with what the students answered to the open-ended questions in the survey, and contrasted with what was observed in the classroom.

### Quantitative and Qualitative Analysis

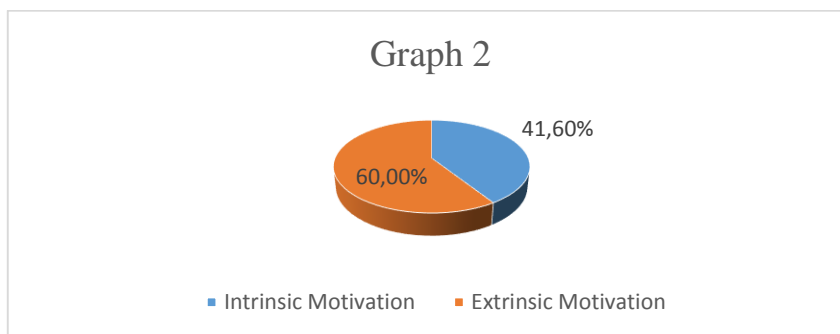
**What do you think motivates students to learn English?**

**Do you like to learn English? Yes. No. Why?**



Source: Student's Questionnaire

Author: María Elizabeth Cruz F.



Source: Student's Questionnaire

Author: María Elizabeth Cruz F.

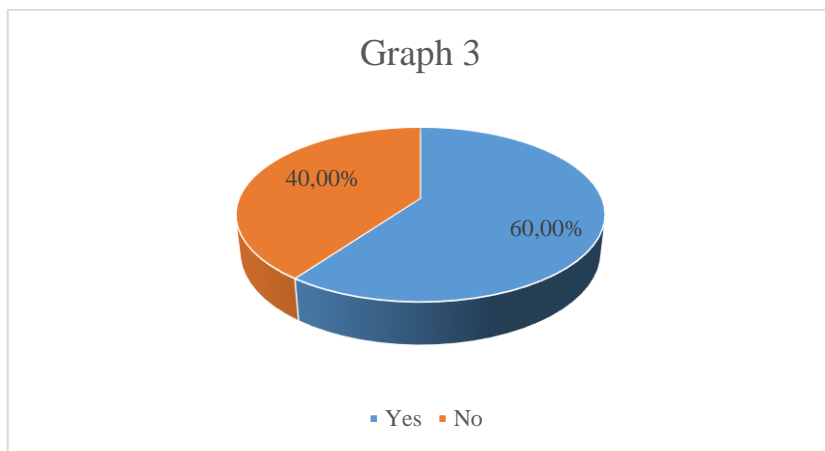
On one hand, according to Graph 1, a percentage of 90,40% of the students answered that they do like to learn English; from this subset of students, and according to Graph 2, 60% of them are extrinsically motivated since as per their responses to the survey, they consider that learning English will enable them to have access to a better career and provide more job opportunities, thus having a better lifestyle in the future. They also consider that learning English will open more opportunities for them to travel abroad, or to continue their studies in an English-speaking country like the United States of America. Dörnyei (2001) states that the above mentioned motivators are catalogued as extrinsic; in consonance, Gardner and Lambert (1972) consider those motivators to be instrumentally oriented.

Meanwhile, the other 40% of the surveyed students are intrinsically motivated as, according to their comments, they enjoy acquiring the language and some students take English classes in Institutes as an extracurricular activity. This feeling and willingness to learn the language can be associated with the Intrinsic-Knowledge motivation stated by Dörnyei (2001). This theory favors the learning of English language; especially the aim of speaking English in order to be fluent and to be able to understand, communicate and integrate with others worldwide. These reasons are aligned with Gardner's and Lambert's (1972) theory of integrative motivation which states that learners are integrative oriented when they desire to be proficient in a foreign language in order to integrate and interact with L2 community.

On the other hand, as Graph 1 shows, the remaining 9.60% of the students do not like to learn English because they consider that it is difficult and boring, or because of their teacher's attitude when teaching the language in the EFL classes. In fact, it was observed that particularly in one of the classes most of the students were not interested in learning the language as they preferred to listen to music from their phones or to chat with their friends instead of working on

the activity that the teacher proposed. In contrary, it was seen that most of the students of other classes had a positive attitude towards learning English, especially in those classes where the learning activities were of the students' interest, such as: singing songs and making contests, or where student-centered activities were developed based on their interests, and the lesson was based on the students' experiences and prior knowledge. Additionally, it was noticeable that most of the students could understand the commands given by the teacher, as well as that some were able to speak in English or volunteered to give their opinions about the subject discussed since the class was taught in English.

**Are you motivated to learn English in class? Yes. No. Why?**



Source: Student's Questionnaire

Author: María Elizabeth Cruz F.

The results of the second question are presented in Graph 3. It indicates that 60% of the students are motivated to learn English in class since they consider that their teachers teach the subject clearly by providing different examples and that they also use different and fun activities in the classroom that enable them to understand, learn and practice the language while interacting with their peers. The learners also commented that their English teachers are well trained and that

they have a positive attitude towards the students, thus motivating them to learn the language and providing guidance and support throughout the whole teaching-learning process. Additionally, some students mentioned that they are self-motivated to learn English. That is, they like to learn more about the language every day which is associated with what Dörnyei (2001) states as intrinsic-knowledge motivation; while others commented that they wish to be fluent on the language, in other words they have what Dörnyei (2001) calls intrinsic-stimulation motivation. Others are extrinsically motivated as they stated that they want to be proficient in English in order to access to the International Bachelors' – IB - program that the school offers.

These results were confirmed through the observation since in three of the five classes observed; the students were motivated by the teachers' methodology which consisted in using the "Cooperative Language Learning" method proposed by Richards and Rogers (2001). They carried out different student centered activities aimed to practice particular language structures in pairs or small groups. It was also observed that the students had fun sharing with their peers while practicing and learning the language. In fact, in these classes the majority of the students were motivated to learn English in class.

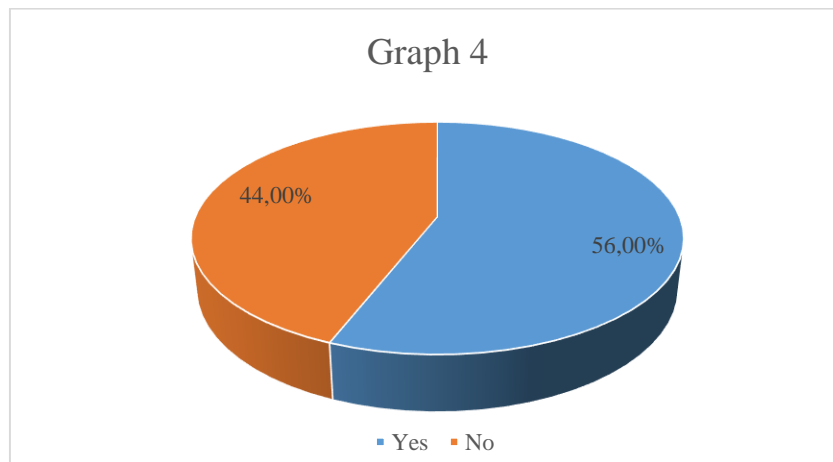
Graph 3 also indicates that 40% of the students are not motivated to learn English in class for different reasons. Some learners perceive that the English class is boring as their teachers focus on grammar lessons rather than on dynamic and motivating activities. Others say that their English class environment is not motivating for learning as there is a lack of discipline management on behalf of their teachers. Other learners do not feel motivated to learn English because they consider that their teachers are not proficient in the language as they tend to speak and teach in Spanish the English subject during class time. Another group of students are not

motivated to learn English in class because they feel threatened by the teacher's intimidating attitude towards some of the students in the class.

These results are consistent to what was observed in two of the five classes. In the first class it was evident to observe that the teacher could not manage discipline since it was very noisy as most of the students were talking and playing, other were listening to music from their phones and just a few of them were trying to focus on the proposed activity. However, from the students who were trying to work on the activity that the teacher had prepared for them, some said that the activity was not appropriate because the video that was projected on the screen was not according to their level, consequently, they could not understand and write down the sentences that they were asked to. When they had questions the teacher did not show interest on them, and told the students in Spanish to pay attention to the video and continue working. While in the second class, the dynamic of the class was poor since the teacher mocked certain students causing distraction in learning. This attitude created a threatening and inappropriate English learning environment in the class.

In this respect, Harmer (2007) says that teachers play different roles in the classroom, they must be controllers when they need to manage the class discipline in order to promote a respectful leaning environment. They must be motivators by developing a good rapport with the students by showing interest when listening to them, by being respectful and avoiding using "mockery and sarcasm," and by criticizing the students' behavior rather than their character. He also states that teachers must be good observers and reflect on what activities promote or not students' engagement in order to use it for their advantage and act quickly to maintain the students' interest.

### Do you like your teacher's way of teaching English? Yes. No. Why?



Source: Student's Questionnaire

Author: María Elizabeth Cruz F.

Graph 4 shows that 56% of the students like their teacher's way of teaching English, while 44% of the students do not like it. The students who like their teachers' methodology say that their teaching is creative, fun, dynamic and promotes participation, and that the contents that are explained are reinforced through different examples. They also say that the teachers' way of explaining the subject is friendly and fun, and whenever they have trouble to understand something, the teachers are patient to explain it again in different ways in order to assure the students' understanding. They commented that their teachers' attitude is positive, friendly and fun. In this respect, on one hand Larsen-Freeman (2000) says that teachers should be knowledgeable in L2 language in order to help the students draw out their knowledge through different student-centered activities and different resource materials; and on the other hand, Harmer (2007) states that teachers who create good rapport with their students motivate them to learn the language.



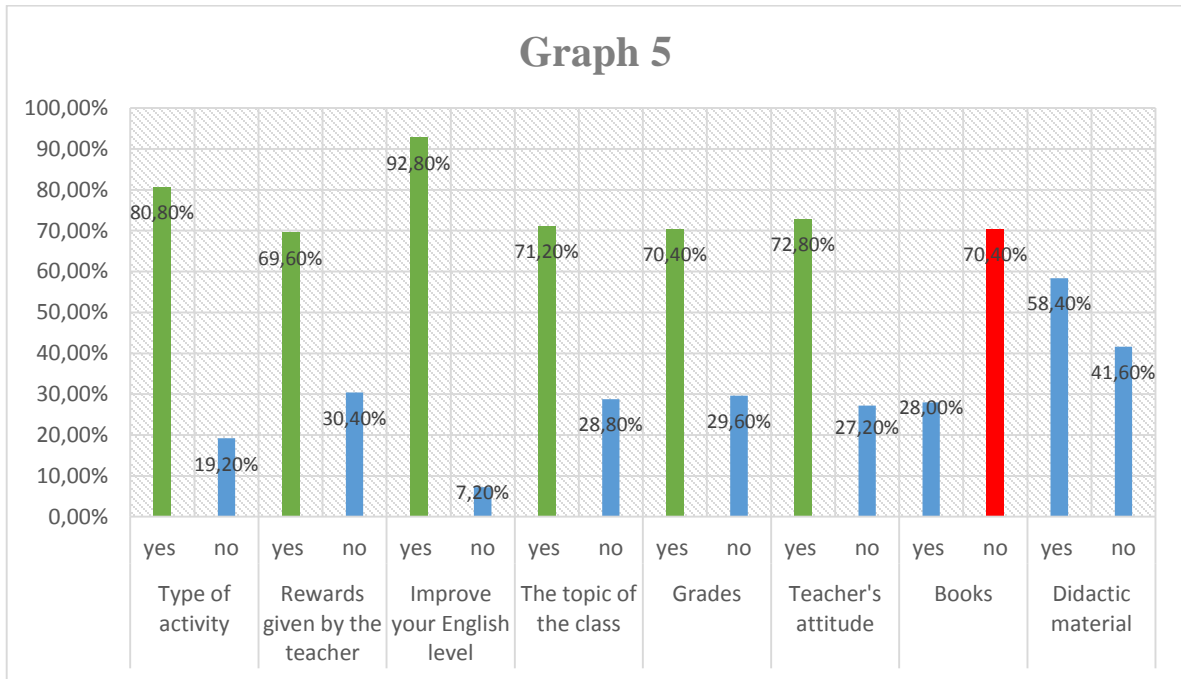
In contrast, the students who do not like their teacher's way of teaching dispute that their English teacher is not knowledgeable in the subject and have poor pronunciation and speaking skills, which results in a poor and difficult way of explaining the subject of matter causing confusion and lack of interest in learning in some students. The learners say that the teacher tends to speak and explain primarily in Spanish in the English class, and that the class is concentrated in grammar lessons. Routman (2000) argues that teachers must be knowledgeable in the subject and should act as mentors in order to be role models and teach the students the new language. Also, Richards and Rodgers (2001) and Cook (2010) say that teachers who focus on grammar lessons and explain the contents in Spanish follow the "Translation Method" which is an old and outdated method that does not focus on developing communication skills.

Other students say that their teacher tends to give motivational talks that can turn into a demotivating activity since those talks are not related to what the students are supposed to be learning in an English class. Regarding the moments when the students do not understand a topic and ask for an additional explanation, they say that the teacher gets angry and gives inappropriate comments to those students who do not understand. They mention that the teacher tends to use homework as a punishment instead of using it as a reinforcing language tool; in the same sense, the teacher tends to exclude those students whose English proficiency is low. In these regards, Harmer (2007) states that teachers can motivate students by building a good rapport by showing interest and listening to the students interests and answering their queries, and by being respectful when correcting or calling the attention to those students who are disrupting the class. The author also says that teachers should treat their students equally to both the ones that participate all the time and the others who have a different learning pace.

As it was mentioned, in three of the five classes observed it was evident that the students' attitude towards the teacher and the language was positive as they were engaged in the activities that the teachers presented, and participated freely in class. However, in the other two classes the learning environment was different due to the teachers' role and attitude towards the students. In one class the environment was disrespectful towards the teacher as mentioned above, since they perceive that the teacher is not knowledgeable in English language. And in the other class, the environment was quiet and the students did not participate freely as they feel that the teacher can be intimidating and rude. Regarding these issues, Routman (2000) and Harmer (2007) consider that teachers should be knowledgeable in their subject of matter in order to be able to teach the subject and to answer the students' doubts and to help them to acquire fluency in the language. Furthermore, Routman (2000) highlights that teachers must also listen carefully, respectfully and nonjudgmentally, in order to provide support to the students when needed. Finally, he argues that teachers must be models for kindness and respect as they have a great impact on the students.

These results are aligned with the findings found in the research studies about motivation to learn English conducted by Papi and Abdollahzadeh (2012), Cho (2012), and Lamb (2012) who discovered that there is clear evidence that the teacher's role, methodology and motivational practices have significant influence on the learners' motivation to learn the language.

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



Source: Student's Questionnaire

Author: María Elizabeth Cruz F.

The aspects that motivate the students to learn English in the class are presented in Graph 5. According to this graph, 92.80% of the students are motivated to learn English because they want to improve their English level, in other words they are intrinsically driven as this aspect can be classified into the “Intrinsic-Accomplishment” motives, as Dörnyei (2001) explains, this motivation is based on the feeling of being capable of surpassing one's capacity of speaking a second language.

The other aspects that are worth to note is that 80,80% of the students value the type of activity that the teachers carry on in the classroom, and this is completely in accordance with the answers that the students gave to the first three questions that are discussed above. The teacher's attitude is also a learning motivator as 72,80% of the students consider this aspect important for

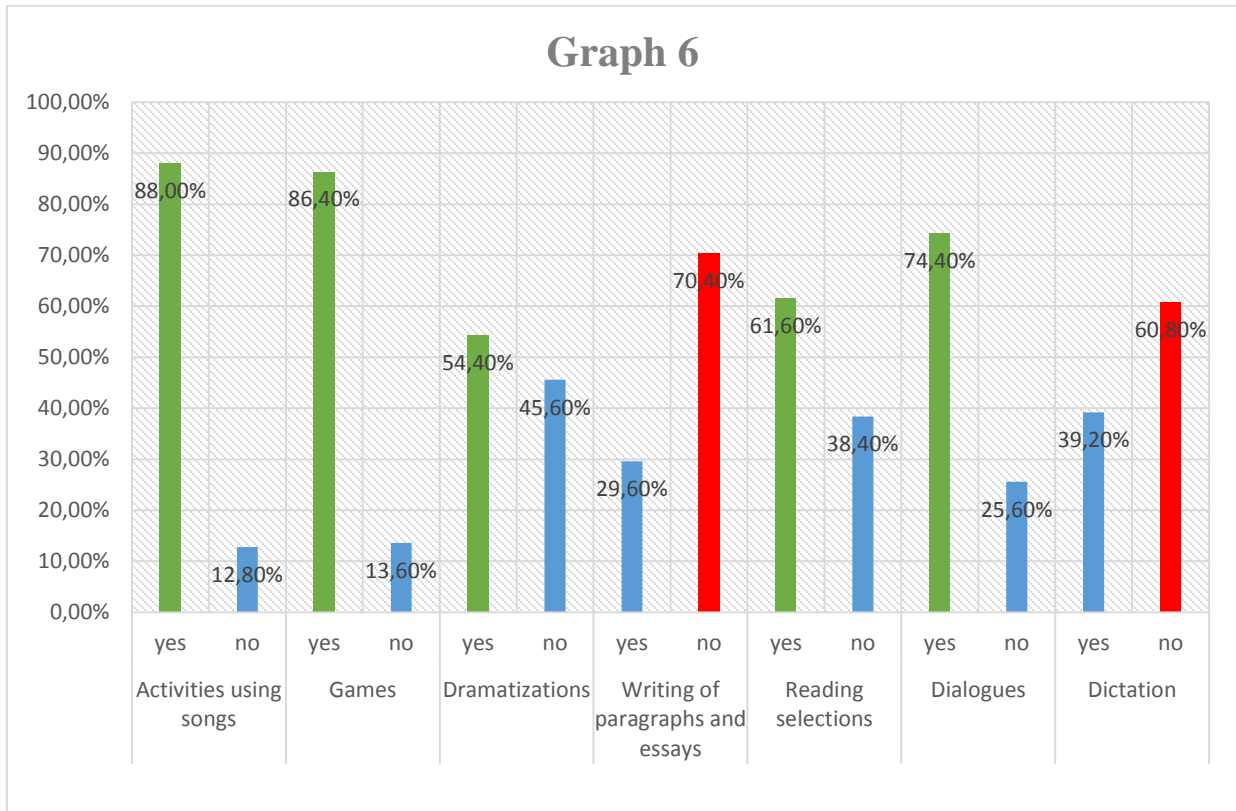
their motivation to learn English as a foreign language. More than 50% of the students consider that the topic of the class and the didactic material along with the grades that they receive and the rewards given by the teacher are motivators that encourage them to learn the language. All these aspects can be categorized as extrinsic motivators according to what Dörnyei (2001) states in his intrinsic and extrinsic motivation theory.

The aspect that does not motivate the students to learn English is the textbook since 70,40% marked this option as not motivating. The textbook is the mandatory text that the Ministry of Education had provided to all public schools in the country. This aspect will be discussed later when analyzing the factors that hinder the students' motivation to learn English.

In relation to the observations done, most of the students from three out of the five classes studied, seemed to be motivated to learn English and seemed to enjoy the activity that was proposed by the teacher since they were engaged in the lesson.

Regarding the type of activities that motivate students to learn English, Herrell and Jordan (2012) consider that these activities must give learners the chance to connect the language to real objects, visuals and perform some actions that evoke real situations; considering always the students' individual language level.

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



Source: Student's Questionnaire

Author: María Elizabeth Cruz F.

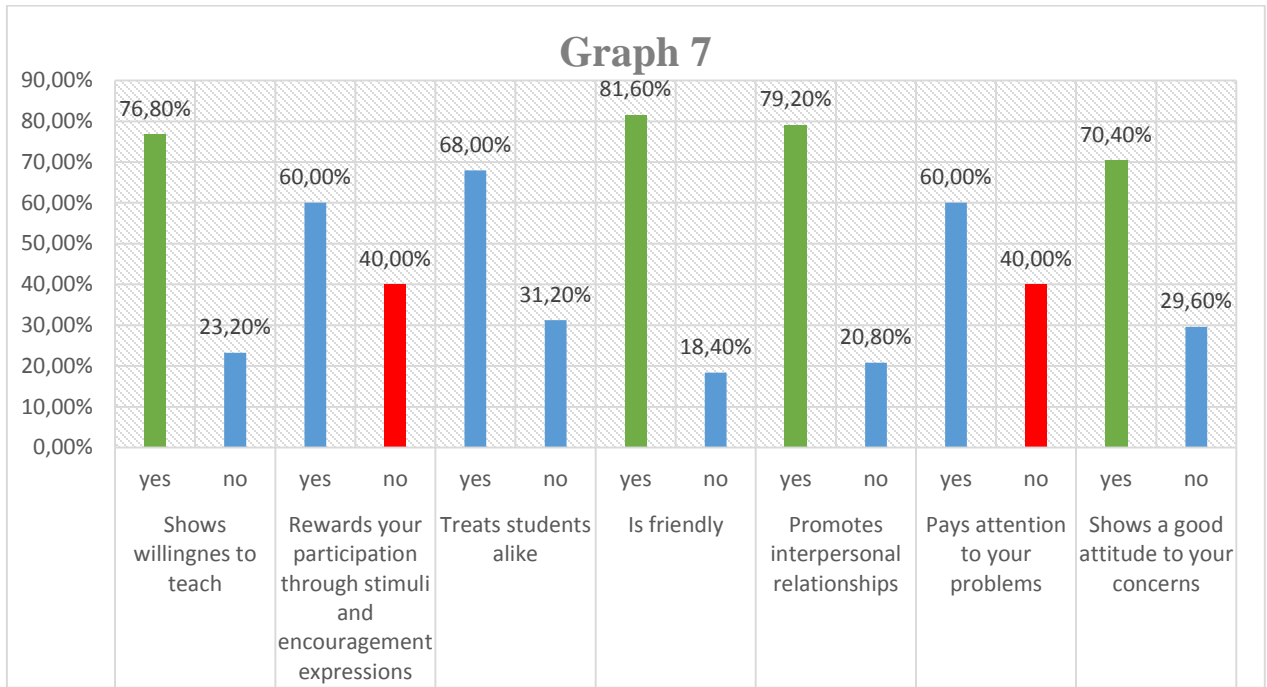
Graph 6 condenses the opinion of the students towards what activities motivate them to learn English. On one hand, 88% of the students consider that activities that use songs are motivating for learning the language, while 86,40% of the learners think that activities that involve games are also motivating to learn L2. Activities that involve dialogues motivate 74,40% of the students to learn English, and activities that consider reading selections encourage 61,60% of the students to learn the language. More than half of the students, 54,40%, are also motivated to learn English through activities that involve dramatization.

On the other hand, 70,40% of the students find that activities that involve writing paragraphs and essays are not motivating for them. And 60,80% of the learners consider that dictation activities are also not motivating.

During the observation of the different classes, it was seen that only in one of the classes the students were making a presentation of a song in English by singing and dancing it in front of the class. The songs that the students chose included the grammar aspect that they have finished studying and the presentation was part of their formative evaluation. The students seemed to enjoy the activity and made a big effort to sing the songs with a perfect pronunciation. On the contrary, in another class it was observed that when the students were gathered in groups of four and were asked to write an essay on a reading, most of them complained about the activity; nevertheless, they began working in groups right away. However, there were some students who did not know how to accomplish the assignment and the teacher was not pleased at them and rudely asked them to start writing the essay without providing them any prompt and support.

Concerning the type of activities and their influence on English learning, Herrell and Jordan (2012), affirm that the activities that are motivating to students are the ones that engage them in learning situations and that promote their free participation. These activities can include movement, dramatization, communication games, syntax surgery, and language focus lessons, among others. Regarding the development of the students' writing skills, Barnes (2013) states that teachers ought to give the students the possibility of choosing the topic on what they wish to write about. Finally talking about the teacher's reaction, Harmer (2007) argues that teachers must act as prompters when their students need help to accomplish a goal.

## What is your teacher's attitude in the class?



Source: Student's Questionnaire

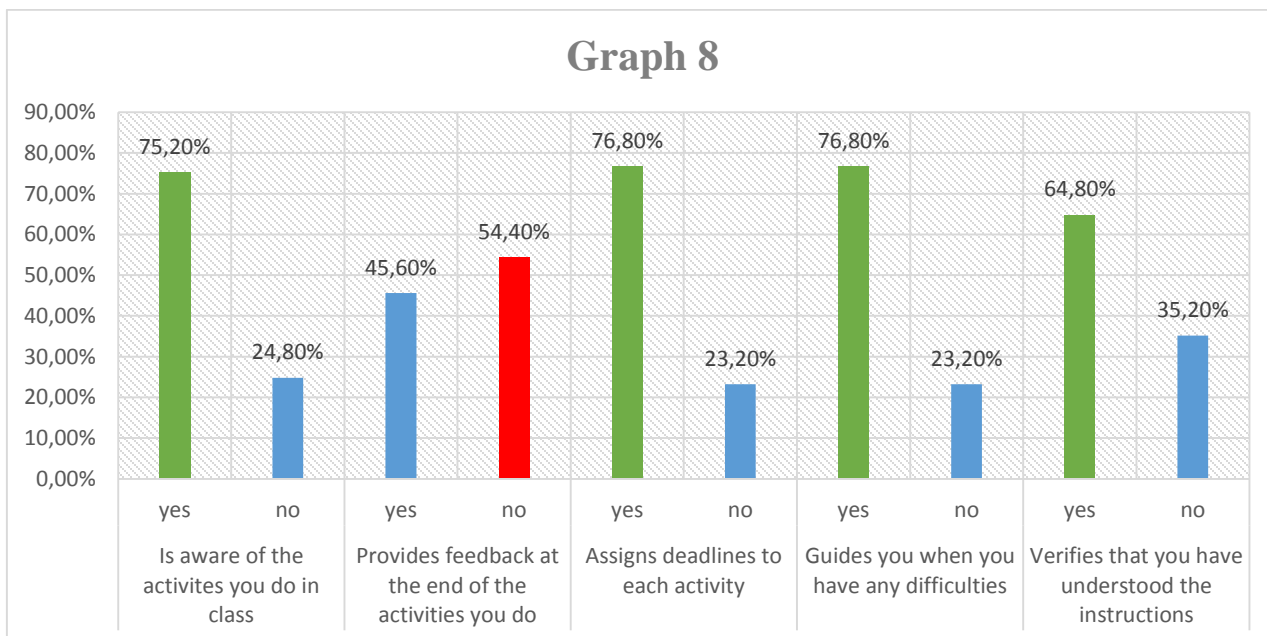
Author: María Elizabeth Cruz F.

When answering this question, 81,60% of the students consider that their teacher is friendly; 79,20% of the learners think that their English teacher promotes interpersonal relationships; 76,80% of the scholars state that their teacher shows willingness to teach the language; and 70,40% of the students contemplate that their L2 teacher shows a good attitude towards their concerns. However, the graph also shows that 40% of the students' perceptions are that their English teacher does not reward their participation through stimuli and encouragement expressions, and that the teacher does not pay attention to their concerns.

According to what was observed, most of the teachers showed a friendly attitude in the classroom and showed their willingness to teach. They had prepared different resource materials for their class, and they promoted interpersonal relationships among the students through

activities that contemplated pair and group work. Nevertheless, it was observed that in one of the classes the teacher showed a negative attitude when he rudely asked a group of students to start working on the proposed activity to what the students claimed that they did not know how to do it. The teacher got angry and did not give them any prompt on how to perform the activity. This contradicts to what Harmer (2007) states that teachers must show interest in students concerns and must provide prompt and support in order to help them achieve learning goals. This author also says that the relationship that the students have with the teacher and vice versa are determinant in the intrinsic motivation of the students to learn a second language.

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



Source: Student's Questionnaire

Author: María Elizabeth Cruz F.

Regarding the role of the English teacher in class, Graph 8 reveals that 76,80% of the students think that their teacher assigns deadlines to each activity. However, it was observed that



only in two of the classes the teachers assigned deadlines to the activities they proposed to their students and were reminding them of the time that they still had to finish the task.

In relation to the students' perception on if they consider that their teacher guides them when they have any difficulty, 76,80% of the students think their teacher does. During the class observations, it was noticeable that when the students were working in pairs or groups, the teachers were attentive to the students' performance since they walked around the class monitoring and giving support to students. In this respect, Harmer (2007) says that teachers act as assessors when they tell the students how well they are doing and when they serve as resource when the students need help.

About the teacher's awareness on the things that the students do in class, 75,20% of the learners consider that their teacher is aware. It was observed that most of the teachers were aware of what the students did in the class; however in one class the teacher did not do anything to improve the learning environment, even though she was aware that most of the students were doing something else instead of the activity that she proposed. Regarding this issue, Harmer (2007) states that teachers must be good observers by watching and listening to what the students are doing in order to keep a good rapport and respond appropriately.

As regard of the verification of the understanding of explanations, 64,80% of the learners think that their English teacher does it. However in none of the observations it was seen that teachers checked for understanding. As Routman (2000) argues, teachers have the role of being good communicators as they have to evidently set the objective of the lesson and give clear instructions of the activities that shall be carried out by the students in class and, furthermore,

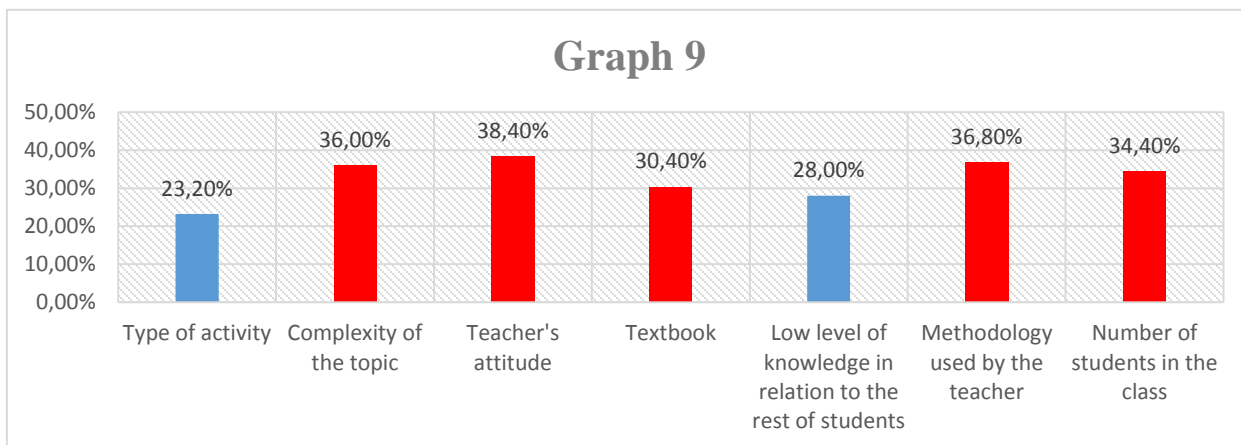
check for understanding either by asking the students to explain what they have to do or having a student show what they ought do.

This graph also reveals that 54,40% of the students perceive that their English teachers do not provide them feedback of their performance in class at the end of the activities. However, it is worth to mention that the teachers observed did not provide feedback to their students once the planned activity was completed as the class period was finished by then; which from the pedagogic point of view is demotivating for students, and which contradicts to what language researchers like Harmer (2007) highlights the importance of providing feedback once an activity is finished in order to enable the students assess their learning.

After analyzing the questions in which students expressed their opinions about what motivates them to learn English, it is also of paramount importance to present the results regarding the aspects that hinder students to successfully learn this language.

## What do you think hinders the students to learn English?

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



Source: Student's Questionnaire

Author: María Elizabeth Cruz F.

Graph 9 condenses what factors the students marked as hinderers of their English learning at school. The factor that has the highest percentage corresponds to the teacher's attitude, since 38,40% of the students think their lacks of motivation and engagement, in learning the language is due to poor discipline control; and also due to the low English proficiency that the teacher has. These factors result in a noisy class environment where it is difficult for both teachers and learners to teach and learn. In fact, it was observed that in one of the classes the teacher could not handle the class discipline and it was very difficult for her to get the students' attention and have them work on the activity that she proposed. She explained the activity in Spanish and spoke most of the time in the same language. Regarding these aspects, on one hand Harmer (2007) considers that one of the teachers' skills must be to control and manage the class effectively in order to prevent disruptive behavior and promote a positive learning environment; on the other

hand, Routman (2000) states that teachers must be knowledgeable in their subject for effective teaching of the language.

Other students from another class perceive that their teacher sometimes is not patient and can be rude with those who do not understand a topic thus causing intimidation and influencing the class learning environment. It was observed that the teacher in that class was rude and intimidating with a group of students that had not started writing the essay on the determined time. He approached that group of students and asked them to start working on the essay and one of the students claimed that they did not know what an essay was and how to write it. The teacher got visibly upset; he lowered his voice and told them to better start writing it at that moment. In this sense, Harmer (2007) argues that teachers must not react with anger when students' respond in various ways than expected, in contrary they must be respectful and reflect on the different ways of learning styles in order to solve doubts, serve as tutors and prompt them to continue learning.

Concerning the methodology used by the teacher, 36,80% of the students marked this aspect as the one that causes difficulty in their English learning. They consider that their teacher is not knowledgeable in the language and hence it is difficult for her to teach it. These learners also mentioned that their teacher tends to speak and explain the subject in Spanish and focuses on grammar, giving out different worksheets without correctly explaining what the purpose of them is. These factors turn the class into boring and demotivating, as the students commented on the questionnaire. They say that they want to practice the language by speaking rather than by completing worksheets with no purpose. In fact, it was observed that the teacher spoke in Spanish most of the time and used a video to teach the conjugation of irregular verbs while the students completed a worksheet making sentences with the given verbs as the video ran. The

methodology that this teacher used in the classroom can be identified as the classical “Translation Method.” As Richards and Rodgers (2001) and Cook (2010) argue it focuses on the learning of grammar and vocabulary giving little attention to listening and speaking skills, and almost none to pronunciation. In other words, literacy language is emphasized above spoken language. However the students demand an interactive and updated methodology which may engage them in active learning, enabling them to communicate with meaning while developing their listening and speaking skills.

Other students from another class mentioned that they do not like their teacher methodology since part of the class is devoted to arguing about motivational videos that, in their perspective, are not related to the topic that is being approached, and that the rest of the activities that are proposed by their teacher lack dynamism. They also perceive that their teacher tends to set aside the students who have a low English level, and gets angry with them when they do not understand the topic addressed.

In fact, it was observed that the teacher started the class by playing a motivational video on the importance of life and then he prompted the students to reflect on its message by giving their point of view on it, and by answering some reflection questions in the target language in order to foster their communication skills. Then he asked the students to work in groups of four and write an essay on a reading that had no relation at all with the video that the students had just watched. The methodology that this teacher used in the classroom started with the “Communicative Language Learning” method, that Cook (2010) describes since the teacher fostered communication among the students when reflecting on the video. Then he switched over to a “Cooperative Language Learning” method, as Richards and Rogers (2001) state, when he

asked the students to get in groups and work on composing an essay on a reading. However, the teacher had a negative attitude towards some students who were not able to perform the task.

Regarding the complexity of the topic, 36% of the learners say that there are some topics that are difficult to understand and that require more attention and more time to work on them. They also perceive that some topics are extensive which become difficult and confusing. Some other students mention that since they do not have good English language bases, so it is difficult for them to understand what is being taught and the class turns confusing and boring.

The other issue that hinders the students to learn English in class, is the number of students in the classroom, as 34,40% of the learners consider that there are too many learners in their class. They consider that this issue influences on their teachers' skills to manage the class discipline and on their teachers' observation skills, making it difficult for them to identify their students' necessities and to clarify their doubts within a class period leaving gaps in their learning process. The students also consider that they have different English levels in the class; some students feel that they do not know enough English to understand what the teacher tries to teach, while other perceive that sometimes they lose time as the teacher would try to have all the students understand a topic before going to another. The students suggest that there should be smaller groups, of about 20 students, for each English class so they can receive the necessary attention throughout the teaching and learning process. In effect, it was observed that in three classes where there were more than 35 students per class, the class discipline management turned difficult and that the teachers tended to work with the group of students located in the center of the class or with those who participated actively.

Finally, 30,40% of the students mark the English textbook as a hinder of their learning, as they say that they do not have a textbook and they consider that it would be helpful for them to follow one. Other students' perception is that their English textbook, the one provided by the Ministry of Education, is too basic for their English level and for that reason they do not use it very often. They also mention that as the level of the book is low; their English level will also remain low. Actually, when the observations where done, just one of the teachers had the textbook provided by the Ministry of Education at hand, and she explained to me that it is too basic and that she has her students use it eventually. This teacher also informed that the institution's English department had analyzed the English textbooks provided by the Ministry of Education and had decided that the school will not use those textbooks as they are too low for the school's English level. For this reason, they have worked in a progressive grammar curriculum for the school which the teachers have to follow and prepare their didactic resources and materials to impart the class.

Summarizing, the teacher's attitude and methodology used, accompanied with the complexity of the topic, the number of students in the class, and the textbook are the five main aspects that hinder the students' motivation to learn English as a second language.

## **Conclusions**

More than ninety percent of the students who participated in this study affirm that they like to learn English; from this percentage, sixty percent of them are extrinsically motivated because of the benefits that the learning of a second language brings about such as having access to a variety of careers and job opportunities, thus a better life style.

Sixty percent of the students are motivated to learn English in the classroom because they are intrinsically motivated as they want to improve their English level. Their motivation to learn English in the classroom increases when they perceive that the teacher has a positive attitude towards the teaching learning process and when the teacher uses updated methodologies that include varied and dynamic activities.

The activities that the students perceive as more motivating for them are those that imply the use of their language communication skills. These activities can include songs, games, dialogues, reading selections and dramatizations rather than activities focused on developing grammar skills or those that involve dictation and the writing of paragraphs and essays.

The teacher's attitude in the classroom makes a great difference in the students' motivation to learn English. When a teacher promotes interpersonal relationships with his or her students while showing a good attitude towards their concerns and being friendly and even-handed with them at the same time, the students feel confident to participate in class and therefore motivated to learn the language.



English classes are meaningful when the students perceive that their teacher assigns deadlines to activities, verifies their understanding, guides them when they have any difficulty and provides feedback at the end of the activities in order to assess their learning.

According to the students' perception, the aspects that hinder English learning are the inappropriate teacher's attitude in the classroom and the methodology they use; the complexity of the topic; the excessive number of students in the class who have different English levels; and the way teachers use - or do not use - the textbook as a tool for teaching English.

## **Recommendations**

It is vital that English teachers attend to workshops on different teaching methodologies where they learn various strategies to teach English in order to be proficient in their know-how and be able to clearly convey their teaching to their students with an efficient understanding on behalf of the student body. Teachers should also do peer observations with those experts in certain strategies to apply then to their class.

English language teachers must use different methodologies that should foster the students' motivation, engagement and active involvement in the learning of English. The use of different activities will enable the students to create meaning and understanding as they put in context the language that they are learning.

It is essential for English teachers to plan interactive, dynamic and fun student-centered activities based on their needs and interests in order to foster meaningful comprehension.

It is fundamental for English teachers to build a good rapport with their students by being friendly and promoting good relationships with them; by showing willingness to listen and teach; by being respectful and showing good attitude towards the students' doubts and concerns; and by being even-handed with all the students and making their best effort to reach all of them; thus leading to positive discipline in the class.

It is important for teachers to provide concrete feedback to their students through one to one or small group meetings while the assignment is performed and whole group feedback when it is finished. This will enable the students have a better understanding of their learning and what is expected of them, thus improving their achievement.

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## Annexes

### Annex A



## UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

**MODALIDAD ABIERTA Y A DISTANCIA**

**TITULACIÓN DE INGLES**

### CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

Este cuestionario tiene como objetivo conocer su opinión acerca de lo que le motiva a aprender inglés en el salón de clases.

La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos.

#### Datos Informativos:

|                                  |                            |                  |                  |
|----------------------------------|----------------------------|------------------|------------------|
| <b>Nombre de la institución:</b> |                            |                  |                  |
| <b>Tipo de institución:</b>      | Pública ( )<br>Privada ( ) |                  |                  |
| <b>Año de educación:</b>         | 8vo ( )                    | 9no ( )          | 10mo ( )         |
|                                  | 1er año                    | 2do año          | 3ro año          |
|                                  | Bachillerato ( )           | Bachillerato ( ) | Bachillerato ( ) |
| <b>Ciudad:</b>                   |                            |                  |                  |

**Instrucción:** Marque con una X según su criterio e indique la razón de su respuesta.

#### 1. ¿Te gusta aprender inglés?

|           |    |
|-----------|----|
| SI        | NO |
| ¿Por qué? |    |

**2. ¿Te sientes motivado a aprender inglés en el salón de clase?**

|           |    |
|-----------|----|
| SI        | NO |
| ¿Por qué? |    |

**3. ¿Te gusta la forma de enseñar inglés de tu profesor?**

|           |    |
|-----------|----|
| SI        | NO |
| ¿Por qué? |    |

**4. ¿Los siguientes aspectos te motivan a aprender inglés en la clase?**

| Aspectos                             | SI | NO |
|--------------------------------------|----|----|
| Tipo de actividad                    |    |    |
| Incentivos brindados por el profesor |    |    |
| Mejorar tu nivel                     |    |    |
| El tema de la clase                  |    |    |
| Calificación                         |    |    |
| Actitud del profesor                 |    |    |
| El libro utilizado                   |    |    |
| El material                          |    |    |

**5. ¿Las siguientes actividades te motivan a aprender inglés?**

| Actividades                     | SI | NO |
|---------------------------------|----|----|
| Actividades con canciones       |    |    |
| Juegos                          |    |    |
| Dramatizaciones                 |    |    |
| Redacción de párrafos y ensayos |    |    |
| Lectura de textos               |    |    |
| Diálogos                        |    |    |
| Dictados                        |    |    |

**6. ¿Cuál es la actitud de tu profesor en clase?**

| El profesor:  | SI | NO |
|---|----|----|
| Muestra una buena disposición para enseñar                  |    |    |
| Premia tu participación a través de estímulos y expresiones |    |    |
| Trata a todos los estudiantes por igual                     |    |    |
| Es amigable   |    |    |
| Promueve las relaciones interpersonales                     |    |    |
| Presta atención a tus problemas                             |    |    |
| Muestra una buena actitud ante tus inquietudes              |    |    |

**7. ¿Cuál es el rol de tu profesor en la clase?**

| <b>El profesor:</b>   | <b>SI</b> | <b>NO</b> |
|---|-----------|-----------|
| Está pendiente de todas las actividades que realizas              |           |           |
| Brinda retroalimentación al final de las actividades que realizas |           |           |
| Asigna límite de tiempo para las actividades realizadas           |           |           |
| Te orienta cuando tienes alguna dificultad                        |           |           |
| Verifica que hayas comprendido las instrucciones.                 |           |           |

**8. Marca con una X cuáles de los siguientes aspectos consideras que dificultan tu aprendizaje del Inglés.**

**Indique al frente de cada aspecto las razones.**

|   |           |
|---|-----------|
| Tipo de actividad   | ¿Por qué? |
| La complejidad del tema                                   | ¿Por qué? |
| Actitud del profesor                                      | ¿Por qué? |
| El texto utilizado  | ¿Por qué? |
| Bajo nivel de conocimiento en relación al resto del grupo | ¿Por qué? |
| La metodología utilizada por el profesor                  | ¿Por qué? |
| Número de estudiantes en la clase                         | ¿Por qué? |

Gracias por su colaboración!



## Annex B



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

**MODALIDAD ABIERTA Y A DISTANCIA**

**TITULACIÓN DE INGLES**

#### Observation sheet

|                          |  |
|--------------------------|--|
| <b>INSTITUCIÓN:</b>      |  |
| <b>FECHA:</b>            |  |
| <b>AÑO DE EDUCACIÓN:</b> |  |

**1. Los estudiantes se sienten motivados a aprender inglés dentro de la clase.**

|           |    |
|-----------|----|
| SI        | NO |
| ¿Por qué? |    |

**2. Señala cuáles de los siguientes aspectos motivan a los estudiantes observados a aprender inglés en la clase.**

| Aspectos              | SI | NO |
|-----------------------|----|----|
| Tipo de actividad     |    |    |
| Incentivos            |    |    |
| El tema               |    |    |
| Actitud del profesor  |    |    |
| El libro utilizado    |    |    |
| El material utilizado |    |    |

\* En caso de que alguno de estos aspectos no se haya evidenciado durante la observación de la clase, no se deberá incluir ninguna respuesta ya que al no haberse utilizado no se puede determinar si motiva o no a los estudiantes.

Notas de lo observado en relación a esta pregunta

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### 3. Actitud de los estudiantes en la clase

|  | SI | NO |
|--|----|----|
| Participan voluntariamente                     |    |    |
| Están atentos a las explicaciones del profesor |    |    |
| Interactúan con sus compañeros                 |    |    |
| Muestran interés en las actividades propuestas |    |    |
| Se dedican a hacer otras actividades           |    |    |
| Interrumpen a sus compañeros                   |    |    |
| Buscan excusas para salir de clase             |    |    |

### 4. Actitud del profesor en la clase

|   | SI | NO |
|---|----|----|
| Muestra una buena disposición para enseñar                        |    |    |
| Premia la participación de los estudiantes                        |    |    |
| Trata a todos los estudiantes por igual                           |    |    |
| Es amigable   |    |    |
| Promueve las relaciones interpersonales                           |    |    |
| Presta atención a los problemas                                   |    |    |
| Muestra una buena actitud ante las inquietudes de los estudiantes |    |    |

### 5. Rol del profesor en la clase

|  | SI | NO |
|--|----|----|
| Está pendiente de todas las actividades que realizan los estudiantes |    |    |
| Brinda retroalimentación al final de las actividades realizadas      |    |    |
| Asigna límite de tiempo para cada actividad                          |    |    |
| Es amigable con los estudiantes                                      |    |    |
| Orienta a los estudiantes  |    |    |
| Verifica que los estudiantes hayan comprendido las instrucciones     |    |    |
| Es equitativo y justo  |    |    |
| Brinda confianza para que los estudiantes expresen sus inquietudes   |    |    |

### 6. Las siguientes actividades motivan a los estudiantes a aprender inglés.

|                                 | SI | NO |
|---------------------------------|----|----|
| Actividades con canciones       |    |    |
| Juegos                          |    |    |
| Dramatizaciones                 |    |    |
| Redacción de párrafos y ensayos |    |    |
| Lectura de textos               |    |    |
| Diálogos                        |    |    |
| Dictados                        |    |    |

Otras:

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**7. .Los siguientes aspectos dificultan el aprendizaje del Inglés**

|                                   | <b>SI</b> | <b>NO</b> |
|-----------------------------------|-----------|-----------|
| Tipo de actividad                 |           |           |
| La complejidad del tema           |           |           |
| Actitud del profesor              |           |           |
| El texto utilizado                |           |           |
| Bajo nivel de conocimiento        |           |           |
| La metodología utilizada          |           |           |
| Número de estudiantes en la clase |           |           |

Otros:

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