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English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

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De mi consideración:

El presente trabajo de titulación: “English Language Students and their motivation to learn the language” realizado por Loja Peralta Silvia Del Rocío y Villegas Campoverde Karla Lorena ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

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Dedication

This thesis is dedicated to God for giving us the gift of intelligence and forever be with us. To our parents that with their support, patience and understanding they encouraged us to finish with this great task. Finally, this is dedicated to our families for supporting our absence on special occasions.

Acknowledgment

Thanks God for always being there for us. Thanks our parents for their love and support throughout our lives. Thanks for giving us strength to reach the stars and chase our dreams. To all our friends, thanks you for your help and encouragement in our many, many moments of crisis. Your friendship makes our lives a wonderful experience. You are always on our mind.

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Abstract

This research allows us to know the opinion of some students about what motivates them to learn English in the classroom. This allows people to appreciate the importance of motivating students because and not only teachers require to impart general knowledge and engage young people to keep interest at their different ages, but also to provide education according to the actual needs of each student.

The main methods used for this research were questionnaires. These were used to collect information from 100 students of five different classes in the same institution. This research was carried out after taking in consideration the literature review, the observed classes, and a survey given to students and teachers to gather information for this investigation

The conclusion drawn based on this research and observations was that it is necessary to develop new guidelines and motivational strategies for the teaching-learning process so that the students can feel motivated and show that they want to learn English.

Keywords: motivation, strategies, research

Resumen

El presente trabajo investigativo nos permite conocer la opinión de algunos estudiantes a cerca de lo que les motiva a aprender inglés en el salón de clase. Esto nos permite apreciar la importancia que tiene motivar al alumno, ya que los profesores no solo deben impartir conocimientos generales, apoyar a los jóvenes, mantener el interés en sus diferentes edades, sino también de impartir la enseñanza de acuerdo a las necesidades actuales de cada estudiante.

Las estrategias usadas para esta investigación fueron cuestionarios los mismo que fueron utilizados para coleccionar información de 100 estudiantes de 5 diferentes paralelos en la misma institución. Esta investigación fue llevada a cabo después de tomar en consideración la revisión de la literatura, las clases observadas y también con la ayuda de las encuestas hechas a los estudiantes y docentes que ayudaron a reunir mucha información para esta investigación.

La conclusión de esta investigación tiene que ver con la necesidad de elaborar una guía de estrategias motivacionales por parte del docente par que el alumno se sienta motivado y demuestre que quiere aprender el idioma inglés.

Palabras claves: motivación, estrategias, investigación.

Introduction

The efficiency of learning in the classroom not only depends on the learner's cognitive abilities alone but on other affective factors as well. There are more than a few components of teaching such as the teacher, the students, and the materials that are used in the classroom. However, there are also other important factors like administration, methodology, and learning facilities like libraries and classroom facilities. All of these factors can be improved by educational policies and planning, professional development programs and, of course, by means of budgets. Besides, there is one important factor without which other factors might be insufficient. This factor is motivation, which makes students use all learning resources to reach their learning goals. This is why the present study "English language students and their motivation to learn the language" is necessary.

This study aims at find out some motivation problems that the students have when taking an English class and analyze the possible solutions for those problems. It also aims to analyze previous studies and find new information to complement those researches in order to improve solutions. Finally, some conclusions and recommendations are presented based on the information got from the previous parts.

As said before, this study is based in previous investigations which were synthesized in the literature review. One of these studies was the one done by Pahlavanpoorfard, S., & Soori, A. in 2014 called "Attitudes towards teachers' motivation, and classroom strategy, in English language classrooms." This aimed at investigating the attitudes of Iranian EFL students towards teachers' motivation and classroom strategy in English classrooms and it concluded that when the students are highly motivated, they try their best to take part in class activities. However, the limitation to this study was that the teachers here weren't familiar with their students' needs.

A second study was one done by Alotham, F.H.M., & Shuqair, K.M. in 2013 about the impact of motivation on English language learning in the Gulf States which aim was to know to what extent motivation has an impact on expediting and enforcing English learning in the Gulf States. This study concludes that but usually favorable students' attitude towards the language reinforces their motivation but it depends if the teacher takes students' needs into consideration. The limitation here is that only few studies have been carried on about motivation in this region.

Another important study was done by Rehman, A., Bilal, H.A., Sheikh, A., Bibi, N., & Nawaz, A. in 2014 called "The role of motivation in learning English language for Pakistani learners" with the aim to explore the role of motivation in learning English language for Pakistani learners. It concluded that the percentage of instrumentally motivated students is higher than integrative motivated students in the Pakistan context. In this study there were no limitations mentioned.

This study has a great significance for the Ecuadorians and also for international teachers, students, schools, high schools, and parents because they all need to understand how motivation can change a student's attitude towards the language. It is well-known that English is a very useful language so we need to improve the way it is being taught traditionally. It also helps teachers because they can take advantage of this investigation to correct mistakes in their teaching- learning process. Additionally, it may also serve and be a source for future researches.

For this study there were also limitations. One great limitation was the time we had to observe the classes. Moreover, we could observe some apathy from the part of a few teachers in our observations because they don't like to be observed while teaching. Another limitation was the type of institution and the number of students because in private schools there are less

students per class than in a public school and the students who assist to this kind of institutions have some different needs and goals than the ones from public schools.

Literature Review

This literature review consists of two fundamental parts. The first part consists of the description of the motivation to learn English, activities or strategies that motivate the students to learn English, teaching approaches, methods, and the roles of the teacher. It is important to indicate that these contents are scientific. The second part includes some studies related to the theme of investigation proposed in the project of study. As previously mentioned, it will begin with the summary of aspects about the contents reviewed.

Motivation to learn English

According to Season and Harackiewicz (2000), the phenomenon of intrinsic motivation gives indications of the primary propensity of students to enter upon actions that interest them by carrying out, developing, evolving, and increasing their competencies. Intrinsic motivation is required whenever for the satisfaction inherent in the conduct itself. In the same way Ryan and Deci (2000) mention that intrinsic motivation is defined as the doing of an action for its inherent happiness rather than for some separable consequence. They state that an intrinsically motivated person play-act for the fun or incentive involved rather than because of external bite, pressures, or recompenses. Following this further, Season and Harackiewicz (2000) state that the initial finding of decreased intrinsic motivation for an interesting activity following the experience of being rewarded for doing it has been referred to as the undermining effect.

Besides, Ryan and Deci (2000) state that in individuals, intrinsic motivation is not the only form of motivation, or even of volitional action, but it is a prevalent and important one. This motivational natural style is a crucial member in the epistemic, friendly development, and corporeal motivation because you stop acting upon the medullary curiosities of one that you develop in knowledge and qualifications.

Ryan and Deci (2000) explain that extrinsic motivation is a make-up that affects whenever an action is done in order to reach some separable outcome. Extrinsic motivation in

this way contrasts to intrinsic motivation because it consists in carrying out an action merely for the enjoyment of the action itself, rather than its instrumental cost. Similarly, a student who carries out an action because he or she personally thinks it is valuable for his or her chosen career, is extrinsically reason was motivated because he/she does it for its instrumental cost rather than because he/she finds it interesting.

On the other hand, Sansone and Harackiewicz (2000) let us know that in their recent research they discovered a potential harm that is connected mentally with the strong attention on extrinsic rather than intrinsic goals. Kasser and Ryan (1993) found out that well-being and good mental health were negatively connected with a strong guarantee in financial achievement which are related to the intrinsic goals of a personal increase, association, and society. Afterwards, Kasser and Ryan (1996, 1998) came to prove that well-being, good mental health and proper interrelation with people were negatively affected by personal extrinsic goals also. Ryan et al (1999) reported some examples taken in Russia and the U.S that showed the negative effect of extrinsic aspiration even in people who were pretty confident about their ability.

Activities or strategies that motivate students to learn English:

Several researchers in this topic explain that learning strategies are the particular approaches or techniques that learners use to try to learn a second language. They can be behavioral or mental; they are typically problem-oriented. It was found that English students' achievement in the same course is dramatically different from what we expect although they are taught by the same teacher with the same teaching material under the same learning environment.

Deci (2000) mentions one of the successful ways for teaching languages in addition to be a resourceful and skillful teacher who motivates their students to participate in the lesson is to use "pair work" or "Group work" appropriately. Language is best learned through the so called *close collaboration and communication among students*. This type of collaboration

results in benefits for all learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviewing, drawing pictures and making comments about them, and performing role plays.

On the other hand, Richards and Rogers (2001) indicated that learners have differences in mastering skills. While one student is good in drawing, another can be good in expressing ideas verbally; a third student can be good at role playing and imitation. Besides, some students find it less stressful and more comfortable to learn certain rules of language from their partners rather than from their teacher. Finally, communicative language teaching requires a sense of community and an environment of trust and mutual confidence which “pair work” or “Group work” can provide.

Teaching approaches and methods

Cook (2003) mentioned that at approximately the same time as the development of the natural understanding, there emerges a lot more durable new change known as the communicative understanding or communicative language teaching (CLT), which rapidly became the dominant belief in the target language that is taught. He also said that the presence of communicative language teaching is a change of application from the method of the language in order to the successful employment of that method in its context that is to claim from an emphasis on form into an emphasis on communication language- -learning success to be assessed neither in terms of accurate grammar and accent for their benefit, nor in terms of explicit knowledge of the regulations but by the talent in order to carry out personal things with the language, appropriately, fluently, and effectively.

In contrast, Harmer (2007) has a different aspect about communicative language teaching (CLT). He says that communicative language teaching owns two- main guiding laws: the first is that language is not a sooner pattern of grammar with vocabulary supplies that are set, but also requires interrelationships of the language such as inviting, agreeing, disagreeing,

insinuating, etc. The second law of communicative instruction of languages is that if pupils obtain enough exposure to language in order to use and if they are motivated- at that time language that is being acquired will take care of itself.

In this way, communicative language teaching (CLT) shares a lot with the purpose of the acquisition of the language that we discuss above. The use of many communicative actions where pupils are making use of all and any language they know to communicate helps them to master the language.

According to Johnson, Johnson, and Holubec, (2002) Cooperative Language Learning is a term used for a compilation of tactics to make students get together in order to accomplish a group task. The group task is structured so that each integrant of the group does an assigned task. Because the implanted setup of the unique tasks applied for each integrant, cooperative learning is much more effective than ordinary teamwork usually done in classroom situations.

On the other hand, Olsen and Kagan (1992) defined Cooperative Language Learning as part of a more general instructional approach to teach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. However, Johnson, and Holubec (2002) state that these approaches are effective especially for students of English language because the learners are holding more events for verbal interaction in groups, they also are enthusiastic by the other companions of the group and participate according with their level of knowledge.

They conclude saying that cooperative instruction provides a period for interaction by making designs, researching, and using oral and visual setouts in the classroom. First-rate cooperation of the group does not occur overnight, nevertheless. Taking the time to bring it into existence, monitoring the interaction of groups, and interrogating after the action are all vital compositions of the cooperative procedure of learning.

The early twentieth century U.S. educator John Dewey is usually attributed to raise the ideas that incorporating cooperation learning into regular classrooms on a regular and systematic pillar is very important (Rodgers 1988). Teachers were concerned that traditional patterns of teaching in the classroom were teacher-fronted paying more attention in contest rather than in cooperation and preferring some learners than the majority. Cooperative learning for this reason was required in order to the following:

First, to bring up the achievement of all learners, adding in those who are less competitive. Second, to assist them to build positive ties among learners. Third, to provide learners the understanding that they need for healthy social, psychological, and cognitive devolvement. Finally, to substitute the old competitive structural setup of most classrooms with a team-based, high-yield and more organized system.

Additionally, Johnson and Holubec, (1994) explain that Content Based Instruction approach is a way second language is taught and organized around the content and information that learners will get rather than around a linguistic or other study program. Krahnke (1987) explains that it is the language learning acquired with little or no direction or explicit effort in order to instruct the language itself separately from the content being taught. Also the *content* has become a popular word both within language that is taught and in the popular mass media so columnist of York Times and linguistic pundit William Safire wrote it in one of his columns in 1998 and noted that if any term in the English language is hot, buzz worthy and surpassing even in both general are discoursing and insiders, that term is *content*. However, Richards and Rogers (2001) state that the difference between Content Based Instruction and Cooperative Language Teaching revolves upon their nucleus; in cooperative Language Teaching (CLT) give the learners the opportunity to practice the communicative interrelationships. They also say that Content Based Instruction (CBI) is its opposite because it does not focus on interrelationships or on some other language item but it places priority on a predetermined

linguistic content. On the other hand, Johnson, D., R Johnson, and E. Holubec (1994) mention that content is used with a diversity of different meanings in language that is taught; it most frequently refers to the subject that we develop or instruct through language rather than the language we are accustomed to transfer. Finally, they also say that the approaches that encourage demonstration, imitation, making faces, those that are suggesting the usage of things, paintings, and audiovisual presentations that help in order to come in mind have taken part in different times during the march of events of the taught language.

The next method to be described is Total Physical Response which refers to language teaching built around the coordination of lectures and activities; it emphasizes teaching language through physical action. It was developed by James Asher, a schoolmaster of psychology at San Jose State University, California; this method appeals upon several usages, including developmental psychology, developing theory, and humanistic pedagogy, as well as on procedures of teaching of the language that were proposed by Harold and Dorothy Palmer in 1925 in a developmental importance.

On the other hand, Richards and Rogers (2001) mention that one of the best-known variations on the just listening and reading application in the second language is the approach called total physical response (TPR), developed by James Asher (1972). Total Physical Response (TPR) learners – children or adults – participate in heard actions where they listen to a few orders in the target language, for a substantial numeral times, then, learners are not required to declare anything, and they act out orders as the teacher supplies a description of the task. The students here only need to listen and show their comprehension by their performances.

Next method to be described is Grammar Translation which introduced the idea to give learners short grammar directions and a vocabulary list in order to make exercises where they have to use the same grammar rules and terms. Also the method has two main goals: to enable

students to read and translate literature written in the target language, and to further students' general intellectual development.

Translation still owns significance today because it is not practiced as a method likewise, but most learners of the language are making a translation in their heads at various phases anyway so they understand a lot about a foreign language by comparing component parts of their native language with those from the target language. Nevertheless, too much concentration of learners in the translation of grammar to obtain sort of natural input of the language is not useful in order to provide real experiences to acquire knowledge of the target language.

In addition, in the schoolrooms of Europe at the end of the nineteenth century, the teaching of modern languages were influenced by the more established and respected observations of academics of the dead classic languages such as Latin and Ancient Greek. Furthermore, living languages that are leaning were brought into students to connect with the great national world communities and their belles-lettres. This way language was learned by teaching students about the civilization and literature related to the target language; an example of this is the study of Shakespeare in the universities.

Next method to be described is Task-based teaching (TBL). It can be stated that the idea was greatly popularized by Narahari. Prabhu (1987), who laboring with conservatories in Bangalore, Southern India, speculated that just learners were likely to develop language if they were thought about a non-linguistic problem but when they were given a particular form of language.

The students here have to perform a task or solve a problem. For example, the students are encouraged to answer some questions and review some vocabulary after an explanation. All these activities are centered on a lesson task but not in certain structure. One manner to see Task-based teaching is to consider it as sort of deep- termination tactic where the learners need to finish a task in order to receive feedback and discuss about the language that was

manipulated, make corrections and adaptations in relation to the student's needs. According to Willis (1994), there are three basic phases: the pre-task, the task cycle, and language focus.

Moreover, Task Based Learning (TBL) is a natural wing of Communicative Language that is taught and makes emphasis on the task rather than the language. For example, the student carries out real tasks such as searching about useful timetables, or make an exposition about certain topic; after the task has been completed, they give a thought about the language they used, then they make some corrections on the defects, revising grammatical mistakes or thinking about style details.

On other terms, instead of observation of the language that is leading to a task, the task itself is the main nucleus a jumping-off place- for subsequent observation. These approaches estimate around communicative actions as an outcome.

A typical sequence of Task Based Learning (TBL) is starting with a task where students are introduced to the topic and told what the task would be. This is followed by a closed loop where students organize the task, gathering language and communication carrying out it and at that time constructing the quantity of writing or oral performance that the task request . In the final phase of the nucleus of the language, learners analyze the language they are going to use for the task, and review any part that needs fixing or improvement.

The roles of the teacher

Science teachers experience frustration with laboratory reports written poorly by students. The author Jamal (...) advises to invite several English teachers to suggest strategies to improve teaching. In this way the English professors share strategies with other teachers to identify strengths and weaknesses of their students.

According to Harrison and Killion (2007), a specialist can help teachers to create and to improve teaching strategies which might add techniques and ideas to improve lesson planning.

They also affirm that the specialists can study strategies based in investigations that can be pretty useful for a teacher in every day classes.

Furthermore, other role of teachers is to be a Learning Facilitator. A facilitator is who helps a group of people understand their common objectives and assists them to plan how to achieve them; the facilitator's role is to introduce subjects of discussion, encourage sharing of perspectives, and integrate students' shared experiences. A good facilitator is one who is a connector and integrator, the glue that brings the collective experiences of the classroom together in a shared learning experience. A good facilitator is task-oriented, meaning the main focus should be to carry out the main responsibilities until the conclusion of the activity is fulfilled. Facilitation requires persuasiveness, enthusiasm, and active listening. A facilitator knows how to build relationships and stimuli motivation for the team rather than from individuals.

Harrison and Killion (2007) state that other role of teacher is to be a Catalyst for changes; the changes required are conceptual and cultural. The changes must empower individuals to transcend the typically over-learned ways of thinking (or non-thinking) about the role of science education, to transform mental models of the roles and goals of students and teachers in the learning environment, and to translate new understandings about inquiry and meaningful learning into actual habits of practice.

Other characteristics a teacher could have are awareness of other varieties of the target language according to Kashrut and Nelson (1996) and multilingualism in the classroom according to (Harmer, 2007) which can help the teacher master the language and help the students be in contact with real models of the target language.

On the other hand, the three authors agree that a leader teacher assumes a wide range of roles to support school and student success. Whether these roles are assigned formally or shared

informally they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers.

Finally, Harrison and Killion (2007) state that teachers need to be able to adopt a range of roles and skills to suit specific situations, often during the same teaching session. In contrast, Harmer (2007) notes the traditional roles including multilingualism, social and cultural knowledge are also important in the classroom.

The last part of this section includes five studies accomplished and related with the theme proposed in the investigation project; the studies were performed by authors from different nationalities. These studies will guide us to include and consider different methods, techniques and tools for the construction of scientific knowledge.

Taking this further, the present thesis was carried out in order to investigate the attitudes of Iranian students of EFL towards teacher's control and tactics used in English classroom. They are raised from the search that added a pattern of 235 students. They were students of EFL from 3 public and 3 private high schools in Larestan, Iran.

The method used in order to identify the strategies of the classroom was a questionnaire applied to the Iranian learners of EFL. It was comprised of two components. In the first component, the researcher requested the students to criticize in what point the teachers improve their classes in order to make use of 26 tactics in the classroom. The questionnaire was a Likert Type with seven options. At the end of the questionnaire, the researcher administered an AMTB that had been modified with these variables included seamlessly which is a concept that refers to general-relevant attitudes that are bound up with to develop another language. Next, there were considered the students' attitudes toward the learning state; this concept is bound up with attitudes of the students towards the learning situation. Motivation which is next, consists on how the learners are motivated in order to develop second language. The AMTB refers to treating, motivational dedication, desire in order to learn English, and position on the road to

develop English which is pertinent in order to double meaning of the classroom, striving, appetite, and the student's attitudes towards learning a second language. Likewise, according to Bernaus and Wilson (2009) *language anxiety* is related with the cares and uncomfortableness of the students when they are using a second language.

The learners preferred professors with high consistencies of motivation. An important issue about this causer is getting along well with the teacher whose characteristics of motivation are great. It seems that both teachers and students agree about the support of traditional strategies, but it was not compact among them about the support of innovative strategy. The probable question was that these commands and strategies were directed toward learning the language. Nevertheless, innovative strategies were directed to the structure rather than to acquire knowledge.

According to Horwitz and Cope (1986), language anxiety is negatively connected with fear of the language and the extended usage of innovative tactics is connected mentally with decreased apprehension of the language.

The second study was conducted by Kitjaroonchai (2013). The purpose of this study was to investigate the level of motivation in the learning of the English language in students of high schools in Saraburi Province. Just the same, the differences that exist in the learning with high-performance students with other students.

The sample for this study consisted of 266 students from 10 different secondary and high schools. The participants were 50 male and 216 female students aged between 12 – 19 years. The team of students participated in the program with enthusiasm demonstrating the abilities of English language communication and put a lot of importance to the four abilities of the English language with different levels of difficulty to help to upgrade its basic abilities. The instrument used in this study was a motivational questionnaire with open-ended questions that was adopted from the questionnaire developed by Gardner's (1985).

Based on the investigation, it was seen that students look for teacher's approval and positive reinforcement, so they are more likely to be enthusiastic about learning if they feel their work is recognized and valued. Consequently, teachers should encourage open communication and free thinking with their students to make them feel important, be enthusiastic, praise their students often, and recognize them for their contributions. If your classroom is a friendly place where students feel being respected, they will be more eager to learn. A "good job" or "nice work" can go a long way.

In addition, another research took place in Sargodha (Pakistan), its objective was to investigate the role of motivation in learning English. In this observation participated 50 learners from intermediate level (25 males and 25 females). The method used in this observation was a quantitative method of research which was adopted in the form of a questionnaire. The information was collected to analyze and clarify the role of motivation in L2 that is being acquired.

However, the result of this study with participation of 50 learners who were given a questionnaire that contained of 20 questions showed the following returns: In fact 70 % students exposed that they were developing English because first, they were interested in obtaining good grades and to do a good job; second, they wanted to request university education, and the last, that it would benefit them in their future careers. 24 % students explained that they were learning English because they loved English language, also because it is the language of gentry, and they wished to go abroad. The last 6 % students did not show their agreement.

As a conclusion of this investigation it was found that the percentage of instrumental motivated pupils is higher (i.e. 70 %) than integrative motivated pupils (i.e. 24 %), pupils are highly instrumental motivated in learning English language. According to the study then, the general results gained from the research show that a high percentage of students understand the importance of learning English for their future careers.

It proposes that in order to improve L2 learning methodology with a motivating perception; teachers are required to pay a lot of attention into developing commands which support and increase pupils esteem and assist them into achieving their objectives. Finally, the use of interesting typescript along with actions helps to enlarge the level of motivation of the learners. It is recommended that Pakistani professors develop tactics that help the learners to develop English to benefit them in their future career.

The fourth study was conducted by Bahous, Bacha, and Nabhani (2011). The purpose of this study was to find out the views of the teachers and students of what interfere students' language learning in the English language classroom in discussing, critical thinking, and academic writing.

The study was done in Beirut at the department of English of a university that follows the American system. The students here have three ways of learning that are obligatory: language abilities, oratory and communication; each class meets three times per week; this includes the objectives of the class and gives a lot of importance to the basic educational abilities. All the learners were in all the courses and some were allowed to pass some courses because they had better scores in their tests. The students registered at this university come from different places, cultures, educational and social backgrounds and diversity of languages such as French, English, Spanish, Armenian and Portuguese causing a quantity of codes common feature of the Lebanese culture.

There were found some limitations for this study; teachers and students were disappointed with the second language classes and the learners were not happy with the general method because they were not motivated. Therefore, it is important for the teachers to help the students to feel more comfortable and motivated through the use of strategies and methods in the teaching-learning English process.

The objectives of the last research were to measure motivation among learners of English language at Islamic University-Faculty- of art and identify the difference of motivation among each learner.

Regarding to the research method, the authors of this present research have selected the descriptive method because it is the most appropriate way to present the investigation. First, they considered the population in the university in the undergraduate level from Omdurman Islamic university- Soudan whom the pattern was delineated for. Second, the pattern for the current research was drawn randomly including (40) male students who studied English language at the Islamic university- Soudan. Third, a compilation of information designed to measure motivation consisting of (15) questions with five alternatives to reply (always- often- sometimes- rarely- never). Finally, dependability and validity were also considered.

Statistical judgments were adapted to analyze information and the following statistical trials were used in order to confirm the investigation hypotheses: T-test- for one pattern, simplex- examination of disagreement, -Pearson- coefficient of correlation.

This research is concerned with the result that was obtained for each hypothesis, its codification and discussion: hypothesis 1, it predicted that English language students were not motivated in order to acquire knowledge. Hypothesis 2: it's supposed that there are significant differences on motivation to develop English due to the level knowledge.. Hypothesis 3, it hypothesized that no correlation is found between motivation and learners' decline. It appears to the best of the researchers that motivation is affected by learner's age. That is why - for instance- children keep motivation in order to acquire knowledge. This provides a feeling that motivation is a propensity or an instinct.

The last point to be discussed is the fact that motivation is an important variable to achieve success in second language acquisition. In this way, many periodical researches are

needed in order to bring more light about motivation with the purpose of learning from different perspectives.

Finally, the researcher explains some recommendations which were built around the results that were obtained; the researcher suggest the following: 1- Raise awareness of learners towards learning procedure. 2- Support learners by using modern methods to teach English language. While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Teaching a class full of motivated students is enjoyable for teacher and the students as well. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural motivation. A great teacher can make learning fun and inspire students to reach their full potential.

METHOD

This investigation started with a literature review where aspects like motivation, techniques, methodology, and teacher's roles are analyzed considering what some authors like Ryan, Deci, Cook, Holubec and others have contributed about the topic. After that, this research presents a survey's analysis done to a group of students and teachers in order to get authentic data for this study. All the information gathered is explained by taking in consideration the observed classes.

Setting and Participants

For this study 20 students from five different classrooms of the private institution "The Providence" from the city of Azogues were chosen to answer a questionnaire. The majority of the students who participated in this study were between 12 and 16 years old and attended to the 8th, 9th and 10th grade of basic education.

Procedures

At the beginning, it was necessary to provide scientific information related to the researched topic in order to have a background knowledge about what other authors found about it. Different information from books, journals and electronic books were checked and included in the "Literature review".

The instrument used in the field study was the students' questionnaire consisting on eight questions about the interest of students in learning English and their motivations, students' attitude towards the teacher, the way the teacher's attitude influences students' motivation, and the students opinion about the activities done during classes; the observation sheets, which were completed through observation in the classroom in order to confirm the information given by the students. The methodology used in this research was quantitative and qualitative analysis and all the data, the students' responses obtained, were tabulated and analyzed in graphs.

Likewise, in this investigation numerical and non-numerical data was collected. This means that for quantitative research students' responses were used and showed in graphs containing analysis of numerical data. Qualitative analysis was similarly done by analyzing, discussing and interpreting all the numerical information; all the analysis was supported with the information from observation sheets, students' questionnaires' and from the literature review.

Discussion

Description, Analysis and Interpretation of Results

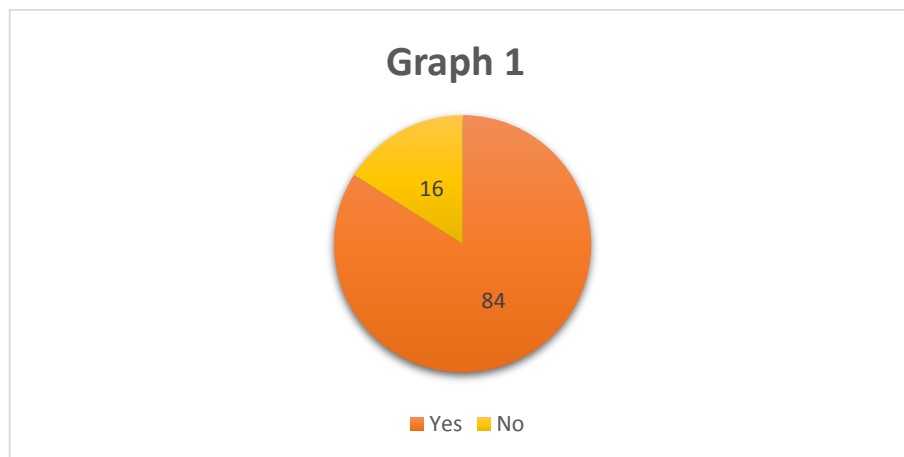
In order to obtain information for field research, questionnaires for the students and observation sheets were used and there was also data collected that served as support for the survey. Through this analysis, the following questions were answered:

What do you think motivates students to learn English? And which of the following aspects do you think are the learning Hinders of English?

Data provided by the students through different survey questions was organized by using bar and circular graphs for further analysis.

What do you think motivates students to learn English?

Do you like to learn English?



Author: Karla Villegas and Silvia Loja

Source: 8th 9th and 10th grades students

The 84% of students confirmed their desire to learn the language and 16% of students said that they would not like to learn English.

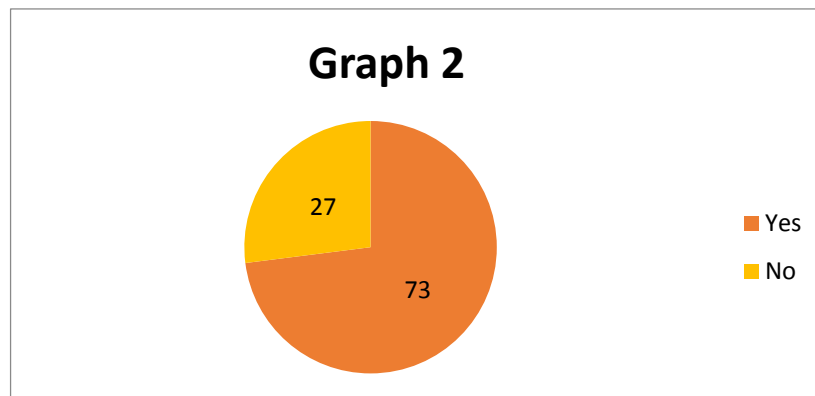
The reasons given by the students who desire to learn the language have to do with the fact that this language is universal, very necessary, interesting, useful to communicate with people who speak it and because it is important to learn another language. This result shows a close relationship between language learning and affective factors, among them is motivation that is recognized as a determinant factor in the success or failure of students.

On the other hand, students who responded that they “do not like” learning English gave their reasons and it seems that the motivation is not present in some of them because their responses indicate a low level of motivation. Some of them are not interested in acquiring a good or acceptable pronunciation because they think they will not need in the future.

Another reason that plays an important part in the student’s motivation to learn a language is the family encouragement. Some parents try to influence their children to understand the importance of learning English, and some others don’t even care about their children performance at school or high school. Ryan and Deci (2000) mention that intrinsic motivation is defined as the doing of an action for its inherent happiness rather than for some separable consequence. So a student needs to be convinced that language learned is very useful.

Moreover, as seen on the classes, some students get bored easily and sometimes deflect their attention to other activities like talking and checking their cellphones. This means that they aren’t into English learning and aren’t going to make their effort to understand it.

Do you feel motivated to learn English in the classroom?



Author: Karla Villegas and Silvia Loja

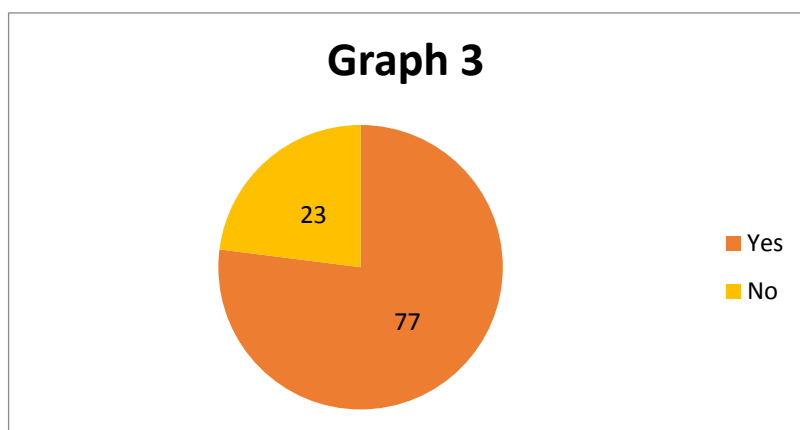
Source: 8th 9th and 10th grades students

In this question it is shown that 73% of students affirmed to be motivated to learn English in the classroom, and 27% of students said they do not feel motivated to learn English.

According to the data surveyed, the majority of the students who like the language are motivated because of intrinsic factors rather than for external factors. It has to do with what Ryan & Deci (2000) indicated that intrinsic motivation is not the only form of motivation, or even of volitional action, but it is a prevalent and important one. On the other hand, students who are motivated by external factors such as the methodology the teacher uses and the ones who respond to incentives in class activities. The students who are not motivated in the classroom refers to intrinsic factors, because they do not like the English language. It is also affected by the physical factors such as classroom size and discipline.

Although there is a great percentage of students who are extrinsically motivated, it also depends on the way the teacher explains their lessons and the activities he or she uses for the student's understanding. In some classes for example all the students seem to respond when the activities are funny or interesting.

Do you like the way your teacher teaches English?



Author: Karla Villegas and Silvia Loja

Source: 8th 9th and 10th grades students

The graph shows that 77% of the students said they liked the way their teacher teaches English and 23% of the students said they did not like it.

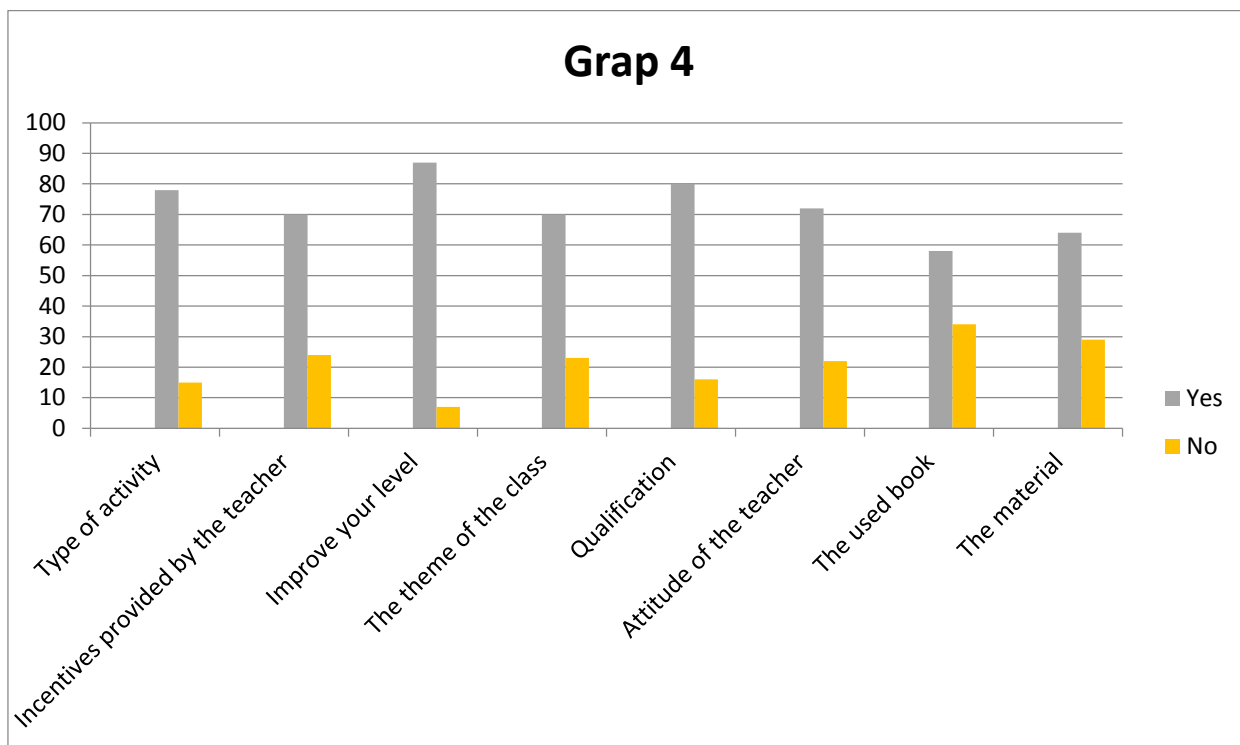
The reasons why the majority of students answered "yes" have to do with the role of teacher and the classroom methodology used. Harmer (2001) mentioned the term "facilitator" and pointed out that the vital aim of all teachers is to facilitate the students' progress in some way or the other. He mentioned about using certain "precise" terms for the roles that teachers play in the classroom: controller, organizer, assessor, prompter, participant, resource, tutor, and observer. It will generate a perfect environment within the classroom and will make the students feel comfortable with the teacher. It is possible because the teachers also apply the Cooperative Language Learning as Johnson, and Holubec, (2002) propose. They state that here learners hold more events for verbal interaction in groups, they also are enthusiastic by the other companions of the group and participate according to their level of knowledge.

On the other hand, students who replied "no", provided such reasons as: boring classes, poor explanation by the teacher, or no incentives given by the teacher. These could be used to describe the traditional method of English teaching in the Ecuadorian context. This method is

known as the Grammar Translation method where the teacher gives learners short grammar directions and a vocabulary list in order to make exercises where they have to use the same grammar rules and terms.

It was seen then that students label teachers according to their charisma and way of presenting the class. Teachers that seem to be liked by the students looked friendlier and had a special way of introducing new topics to the students.

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



Author: Karla Villegas and Silvia Loja

Source: 8th 9th and 10th grades students

Regarding the statement “Improve your level” 87 students said “yes” and 7 answered “no”. According to students who said "yes" the constant practice is important to achieve short and long-term goals; this means that they are intrinsically motivated to learn the language and do their best to improve their knowledge. This is not true for students who responded “no”.

In this graph it is also seen the “Qualification” aspect where 80 students answered "yes" and 16 decided to answer "no". It means that the majority of the students feel motivated because they expect getting good grades. In this case it can be mentioned what Ryan and Deci (2000) said about extrinsic motivation reason which mentions that students perform an activity for its instrumental cost rather than because he/she finds it interesting. This is not true for students who replied “no”.

According to the “Type of activity”, 78 students said “yes” and 15 said “no”. It could be observed that one of the most common challenges for a teacher is to find the strategies to motivate students for learning. With motivation, everything is easier in the classroom. This aspect was placed in third place according to the surveyed students which correspond to the 83% of the total answers. It is strong evidence that the activities a teacher prepares for his or her students play a huge role during the teaching-learning process.

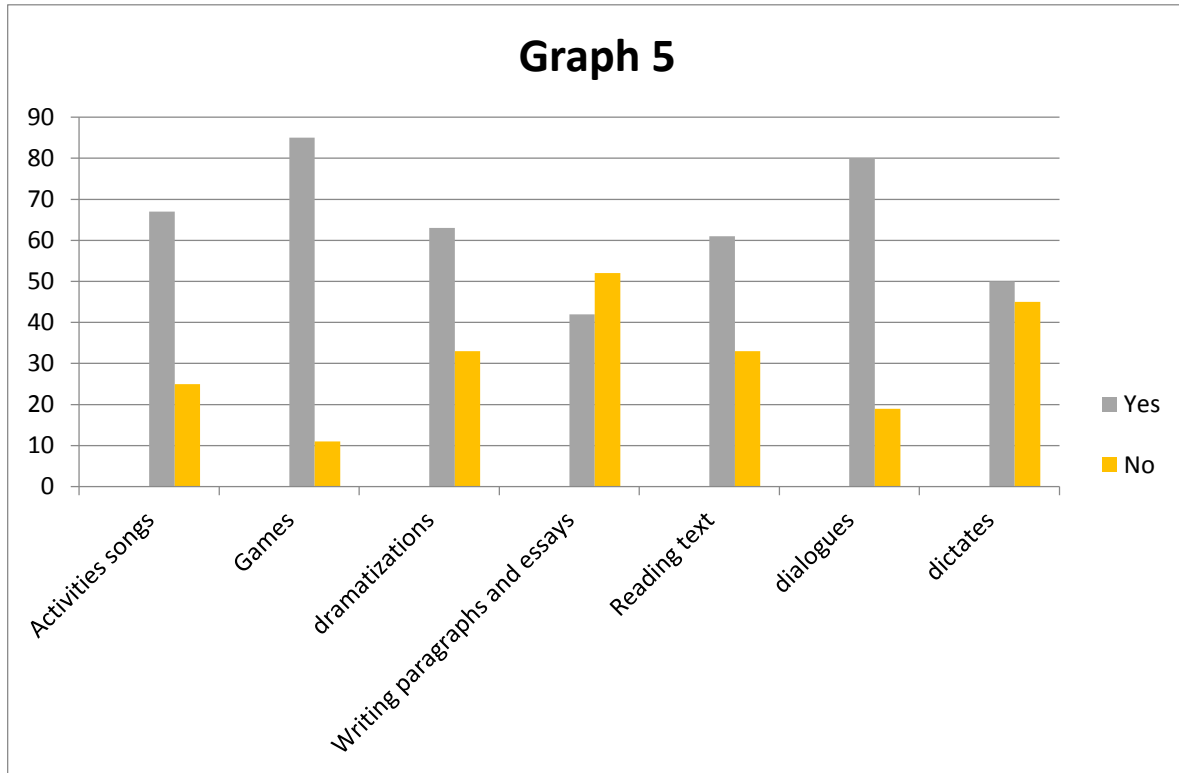
Other important aspects are the teacher’s attitude and the incentives he or she provides to the students where 72 students answered "yes" and 22 replied “no" in the first while in the second aspect 70 students said “yes” and 24 students said "no". According to data provided by students, teachers and the observations made, it can be inferred that the teachers of the visited high schools emphasize the notion that schools should focus on students. One of the teachers we observed said “the success of educational activities depends preeminently on the teachers who are responsible for implementing the educational programs”. If the students have a positive and pleasing experience they have higher levels of motivation to learn the language. Students’ attitude towards a foreign language is very often influenced by the teacher.

The last three aspects are those which obtained the lowest scores. “The theme of the class” where 70 students answered "yes" and 23 answered “no”, “material” where 64 students answered "yes" and 29 answered “no”, and “the used book” where 58 students answered 'yes' and 34 answered “no”.

The intrinsic and extrinsic motivation are both very important in the learning process; however, there must be a balance between them in order to use the different strategies accurately. If the teachers have created a positive and controlled environment by paying attention to all the details that motivates students, students are more likely to succeed in learning the target language.

Deci (2000) mentions that one of the successful ways for teaching languages in addition to be a resourceful and skillful teacher who motivates students to participate in the lesson is to use “pair work” or “Group work” appropriately. In the observed class the teachers use many resources to get their students attention but sometimes the students prefer to work in pairs or in group.

Do the following activities motivate you to learn English?



Author: Karla Villegas and Silvia Loja

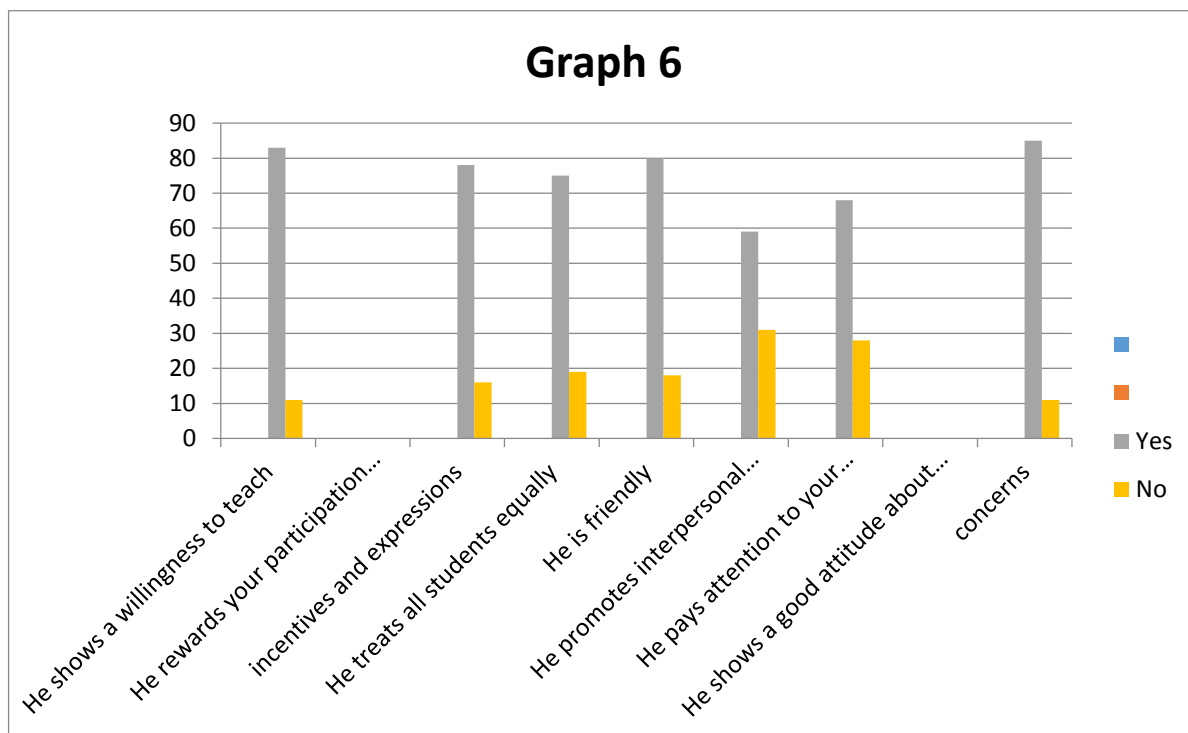
Source: 8th 9th and 10th grades students

This graph shows that 85 students answered positively to the proposed activity "Games" and 11 answered "no". The next activity "Dialogues" had 80 "yes" answers and 19 "no" answers. Then in the activity "songs" 67 students answered affirmatively and 25 negatively. The strategy of "Dramatizations" had 63 "yes" answers and 33 "no" answers. In "reading texts" 61 answered "yes" and 33 said "no". In the following activity "Dictation" 50 responded affirmatively and 45 answered negatively. Finally in the activity of Writing paragraphs and essays 42 responded "yes" and 52 responded "no".

The activities that are the most successful according to this survey are the ones which include learning through playing; they become a good resource for the motivation in the Language classroom. Each of these activities focus on different intelligences with the aim of teaching the skills of listening, reading, writing and speaking. One advice that researchers who made studies in different universities of the world is to support learners by using modern methods to teach English language.

Here we can review what Richards and Rogers (2001) indicated about differences in mastering skills that students have. While one student is good at drawing, another can be good at expressing ideas verbally; a third student can be good at role playing and imitating. But in the observed classes, the teachers didn't use all of these techniques and sometimes it's because the time is not enough.

What is the attitude of your teacher in class?



Author: Karla Villegas and Silvia Loja

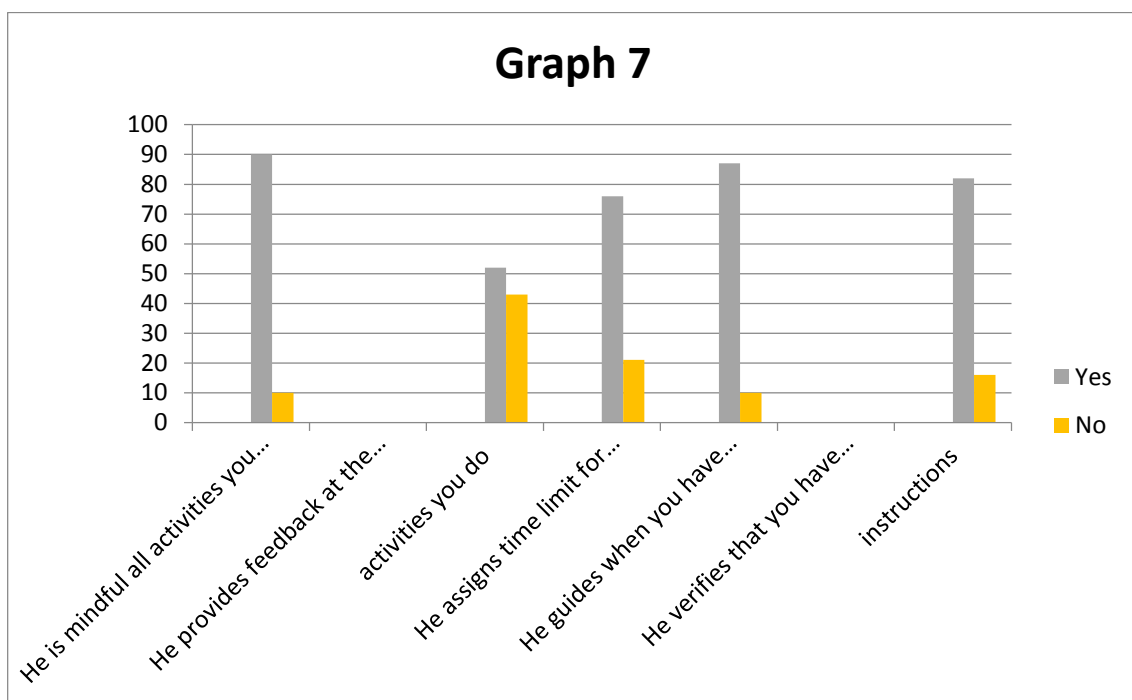
Source: 8th, 9th and 10th grades students

This graph shows that 85 students expressed positively to the attitude “He/She shows a good attitude about your concerns ” and 11 answered "no". The next attitude that teachers seem to have a lot is “He shows a willingness to teach" where 83 students said “yes” and 11 disagreed. Then in the attitude “He is friendly" 80 students said their teachers have this quality but 18 said “no”. In the statement “He rewards your participation through incentives and expressions" 78 answered "yes" and 16 answered "no". In the item “He treats all students equally” 75 answered "yes" and 19 said “no”. In the following item “He pays attention to your problems" 68 answered positively and 28 answered “no”. Finally, in the item “He promotes interpersonal relationships” 59 answered "yes" and 31 said “no”.

The wide-ranging percentage of teachers have shown an affective attitude during the class observation done for this research; this means, the teachers have handled their methodology with strategies where extrinsic motivation has been involved. As shown in the graph there is a

tendency of a good attitude towards the concerns that students have. However, some teachers don't pay too much attention on the interpersonal relationships which diverges with what Johnson, and Holubec (2002) stated about Cooperative Language Learning explaining that this approach is effective especially for students of English language because the learners are holding more events for verbal interaction in groups.

What is the role of your teacher in class?



Author: Karla Villegas and Silvia Loja

Source: 8th, 9th and 10th grades students

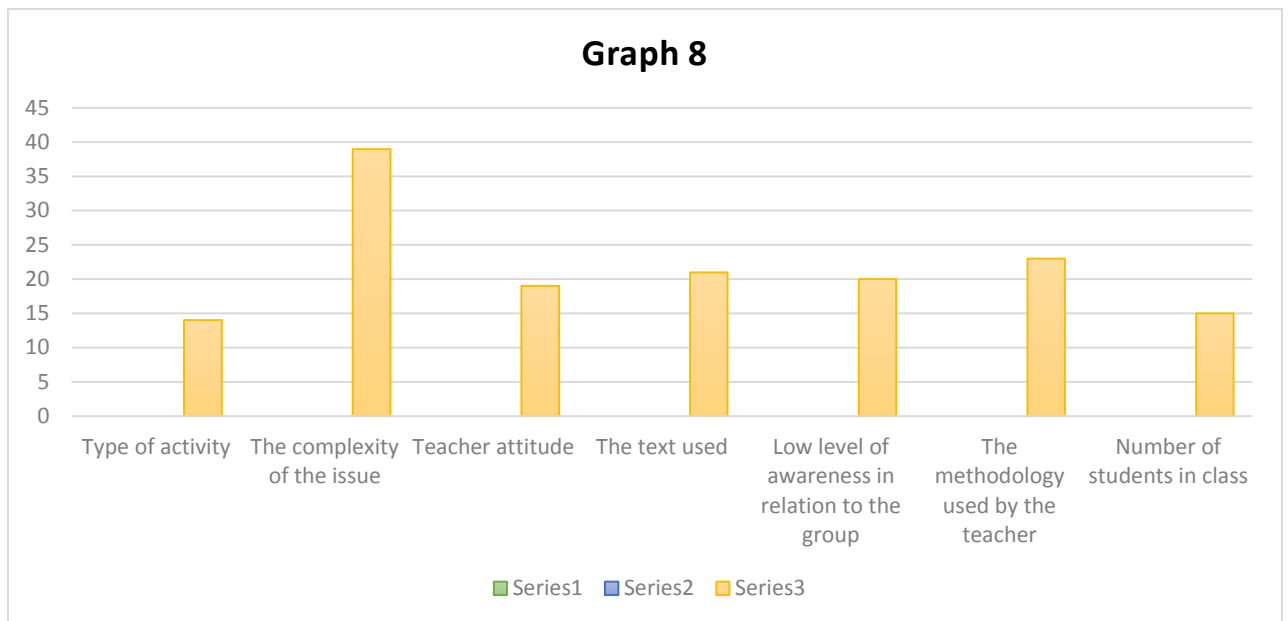
The graph of this question shows that 90 students answered positively to the role “He is mindful about all the activities you perform” and 10 answered “no”. The next role “He guides when you have some difficulty” had 87 “yes” answers and 10 “no” ones. Then in the role “He verifies that you have understood the instructions” 82 students said “yes” and 16 said “no”. In the item “He assigns time limit for activities” 76 students answered “yes” and 21 answered “no”.

The next item “He provides feedback at the end of the activities you do” 52 answered "yes" and 43 said “no”.

It was observed that the teachers stimulate and accept the autonomy and initiative of the students. This autonomy, initiative and leadership help students to make connections between ideas and concepts and allow them to pose problems and seek solutions. However, it is also of great importance that the teacher complies the role of a guide and uses a variety of manipulative and interactive materials; that is why Harrison and Killion (2007) stated that teachers need to be able to adopt a range of roles and skills to suit specific situations, often during the same teaching session. It presents students real possibilities and helps them generate thoughts which make learning meaningful. On the other hand, not all students were considered with learning preferences.

In addition, students expressed that they did not participate in English classes because they do not feel relaxed and they feel embarrassed when they write on the board. , Harmer (2005) mentions that the most important concern for secondary instruction is to avoid that students feel embarrassed when they participate in class.

Which of the following aspects hinders the learning of English?



Author: Karla Villegas and Silvia Loja

Source: 8th, 9th and 10th grades students

As it can be seen in this graph, 39 students answered positively to the aspect “The complexity of the issue”. The next aspect “The methodology used by the teacher” had 23 supporters. Then in the aspect “The text used” 21 students were in favor. “Low level of awareness in relation to the group” had 20 supporters. The next aspect “The teacher attitude” was supported by the answers of 19 students. The aspect “Number of students in class” had 15 affirmative answers. Finally, the aspect “The type of activity” was sustained by 16 students.

The last table shows that the students placed a lot of attention on the complexity of the topic because they think that the teacher doesn't cover the expectations they have and don't explain the subject as easily as they think it could be. It is related with Bernaus and Wilson (2009) who stated that *language anxiety* is related with the cares and uncomfortableness of the students when they are using a second language. The following activity has a lot to do with the

first one because the methodology that the teachers use is traditional and there is a strict use of the book which is a discouragement for the students.

On the other hand, the students that have better opportunities for learning the language often influence in the esteem of their classmates who have difficulty in learning. The attitude of the teacher also makes learning boring and useless because the teachers (not all the observed) arrive to the classroom, presents the topic to comply with the lesson plan and sometimes there is no feedback due to the lack of time. Another important factor is the amount of students in the same classroom that also affects the teaching-learning process. In Ecuadorian schools and high schools there are approximately 40 students in each classroom; moreover, some of the students are hyperactive and distract the rest of students. The aspect "type of activity" is not considered to be a negative aspect because this aspect could be used to motivate students to learn with enthusiasm by using necessary, meaningful and interesting activities.

In a study conducted by Bahous, Bacha, and Nabhani (2011) they propose to raise awareness of learners towards learning procedure and to support learners by using modern methods to teach English language.

Conclusions

The majority of the students feel greatly intrinsically and extrinsically motivated because they like the language, they know the importance of it, they have their parent's encouragement and the teachers are always trying to bring some activities to motivate them to learn.

There are also some students who have a lot of interest in learning the language for their future careers and personal development. However, there are still some students who do not feel motivated enough to learn the language.

Additionally, it can be seen, according to the student's survey's answers, that most students are more likely to enjoy the activities and material reviewed in the English classes because the teachers sometimes present new and entertaining activities. It is also important to mention that students prefer fun activities such as games, songs and puzzles.

It was also seen that many students feel frustrated when they face difficult activities or tests. The teacher on occasion explains only once, and then he/she encourages the students to complete some book activities that are more complicated than the ones explained previously.

Another important factor that was observed in the ESL class was the teacher's attitude towards his or her students. Students showed more sympathy at teachers who weren't too strict and were always trying to help them with their doubts. Students like flexible and comprehensive teachers that create a nice context for learning where they are likely to improve their language skills.

A big boundary in the teaching-learning process is the teacher's attitude towards the use of new technology and methodology which was seen during the observations where the teachers presented traditional lectures and a little use of technological aid and materials.

Finally, as it has been stated, both motivation and teachers' role and attitude are of great importance in the teaching-learning process. Traditionalism and teachers' bad attitude towards lazy and slow students can cause students to hate the language and of course the teacher too.

Recommendations

This research demonstrates that it is necessary to find the correct teaching methods, techniques and programs that will help not only teachers but also educational institutions and authorities to plan and develop syllabus or curriculums that motivate students and satisfy their needs by using different types of activities in order to create great motivation on the part of the students.

The teacher attitude towards the students is also an important factor that teachers should take into consideration if they want their students to succeed. A student that feels comfortable, important for the teacher and thinks that the teacher is his friend and is fair with the whole class will be more motivated to learn the contents. Moreover, encouraging students is another good method that can help the teacher in his goal.

Teachers also need to analyze the difficulty of the class and extra class activities, which can sometimes frustrate their students because they are confusing or too complicated for their level. Giving tasks according to the students' abilities and helping them when they need assistance could improve English classes a lot because a correct and timely feedback can clear the students' doubts and make them feel able to perform any task.

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Annexes



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS

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:

Nombre de la institución:			
Tipo de institución:	Pública () Privada ()		
Año de educación:	8vo ()	9no ()	10mo ()
	1er año Bachillerato ()	2do año Bachillerato ()	3ro año Bachillerato ()
Ciudad:			

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?

El profesor:	SI	NO
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!



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS
Observation sheet

INSTITUCIÓN:	
FECHA:	
AÑO DE EDUCACIÓN:	

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

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		

Otros:

7. Los siguientes aspectos dificultan el aprendizaje del Inglés

	SI	NO
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:
