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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

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

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López Zambrano María Fernanda

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Dedication

This thesis is dedicated to my family; especially to my children whom I want to give a good example of perseverance, also to my beloved husband who has been my support throughout the course of my studies.

Acknowledgment

First of all I thank God for giving me the strength to fulfill my professional goals while being a mother, a wife, and a teacher.

Secondly, I thank my mother, that beautiful woman who gave me the greatest example of perseverance.

Thirdly I thank my husband for his patience and unconditional support.

Finally, thanks to all the staff at UTPL involved in this wonderful educational process, from technicians, administrative assistances; and especially to my teachers.

Contents

Abstract

This research is based on the motivation students feel at the moment of learning English in Ecuadorian schools. The purpose is to learn about the perception of students regarding their motivation to learn English in the classroom.

To carry out this investigation, two private schools in Manta city were selected. Five courses were chosen among the two schools, and twenty students from each of the courses were asked to answer a questionnaire.

The methods used in this research were quantitative and qualitative. For the quantitative data analysis, the questionnaires were tabulated and presented in statistic graphs; then a qualitative analysis was carried out based on the reasons and answers given by students and the notes taken from the observation sheets; finally the analysis of the results were linked with the information in the literature review.

The most important conclusion of this research is that the teachers' attitude and activities carried out in class, is the most defining factor that motivates or hinders student's English learning.

Key words: Motivation and anxiety, lean English, methods and strategies, classroom activities, teacher's attitude.

Resumen

Esta investigación está basada en la motivación que sienten los estudiantes al momento de aprender el idioma Inglés en los colegios ecuatorianos. El propósito es aprender acerca de la percepción de los estudiantes en relación a su motivación para aprender inglés en el salón de clases.

Para llevar a cabo esta investigación, dos colegios privados de la ciudad de Manta fueron seleccionados. Cinco cursos fueron escogidos entre los dos colegios, y a veinte estudiantes de cada uno de los cursos se les pidió contestar un cuestionario.

Los métodos usados en esta investigación fueron el cuantitativo y el cualitativo. Para el análisis cuantitativo, los cuestionarios fueron tabulados y presentados en gráficos estadísticos; posteriormente se realizó un análisis cualitativo basado en las razones y respuestas que daban los estudiantes y en los apuntes tomados en las hojas de observación; finalmente se relacionó teóricamente cada uno de los resultados con la información del marco teórico.

La conclusión más importante de este trabajo investigativo es que la actitud de los docentes y las actividades implementadas durante la clase es el factor principal que motiva o desmotiva al estudiante para aprender Inglés.

Palabras claves: Motivación y ansiedad, aprender Inglés, métodos y estrategias, actividades de clase, actitud del docente.

Introduction

Most English teachers face many challenges; this makes it difficult for them to reach their teaching goals. The most difficult challenge is to try to engage students in the learning activities; and the best way to do so is by increasing student's motivation.

Harmer (2011) states that a lot of important factors can affect the student´s motivation to learn a foreign language; even for seemingly trivial aspects as for the way it sounds, to be able to understand a film in such language or just for the fun of it. Harmer (2011) also names two kinds of motivation; extrinsic motivation which students bring into the classroom from outside; and intrinsic motivation that is generated for what happens inside the classroom. Although real motivation comes from within students themselves, teachers should help them sustain that motivation, provoking their participation with different as well as attractive activities into the classroom.

In Ecuador, it has been perceived that there is a lack of motivation for learning English in high schools which becomes a negative factor when acquiring language skills. The actual research *"English language students and their motivation to learn the language"* has such as its principal purpose, to learn about students' perceptions in relation to their motivation to learn English inside the classroom by answering the following questions: What do you think motivates students to learn English? And what do you think hinders students to learn English?

The results of this research are of value to both teachers and educational authorities in understanding the importance of students' motivation in English language teaching and learning process to reconsider the factors that motivate students when planning and creating materials for their lessons.

Some previous studies related to this topic have been developed. These studies demonstrate that students who are motivated will learn effectively. In this regard, Meihua, and Wenhong (2011) carried out a research whose objective was to analyze the relationship

between foreign language anxiety, English learning motivation and performance in English. And the following research questions were of particular interest: 1) what are the broad profiles of the Chinese university student's foreign language anxiety and motivation? 2) How are foreign language anxiety and motivation related to each other? And 3) how do foreign language anxiety and motivation affect performance in English?

In a different study carried out by Bernaus, Wilson and Gardner (2009), the purpose was to investigate student motivation and achievement in English and their relation to teacher motivation and strategy use in the classroom. This study investigates the relations among measures of attitudes, motivation, language anxiety, English achievement, and the perceived strategy use obtained from the students on the one hand, and the teacher's motivation and perceived strategy use on the other. The major limitation of this study is that the strategy use was not investigated directly, but rather was based on perceptions of teachers and students.

Finally, Matsumoto (2009) studied international students learning English as a second language in Australia; he studied them in order to find how the perception of teachers' level of commitment to teach them English affects their own motivation to study the language, and also to identify the relationship between the levels of study and the learners' perception of teacher as a factor affecting the learners' motivation. This study raised four research questions: 1) Is there any difference in the level of learners' motivation and learners' perceived level of teachers' motivation among the students at the different levels of study? 2) Is there any correlation between the level of L2 learners' motivation and of their perception of their teacher's commitment to teaching according to the level of study? 3) Is there any difference in the learners' perceptions of the teacher as a factor influencing their motivation to study English depending on their level of study? And finally 4) Is there any difference in the perception of the teacher factors which most strongly affect learners' motivation among the students at different levels of study?

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The beneficiaries of this present research are teachers, educational authorities and students. Firstly, teachers who may be aware of the different factors that motivate or hinder the students' motivation, they may also learn about methodologies, strategies and roles that can be applied to increase and sustain the students' motivation into the classroom. Secondly, educational authorities; who may provide continuous training to English teachers in order to improve the national teaching system. Finally, the students who will enrich from the teachers' improvement. This research also provides a useful guide to future researchers based on this research topic.

The limitation encountered in this research was the format of the observation sheets that did not allow the attainment of enough information to carry out a deeper analysis which would have required the observation of a greater number of sessions. Many aspects could not be evidenced during the observation of only one class per teacher.

Literature Review

Teaching English in Ecuador is going through a long process of innovation which aims to design, validate and socialize an English curriculum area, aligned to the European Framework of Reference for Languages (CEFR). This encourages teachers to look for new methods, strategies and techniques in order to improve the teaching and learning process and consequently to motivate students. Many authors have conducted their investigations on motivation and its role in the English language Learning. They have identified most of participants to be strongly motivated for what takes place into the classroom at the moment of learning. Next, this paper focuses on important factors that affect student´s motivation to learn a foreign language.

Motivation

Learning is the process of acquiring new knowledge or skills by studying or practicing; during this process teachers must keep up and increase student's motivation, unfortunately motivating students is one of the most difficult aspects of being a teacher. Harmer (2011) claimed that a variety of factors can create a desire to learn, since the students love the subject they have chosen until some more practical reasons like understanding catalogues or even movies. Harmer (2011) names two kinds of motivation; extrinsic motivation is the one that students bring into the classroom from outside; and intrinsic motivation is generated for what happens inside the classroom. Although real motivation comes from within students themselves, teachers should help students to sustain that motivation provoking students' participation in different attractive activities into the classroom.

Studies on motivation are widely extensive, taking from the work done on educational psychology and its application to second language acquisition, Brown (2014) reports criterions of some writers who built and developed studies about intrinsic and extrinsic

motivation, However most of the research by them fully favors intrinsic motivation to be more powerful in Second Language Acquisition, which conducts to self-determination and autonomy.

Activities or Strategies that Motivate students to Learn

It is important to know and apply activities and strategies that create good learning conditions to maintain the motivation in second language learning. Thus, to have a guide during the class, Witherspoon (2011) recommends teachers to plan their lessons spending five or ten minutes in any given activity in order to move to another one, Witherspoon (2011) also recommends planning substantial breaks in hours-long classes for students to relax; in addition, He suggests inserting physical activities into the teaching process. Witherspoon (2011) exposes a series of get-moving activities that will alert and keep students motivated.

He suggests starting with *Singing* activities because they provide an excellent opening in English classes. Then continue with *Pronunciation* activities which consist in listening to students speak to find their problems with pronunciation and to help them to improve it.

In addition, Witherspoon (2011) says that the best way students do English is by *Telling Stories*; and another activity is R*ole Playing*, in which students forget their fear of speaking; He also considers the ideal role playing is informal, particularly if it involves something colorful and unexpected. Another activity proposed by Witherspoon (2011) is *Answer and Discuss,* this activity involves students in conversations that provoke reflection.

Moreover, Witherspoon (2011) recommends *Correct these Bloopers* activity for a humorous break in classes, which consists in reading some goofy sentences to students in order they correct the mistakes. Another activity recommended by Witherspoon (2011) for students to demonstrate good knowledge of the English language is *Match Quotations;* in this activity students sort quotations and match his/her part with the part of another student.

Witherspoon (2011) suggests *Act out a word or phrase* activity, He considers when students do this kind of activities, they think by themselves, and when they guess the word or sentence, they will more remember it than just find it in the dictionary. A similar activity is *to pretend*; here, students read an instruction which they have to exaggerate performing it in order the rest of the class guess what was acted.

Additionally, Witherspoon (2011) states another useful activity is the practicing of *Reading*, it makes students to understand sentences or the organizational structure of a piece of writing, comprehend ideas, follow arguments and detect implications; In addition, He suggests students *Read humorous stories* in order to make it more colorful, but reading should be according to the English proficiency level of students. *Reading* rhymes makes learning easier and funnier for students too. It is important students learn real meanings of *idioms* too, because otherwise when students translate idioms literally they get incomprehensive meanings or funny pictures in their mind. In addition this author also suggests *using synonyms and antonyms* because they make writing accurate, colorful and vivid-stirring.

To be a playful teacher is to have a valuable tool to teach students, that is the reason why Witherspoon (2011) recommends playful teachers to combine humor with pronunciation in *Read, say and chuckle* activity. Another interesting activity proposed by this author is *Let's celebrate,* the teacher talks about any holiday and students have to talk about different ways to celebrate it; at the end, all the class sings a song alluding the date. Teachers can plan activities outside classrooms too, such as take a walk with students, have a pic-nic , play games, take field trips, have a talent show, or do an overseas exchange; with these kind of activities students have the opportunity to shift from one teacher to another getting exposure to different accents and the most important *Going beyond the classroom.*

Witherspoon (2011) also suggests *assign daily homework* to reinforce English learning too; teachers must give students a variety of dynamic activities that stimulate their minds and

bodies making sure to encourage isolated students to interact with their classmates, this help *Build students' brain.*

All of these exposed activities involve students' participation, but additionally, Witherspoon (2011) gives teachers some recommendations to make a better work in benefit of students; He suggests teachers *being enthusiastic* and *teach by heart*; He also recommends *go to the web* to look for brilliant resources to teach and evaluate students; and the last and most important *love and respect students*.

Active involvement is an important factor that shows teachers student´s motivation during the teaching and learning process, Herrell and Jordan (2012) in the section *Strategies to Encourage Active Involvement* enlist and explain eleven strategies designed to support English learners in their successful participation in the classroom. In addition, they suggest that many of the approaches that teachers use may be more successful if teachers add planning based on students' level of English development.

Herrell and Jordan (2012) consider the first and the most important thing teachers should reach is reducing students' anxiety; to get it, teachers should *Set Predictable Routines and Signals,* this helps English language learners to relax and save time in the classroom because if students understand what is said in the classroom they exactly know what is expected of them. An additional strategy suggested by Herrell and Jordan (2012) is *Preview/Review;* for this strategy, first the teacher plans the class and gathers materials to build vocabulary and support understanding in student's home language, or using realia, gestures or visuals; then the teacher explains the content of knowledge and concepts using the supported vocabulary; after that, the teacher reviews the key vocabulary and concepts providing additional practice to students.

Herrell and Jordan (2012) say it is necessary to provide language support through displaying photographs, drawing, maps, realia, videos or any visual image, so they

recommend *The Visual Scaffolding strategy.* In addition*,* Herrell and Jordan (2012) recommend *Small Groups and Partner working;* they say these strategies are effectively used in the teaching and learning language process; besides Meyers (as cited in Herrell and Jordan, 2012) says that partner work provides learners opportunities for verbal interactions, and Thonis (as cited in Herrell and Jordan, 2012) claims that peer tutoring is a strategy in which a student who has developed the necessary level of proficiency and skills helps a classmate to acquire the same skill; unlike partner work, this strategy gives the tutor certain kind of responsibility to make the tutee acquires the knowledge.

In addition*,* Herrell and Jordan (2012) state *Learning Centers* are set up stations into the classroom; this strategy is a powerful tool to encourage students to practice their new skills and knowledge by hands on practice and learning, and open ended activities. Another strategy proposed by this author is *Cooperative Learning*; Johnson, Johnson, and Holubec (as cited in Herrell and Jordan, 2012) say *Cooperative Learning* is a term used for group interactions in order to accomplish goals, in this strategy each member of the group is assigned to perform a task according to his/her level of English proficiency.

Furthermore, Herrell and Jordan (2012) enlist and recommend *Scripting,* Lozanov (as cited in Herrell and Jordan, 2012) says that *Scripting* is a strategy that prepares English language learners with patterns for practicing verbal interactions or specific dialogues appropriate for forthcoming circumstances. In addition, Herrell and Jordan (2012) suggest *Multiple Intelligences* strategy; Gardner (as cited in Herrell and Jordan, 2012) says that *Multiple Intelligences* are the ways people are smart, and the modes in which they acquire knowledge effectively. Herrell and Jordan (2012) say that all the students possess intelligences in different levels, that is why teacher should present contents in different ways to make all the students comprehend them; having knowledge of multiple intelligences allow students to learn and demonstrate their understanding in the way they are more confident.

Freeman and Freeman (as cited in Herrell and Jordan, 2012) say that *Culture Studies* are studies in which students investigate and share information about their cultural history. In fact, Herrell and Jordan (2012) consider culture studies gives teacher the opportunity to build a classroom community while students learn to search using different resources. Other strategy that Herrell and Jordan (2012) consider are supportive to students' understanding and language progress is *Manipulative Strategies;* to use manipulative into the classroom, the teacher first should identify concepts to be taught and represented of a concrete object, employing at the same time a demonstration using the concept of the manipulative object; this demonstration makes a connection between the manipulative, the concept and the new vocabulary; then the teacher provides guided practice to students while making necessary corrections.

Finally, Ogle (as cited in Herrell and Jordan, 2012) says that *KWL* are three section charts; where students can write what they know (K), what they want to know (W) and what they learned about a specific topic (L). Tompkins (as cited in Herrell and Jordan, 2012) says *Data Charts* are helpful graphic organizers for students to prepare reports; in addition, Herrell and Jordan (2012) consider KWL and data charts are ways to engage students in exploring, researching and organizing information they find; these organizers provide students and teachers the opportunity to interact with each other.

Teaching Approaches and Methods

Approaches and Methods, both concepts have created great confusion among experts in education, consequently Larsen-Freeman and Anderson (2011) clarify the use of the term method as a "coherent set of links between the actions of a teacher in a classroom and the thoughts that underlie the actions. The actions are the techniques, and the thoughts are the principles"; they clarify their objective is not to choose the best method, instead, they try

teachers are conscious about their own beliefs and make their own decisions about the teaching and learning process.

Richard and Rodgers (2014) remark that despite the advances that methods have made in the teaching/learning process, teachers always want to know about new ways to make teaching and learning more successful, and that is why the language teaching profession continues exploring and creating new methods and techniques, and unbelievably sometimes old methods are refreshed and they are considered as new, in addition, (Richard and Rodgers, 2014, p. 9) say "not everything that is new is necessarily better". In their attempt to clarify the difference between approaches and methods, Richard and Rodgers (2014), bring up Edward (1963) who identified three levels of conceptualization in a hierarchical arrangement, approach, method and technique. Edward (1963) says that an approach is axiomatic, it is a set of believes dealing with the nature of the language teaching and learning, while a method is procedural, it carries out with plans based in a determined approach; and the techniques are the activities that take place into the classroom, these techniques may follow a method and be in cooperation with the determined approach.

Although these proposals are simple and comprehensible to distinguish the differences and relationships between approaches, methods and techniques; Richard and Rogers (2014) renamed them as approach, design and procedure; they say that approaches refers to the nature of language and language learning, it refers to the philosophy or beliefs system; a method is related to an approach and it is necessary to develop a design to establish the objectives of the method; and finally procedures are the techniques, practices and behaviors derived from an approach and design.

Regarding to methods, Larsen-Freeman and Anderson (2011), and Richard and Rodgers (2014), mention that *The Communicative Language Learning* (CLL) method takes its principles from the Counseling-Learning Approach to teach languages; according to Richard

and Rodgers (2014) Counseling metaphor redefines the roles of the teacher as counselor and learners as the clients in the language classroom. Richard and Rodgers (2014) say that counseling is one person giving advice, assistance, and support to another in need.

Larsen-Freeman and Anderson (2011) recommend teachers to see their student as "whole persons" considering students' feelings, physical and instinctive reactions; and desire to learn; they consider teachers who apply this method encourage students to use the target language to communicate and take responsibility about their learning. They also say that the most important principle of CLL is the teacher adopting the role of a counselor which means to be skillful to understand conflicts that students face in order to master the target language. The second important principal of this method is the student learning in an ongoing process, being depending until he/she becomes independent and secure.

Similarly, Richard and Rodgers (2014) claim that because the humanistic approach of CLL, the use of humanistic techniques engage emotions, feelings, knowledge among other skills; that means the "whole person". They consider the most important role of a teacher is to provide a safe environment in which clients can learn and grow with a feeling of security at the communication tasks; beside they consider in CLL learners become members of a community, learning collaboratively. Both Larsen-Freeman and Anderson (2011) and Richard and Rodgers (2014) compare language learning to the stages of human growth.

Another language teaching method is *Cooperative Language Learning*; Richard and Rodgers (2014) argument that this method is part of a more general instructional approach known as Collaborative or Cooperative learning (CL) which emphasizes in the use of pairs and small group activities; Larsen-Freeman and Anderson (2011) also consider important students should work in the same group for a long period of time, moreover, those groups must be mixed, this allows students to know how to work with people different from themselves and at the same time learners work collaborative, increasing the knowledge of

others and acquiring language facilitated by students' interaction, these develop a sense of responsibility about students' participation into the group; thus Cooperative Learning teaches languages for academic and social goals. According to this, Richard and Rodgers (2014) argue that Cooperative Language Learning develops learners' critical thinking skills, and seeks to develop classrooms that encourage cooperation in learning to accomplish shared goals; the success of CLL depends on the nature and organization of each group; the principle role of learners is to conduct their own learning and develop skills to be a member of the group who works cooperatively on task with other groups. The role of the teacher in CLL is being a facilitator creating an extraordinary environment in the classroom.

Content Based Instruction (CBI) is another English language teaching approach, Larsen-Freeman and Anderson (2011) say that the principal goal of teachers using CBI is students to master simultaneously language and content; the content determine the language to be taught, and this goes beyond grammar or vocabulary. In CBI, the teacher has to present motivating activities for students to reach the established objectives of content and language; and students should actively interact with other students using critical thinking activities.

"People learn a second language more successfully when they use the language as a means of understanding content, rather than as an end in itself" (Richard and Rodgers, 2014, p. 118) and this is one characteristic that distinguishes the CBI approach from others methods where a language syllabus is used as the basic of organization for content syllabus. This approach serves to prepare learners for academic purposes and for living in an English environment, additional learning contents activate the cognitive and the interactional process.

Task- based language learning (TBLL) also known as task- based language teaching (TBLT) or task-based instruction (TBI); is a communication approach where first students acquire the language in order to accomplish a real world task (Larsen-Freeman and Anderson, 2011).This task can be designed for students receiving comprehensible input, or for students

to notice a particular target language form. The role of the teacher is to choose tasks according to students' level, additional, the teacher has to monitor students' work providing them the necessary feedback for students successfully complete their tasks; Van den Branden (as cited in Larsen-Freeman and Anderson, 2011) suggests that teachers have to give clear instructions support and motivate students during task performance.

Referring to tasks, Richard and Rodgers (2014) state that engaging learners on tasks that provide meaningful communication afford better opportunities to accomplish language learning, additional they define a task as an activity that is achieved using language; activities like puzzles, reading a map, following procedures, among others. Added to this, the most of tasks will be done in pairs or small groups.

Continuing with approaches and methods, Larsen-Freeman and Anderson (2011) claim that *The Grammar Translation method* is a traditional approach and its fundamental purpose is students are able to read written texts, learn about grammar or forms of the target language; and translate from one language into another; little and even no importance is given to listening, speaking and pronunciation. Additional, this approach provides great mental exercises. The role of the teacher in grammar translation method is to be the authority into the classroom and student do what they are asked to. Furthermore, Richard and Rodgers (2014) say that in grammar translation method, students have to memorize endless lists of vocabulary or grammar rules in order to produce perfect translations, this frustrate students; despite this negative effect, the traditional grammar translation method is still strongly used around the world; maybe it happens because teachers are not forced to improve their English speaking performance or as Jin and Cortazzi (as cited in Richard and Rodgers, 2014) argue this could be because the slow development of the national educational system and language teacher training; the culture and the limited resources and finance.

To conclude with the approaches and methods, Larsen-Freeman and Anderson (2011) argument that *Total Physical response* (TPR) method, has been created to reduce stress learners feel when they are studying other language; Asher (as cited in Larsen-Freeman and Anderson, 2011) believes the only way to do this is by the same way children learn their native language, indeed, this method consists first in teacher interacting with students, telling and modeling commands and students responding nonverbally, performing the same action as the teacher; after that, students perform commands without teacher modeling them; and finally all the students have the opportunity to demonstrate their flexible understanding when teacher combines elements of the different commands. In this method teacher is the director and students are imitators. After some classes, students are ready to respond more verbally and the teacher acts as an imitator and responds nonverbally; this gives students a feeling of success and reduces their anxiety.

Richard and Rodgers (2014) claims that this method is built by the coordination of language comprehension and physical activities, and that the general objective of TPR is teaching oral proficiency at a beginning level.

The Roles of a Teacher

Richard and Rodgers (2014) designates the teachers' roles according the objectives of the teaching method and approach, they also consider the roles in methods are directed to the kind of function teacher is expected to do such as director, counselor, or model. The roles of the teacher also depend on the degree of control, responsibility and interaction of teacher with students in the teaching and learning process; for instance, in the Audiolingual Method, the roles of the teacher is to be a source of the language; in Cooperative language learning per example the teacher is required to be confident to adopt the role of facilitator.

While we can say the role of all committed teacher is to facilitate learning, Harmer (2011) describes different teacher roles in order to know what they are useful for, He explains

that teacher as *controller* leads the class from the front, controlling the activities, it limits the students' participation because everything focuses on the teacher, denying students and teachers other good possibilities and ways of learning; despite this negativity, sometimes it is necessary teacher acts as a controller, per example when giving instructions or lecturing, among others. Teacher as *prompter* encourages students to be creatively, the teacher suggests to students to say or write words or phrases that could come next in a paragraph. Sometimes it is enjoyable that teachers *participate* in activities from inside being part of a discussion or role playing, but teachers must be careful not to control the all activity to act as a real participant. The role of teacher as *resource* is necessary when students want to ask how to say a word or phrase, or about the procedure of any activity; teachers should encourage students to use resources and materials for themselves and look for information. And finally teacher as *tutor* is when teacher goes around the class and sort guidance to individuals or group working for students to feel supported and helped.

The topics cited above show important information about strategies, techniques, approaches, methods, and roles of the teacher to accomplish motivational classes. The following pages also include studies and their results about how motivate students according to the point of view of different authors.

The first study was done by Meihua, and Wenhong (2011), the objective of this study was to analyze the relationship between foreign language anxiety, English learning motivation and performance in English.

This study consisted in selecting and investigating 980 undergraduate students in 39 intact classes of first year in three different universities, all of them were enrolled in English courses offered by their university. Students were asked to complete a survey of 76 items, 36 items consisted in foreign language classroom anxiety scale, 40 items consisted in English

learning motivation scale; all the items were placed on a ranging scale from the strongly disagree to the strongly agree.

The results point out that the students did not feel anxious in English learning process; concurrently the most of them feel moderate or even strongly motivated to learn English, intensity, instrumentally motivated, and moderate or even strongly interested in foreign language or interact with people from other cultures. The results also show that there is a significant correlation between foreign language anxiety and English learning motivation. Finally foreign language anxiety and English learning motivation are correlated with students' performance in English.

The next study was done by Tsai (2012), the purpose of this study was to investigate whether, and how intercultural learning has an effect on English learning motivation among students studying abroad.

This study was directed to 150 students from Asia who were studying English in the United States, the students were asked to complete a questionnaire and in order to analyze the data collected and find the results, the Statistical Package for Social Science was applied to this; the Statistical Package for Social Science is a software package used for statistical analysis. Subjects in this study were divided into three groups; they were according to the length of residence.

The results of this study found that due to the effects of intercultural learning, most of the subjects in the three groups felt motivated to learn English actively; while finding that English learning motivation held by students studying abroad was significantly affected by intercultural learning, the results also showed that students felt motivated by intercultural learning and that integrative and instrumental motivation are importantly correlated. Integrative and instrumental motivations are also both important to students studying abroad, students benefit from intercultural learning experience acquiring and improving their English.

The third study was done by Chen (2013) the purpose of this study was to evaluate English foreign language learners' motivation while integrating technology and social experience into language learning.

Three hundred fifteen students from five English learning classes from Taiwanese universities participated in this study. To involve students in language learning process, their classes were integrated technology and social experience. To collect data in this study a survey questionnaire was applied, this questionnaire was divided in five sections; the first one was about desire to learn to learn English, and the other one was about leaning with technology; next the third section was about the participants' social experience, section four was about learner's previous technology experience; and the fifth and last section was about the demographic information.

It was found that learning with technology and social experience had a positive correlation with the desire to learn English that is why teachers might consider including technology and social experience through their language learning educational program to develop students' motivation to learn.

The fourth study was done by Bernaus, Wilson and Gardner (2009) their purpose was to investigate students' motivation and accomplishment in English, and also to investigate the relation between students' and teachers' motivation, students' achievement in English, and the activities used in the classroom.

Six hundred ninety four students and thirty one teachers from the Catalan Autonomous Community of Spain were asked to answer a series of questionnaires designed to identify traditional and innovate strategies used in EFL classes. In addition questionnaires assessed students' language attitudes toward the learning situation, motivation and language anxiety, instrumental orientation and parental encouragement. The results of this study were measured

by the AMTB; it is an Attitude /Motivation Test Battery that was designed to assess various individual differences proposed in Gardner's (1985) Socio-Educational Model of Second Language Acquisition; and the mini-AMTB which consists of one item corresponding to each scale on the AMTB, the variables resulting from the mini-AMTB are Integrativeness, Attitudes toward the Learning Situation, Motivation, Language Anxiety, Instrumental Orientation, and Parental Encouragement.

Results of this study suggest that if teachers are motivated, students feel really involved in the activities and motivated to learn. Besides, the Educational system should select motivated applicants to faculties of Education since teacher motivation is related to teacher use of motivating strategies, which at the same time are related to student motivation and their English achievement; hence any educational system that promotes higher levels of teacher motivation should improve levels of accomplishment of the students.

The fifth study was done by Matsumoto (2009) He studied international students learning English as a second language in Australia, Matsumoto studied them in order to find how their perception of teachers' dedication to teach them English affects their own motivation to study the language.

A questionnaire survey was administered on 280 learners enrolled in 19 classes at three different levels of proficiency at Bond University English Language Institute (BUELI), The questionnaire was conducted in order to find any relationship between students' level of study and their perceptions of their own and teacher's motivation; the questionnaire also asked the level of agreement of the subjects about the assertion that teachers' level of commitment to teach English affects student's motivation to study it. Additional the questionnaire also asked the subjects to indicate one particular teacher factor which most strongly affected their motivation.

The results of this study show there is a positive relation between the motivation of students and the commitment of English teachers. It was also found that the effectiveness of teaching strategies as a motivator for learners is determined by the student's levels of proficiency. Additionally, the results show that the intensity of students' motivation gets different directions as their proficiency level increases, and finally the results of this study suggest considering the selection of effective teaching strategies for each particular group of students.

Method

Setting and participants

Five courses from two private high schools in Manta were selected to carry out this research. The participants were one hundred students from the eighth grade of education to third year of senior high school. Students from these high schools belong to a medium to a high social and economic background; their ages were around eleven and eighteen years old.

Procedures

During the collection of data, key terms were identified to locate literature in electronic libraries. Consequently, methodology books, journal articles, indexed publications and early stage materials are the resources that were selected and critically evaluated for the review.

Theoretical support was based on four aspects: Motivation to learn English, Activities or strategies that motivate students to learn English, Teaching approaches and methods, the roles of a teacher; and five previous studies with relevant information about motivation. Finally, summaries of the literature were written, which is called Literature review.

The field research information was gathered by distributing questionnaires among twenty students from five different classes who were requested to fill them out after observing their behaviors during the English class. Observation sheets were also completed during the class.

Once the gathering of information was developed, a quantitative method was used for this research. Numeric data from a hundred students was transferred to excel, tabulated and presented in statistic graphs for analysis and interpretation. Then a qualitative analysis was done based on the reasons and answers given by the students and the notes taken from the

observation sheets. Finally, the analyses of the results were linked with the information in the literature review.

Discussion

Description, Analysis and Interpretation of Results

In this section, you will find a detailed description, analyses and interpretation of the results. Students' questionnaires were quantified; then the data and percentages were used to carry out this analysis. After that, the interpretation of results was carefully supported by students' reasons on the questionnaire, and the results of the field observation; and finally the analysis was supported by the information from the literature review.

The purpose of this study is to learn about students' perceptions in relation to their motivation for learning English inside the classroom, by answering the following questions:
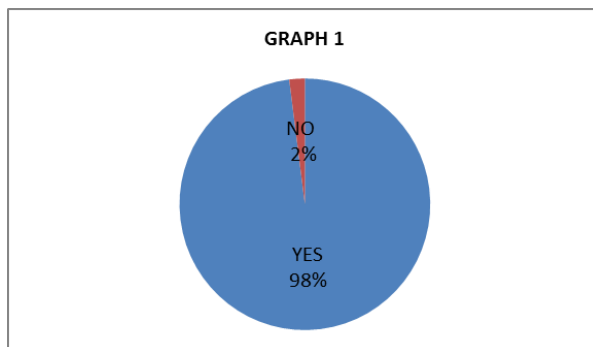
What do you think motivates students to learn English?

What do you think hinders students to learn English?

Qualitative and Quantitative Analysis

What do you think motivates students to learn English?

*Do you like to learn English?*

GRAPH 1

NO
2%

YES
98%

Author: María Fernanda López Zambrano

Source: Students' questionnaire

In the graph above it can be observed that a 98% of students like to learn English very much; the majority of students consider it is important to know a second language because it can be very helpful in the future for their studies abroad or for their jobs. Some students consider English to be a good tool to communicate with people from other countries and to know about their cultures. Other students consider English to be very fun. Besides, Harmer (2011) claimed that a variety of factors can create a desire to learn English, since students love the subject, even for more practical reasons like understanding catalogues and movies. Just a 2% of students consider they are not interested in learning English because teachers are not good enough, but nevertheless; based on observations, most of students showed a lot of interest in the activities proposed by their teachers.

Are you motivated to learn English in class?
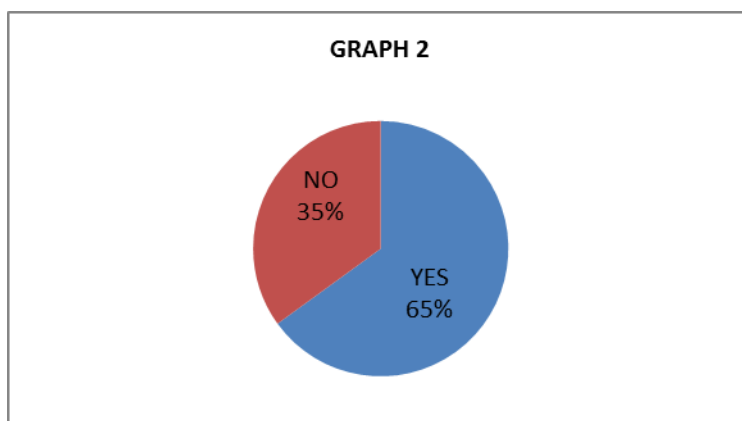
Author: María Fernanda López Zambrano

Source: Students' questionnaire

The results show that 65% of students feel motivated to learn English in class; most of these students state that teachers motivate them by implementing interesting activities that let them have fun while learning; the rest of students say that the teachers explain the class in a good manner. On the other side, the 35% of students are not motivated to learn at their English classes, a variety of reasons were described by students, some of them say that the

teacher does not teach in a didactic way, and consequently, it makes the English classes a bored routine work; a very small number of students said they preferred to travel to other countries where they can learn English.

Based on the results, the majority of students feel motivated by what happens inside the classroom. Regarding to motivation, Harmer (2011) names two kinds of motivation; extrinsic motivation, it is the one that students bring into the classroom from outside; and intrinsic motivation which is generated from what happens inside the classroom. Although real motivation comes from within the students, teachers should help them sustain that motivation provoking students' participation in different and entertaining activities into the classroom. Regarding this, Brown (2014) reports criterions of some writers who built and developed studies about intrinsic and extrinsic motivation; however most of the research by them fully favors intrinsic motivation to be more powerful in second language acquisition, which conducts to self-determination and autonomy.

Even when students are extrinsic motivated and have the desire to get something; it is necessary teachers sustain that motivation; so teacher´s methods, strategies and activities are really important at the moment to motivate students.

According to the observations that were done into the classrooms; it is perceived that students consider the activities, brought by the teachers into the classroom, as a very important tool to motivate them. In three, out of five classes observed, students were involved and motivated since the teachers started the classes with games, songs and entertaining learning activities.

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

GRAPH 3

NO
35%

YES
65%
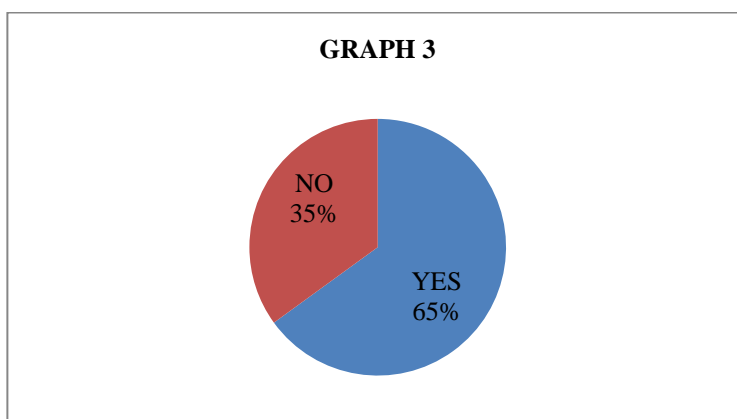
Author: María Fernanda López Zambrano

Source: Students' questionnaire

It can be observed that the 65% of students who are motivated in their English classes, they like the way English is taught to them; at the same time, the 35% of students that are not motivated in their English classes, they do not like their teacher´s way of teaching English. So, we can say that students get motivated by the way their teachers teach, especially if teachers plan fun activities to encourage all of them.

The majority of students who like their teacher's way of teaching English, state they like their teachers' methodology, techniques, and the variety of activities; specially, the games applied on the lessons. The students who do not like their teacher´s way of teaching English, manifest that teachers do not explain the classes in a good way and the activities are for younger students; consequently they get bored. Even some students say that teachers do not know English, and they do not pronounce words correctly.

It is evident that Ecuadorian English teachers need to improve their English proficiency level, which is something that the authorities of Education are trying to raise. When teachers improve their English level, they will be more likely to benefit from international programs where they can learn about new methods, strategies, techniques and

planning activities, according to student´s ages and skills. This motivates teachers; Bernaus, Wilson and Gardner (2009) say that if teachers are motivated, students feel very involved in the activities and motivated to learn. Thus Herrell and Jordan (2012) suggest teachers apply strategies that support English learners in their successful participation in the classroom. In addition, Witherspoon (2011) recommends teachers to plan their lessons spending five or ten minutes in any given activity in order to move to another one, Witherspoon (2011) also recommends planning substantial breaks in long classes, for students to relax; inserting physical activities into the teaching process.

Based on the observations in the classrooms, just two out of the five teachers observed made use of a lesson plan and designed time for activities, and the same two teachers implemented activities where students had to talk to each other, and move from one place to another.

Do the following aspects motivate you to learn English in class?
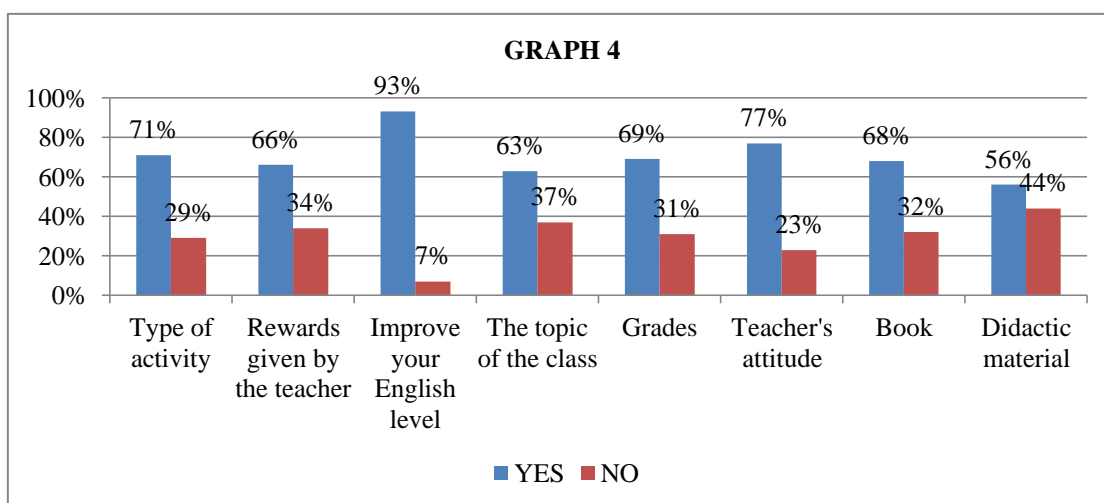
Author: María Fernanda López Zambrano

Source: Students' questionnaire

In the bar graph above, the results show that the majority of students (93%) are motivated to learn English because of the desire to improve their English level; and a 7% does not consider improving their English level as a motivation. It is clear most of students are

aware of the importance of speaking English nowadays, that´s why some of the students are planning to travel to study English abroad, so they consider it is important to learn as much as they can while they study at high school; other students think English will be necessary in their future jobs.

Students think studying abroad is more exciting because they will know about other people and their cultures while improving their English level; it is confirmed by Tsai (2012) who found that due to the effects of intercultural learning, students feel motivated to learn English actively.

The results also show that a 77% of students are motivated by their teacher´s attitude, and a 23% does not consider teacher's attitude motivate them; as we can see there is an important percentage of students that perceive motivation from their teachers. A 71% of students declare they get motivated by the activities used in the class, and the 29% remaining say that teacher's activities do not motivate them. If we compare, the teachers' attitude have a lot in common with the activities presented to students, so it can be said that these two last groups of students become motivated from what is generated inside the classroom.

Even though the majority of students have the desire to achieve some goal by improving their English level and feel extrinsically very motivated; teachers have the hard work of sustaining that motivation through the activities that the students are asked to take part in; additionally, teachers must be aware of how supported students feel.

As we can see, a great number of students are motivated with what happens inside the classroom; the teacher's attitude and the activities that teachers bring into the classroom are very important factors that motivate or hinder students to learn English. Witherspoon (2011) suggests teachers be enthusiastic and teach from the heart in order to make a better work in benefit of students; he also recommends teachers go to the web and look for brilliant

resources to teach and evaluate students; and the most important, he recommends teachers love and respect students. Regarding to the relation between teacher´s attitude and the activities that teachers bring into the classroom, Bernaus, Wilson and Gardner (2009) found that if teachers are motivated, students feel really involved in the activities and motivated to learn, besides the educational system should select motivated applicants to faculties of education since teacher's motivation is related to the teacher use of motivating strategies, which at the same time are related to students' motivation.

69% of students are motivated just to obtain high grades, but the 31% do not get motivated on the grades, also a 66% answered that the rewards given by the teacher motivate them, and the 34% do not consider rewards are important. Nowadays, English subject is part of our National curriculum, some students are not interested in learning it, and they want to get high grades because of an obligation or responsibility, students that only become motivated to have good grades have an extrinsic motivation; and it is confirmed by Harmer (2011) who says that extrinsic motivation is the result of outside factors, for example, the need to pass an exam, a future travel or any reward given by their parents or by the teacher. Harmer (2011) also says that if the original reason for taking up a language course is extrinsic, the chances of success will be great if the students come to love the learning process.

Regarding books, the topic of the class, and didactic materials; a 68% of students feel motivated by the books they use, and a 32% does not consider the book is a factor that motivates them; Additionally a 63% of students get motivated by the topic of the class, and a 37% does not think the topic of the class is a factor that motivates them. Finally, a 56% of students think didactic materials motivate them, and the 44% are not motivated by didactic materials.

It is important to join these three last aspects because they go hand in hand with each other; the topics of the lessons are presented in the book and according to the topic, teachers plan their classes and prepare the didactic materials needed. Harmer (2011) says that it is important that teachers use good motivating books that offer a satisfactory language control, CDs, CD-ROMs, extra materials such as flashcards, posters, etc…All of these materials provide a methodological development to teachers. Chen (2013) also found that learning with technology and social experience had a positive correlation with the desire to learn English, which is why teachers might consider including technology and social experience through their language learning educational program to develop students' motivation to learn.

Based on the different class observations, students have different attitudes and points of view about the aspects that motivate them to learn English, all of the mentioned aspects are important for students to be motivated during the teaching and learning process; if students are motivated, they will learn, if not, they will not learn.

It is noticeable that most students showed motivation to learn English; whatever the reason for students to learn English is, teachers should sustain and develop that motivation. The best way to do this is preparing classes with fun activities considering the different ways of learning among students.

Do the following activities motivate you to learn English?

GRAPH 5
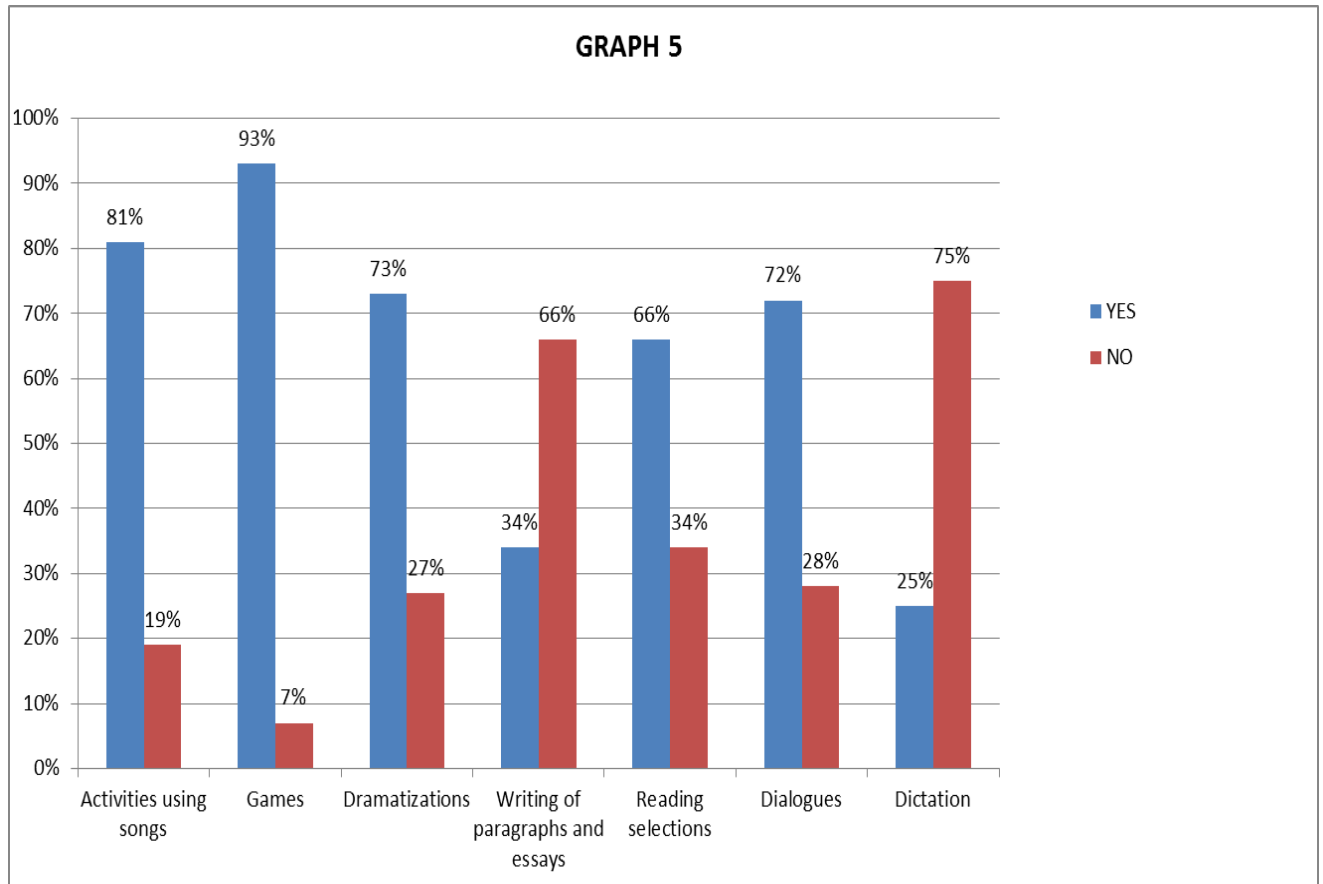
Author: María Fernanda López Zambrano

Source: Students' questionnaire

According to the results, it was found that most of students (93%) feel motivated by games, and only a 7% of students do not enjoy games. Games make people laugh and feel pleasure; they reduce anxiety and produce memorable situations.

Teachers can bring these fun and great activities into the classroom in order to create good learning conditions; it is important that teachers choose team games in which students feel they are part of a group and that they are able to cooperate with each other; regarding this, Richard and Rodgers (2014) say that Collaborative or Cooperative learning (CL) emphasizes in the use of pairs and small group activities; additionally, Larsen-Freeman and Anderson (2011) also consider that cooperative learning allows students to learn how to work in

cooperation with different people, increasing the knowledge of others and acquiring language facilitated by students' interaction. Richard and Rodgers (2014) also argue that Cooperative Language Learning develops learners' critical thinking skills, and seeks to develop classrooms that encourage cooperation in learning to accomplish shared goals.

Cooperative Learning is one of the most effective educational approaches, which aims to organize the academic work and activities into the classroom. Students practice negotiation and social skills while teachers act as facilitator. Furthermore, cooperative learning promotes working together and prepares students for the real world.

An 81% of students feel motivated by activities using songs and a 19% of students do not feel motivated by singing activities. It is a good number of students who really enjoy singing during the classes. As everybody knows, music is an indispensable part of teenager's and kids' life; teachers should take advantage of it, because songs are effective tools for reviewing grammar and vocabulary including idioms and useful expressions; Witherspoon (2011) says it is important that students learn real meanings of idioms because otherwise when students translate idioms literally they get incomprehensive meanings or funny pictures in their minds.

Songs are also tools to practice pronunciation; they can also be used to improve listening and reading comprehension, but teachers should be careful not to impose their personal tastes about music, teachers should choose the right songs according to the age and preferences of students in order to create an entertaining and memorable learning experience for them. Witherspoon (2011) suggests starting lessons with singing activities because they provide an excellent opening in English classes too.

Regarding dramatization, the results show that a 73% of students feel motivated by dramatizations, and a 27% of them do not like dramatizations. The results also show that

dialogues motivate a 72% of students, while a 28% of students consider that dialogues are not motivational activities. As an interpretation of these results it can be said that there is not a higher percentage of positive answers concerning the dramatizations and dialogues, because the learners do not gain the confidence of using the language; dramatization gets difficult for many students because it includes the appropriateness of the specific role, which means, showing feelings, emotions and linguistic abilities. Dialogues are applied during dramatizations too; they are used to introduce new tenses, structures and language functions, they can also be used as a model to practice and develop conversation skills.

Although dramatizations, dialogues and role playing are not exactly the same, hey have a lot in common; the three of them build the specific vocabulary for different situations. Regarding role playing, Witherspoon (2011) says that with role playing students forget their fear of speaking; and he also considers the ideal role playing is informal, particularly if it involves something colorful and unexpected. Witherspoon (2011) also recommends an activity where students read an instruction which they have to exaggerate performing it for the rest of the class to guess what was acted.

Moreover; Lozanov (as cited in Herrell and Jordan, 2012), says that scripting prepares English language learners with sample language interactions or situational dialogues appropriate for upcoming events, when students prepare and practice scripts in advance of events; it lowers students' anxiety and builds the ability to communicate in English.

Concerning reading selections, a 66% of students think reading is a motivating activity, while a 34% does not consider reading as motivating. Reading has a positive effect on students' vocabulary knowledge, in spelling, in writing, in grammar, and also in punctuation; in spite of reading is a very useful tool for language acquisition, the results show that only a 66% of students consider reading as a motivating activity. This appreciation from

34

students could be because teachers are not considering the level of text students are working with, or maybe, students think the text is not enough authentic for them. Another reason for students not to consider reading as a motivating activity could be because they are not used to reading, so when they are asked to do it, they do not feel encouraged, thus they do not concentrate on the content of the text and will not be able to accomplish any task concerning the topic of the reading.

Witherspoon (2011) states some useful reading activities, he considers that reading makes students understand sentences or the organizational structure of a piece of writing, comprehend ideas, follow arguments and detect implications. In addition, he suggests students to read humorous stories in order to make it more colorful, but reading should be according to the English proficiency level of the students because reading is using the language as a means of understanding. Reading rhymes also makes learning easier and more interesting for students too.

Reading is an important activity, when teachers use the Content Based Instruction method (CBI) for example; Larsen-Freeman and Anderson (2011) say that the principal goal of teachers is students to master simultaneously the language and the content; and the content determine the language to be taught; additionally, Richard and Rodgers (2014) say that people learn the language more successfully when they use the language as a means of understanding.

Writing paragraphs is an activity that most students do not consider motivating, only a 34% of students consider writing a paragraph as a motivating activity. Most of students do not consider it as a motivating activity because writing a paragraph can be challenging since it requires knowing how to write a great topic sentence, using supporting details and transitional words, and finding a strong concluding sentence. Writing a paragraph also means understanding which ideas go together and where a new paragraph should begin. To improve

writing, it is important to read; the more people read, the more they develop output (speaking and writing). Witherspoon (2011) says that is it necessary to use synonyms and antonyms when writing because they make writing accurate, colorful and vivid-stirring. The best way to learn synonyms and antonyms is reading and practicing.

Regarding dictation, only a 25% of students consider it as a motivating activity, most students see dictation as an old fashioned activity, but if it is applied in a correct manner it can be a very dynamic activity since dictation involves the development of different skills especially listening and writing; but it can also be said that dictation let students to practice correct spelling, grammar and syntax. Dictation is also an activity that can be used in cooperative learning approach where one student dictates and the other writes what he/she listens; teachers should design the dictation activity in order for all the students in the group to participate. Johnson, Johnson, and Holubec (as cited in Herrell and Jordan, 2012) say the Cooperative Learning is a term used for group interactions in order to accomplish goals, in this strategy each member of the group is assigned to perform a task according to his/her level of English proficiency.

For many people, dictation can bring old and unhappy memories, but nevertheless, dictation is a versatile activity, it can give practice almost in every skill and area of grammar. Teacher can make dictation a fun activity.

During the observation of the five classes, students seemed to enjoy songs, games and reading selections. They enjoyed those reading activities which turned into fun games, this shows that although some activities are considered boring, they can be applied in a fun and interesting way. Sometimes it is not necessary for teachers to prepare extraordinary activities, students enjoy and love dynamic teachers because they are friendly and have a good attitude.

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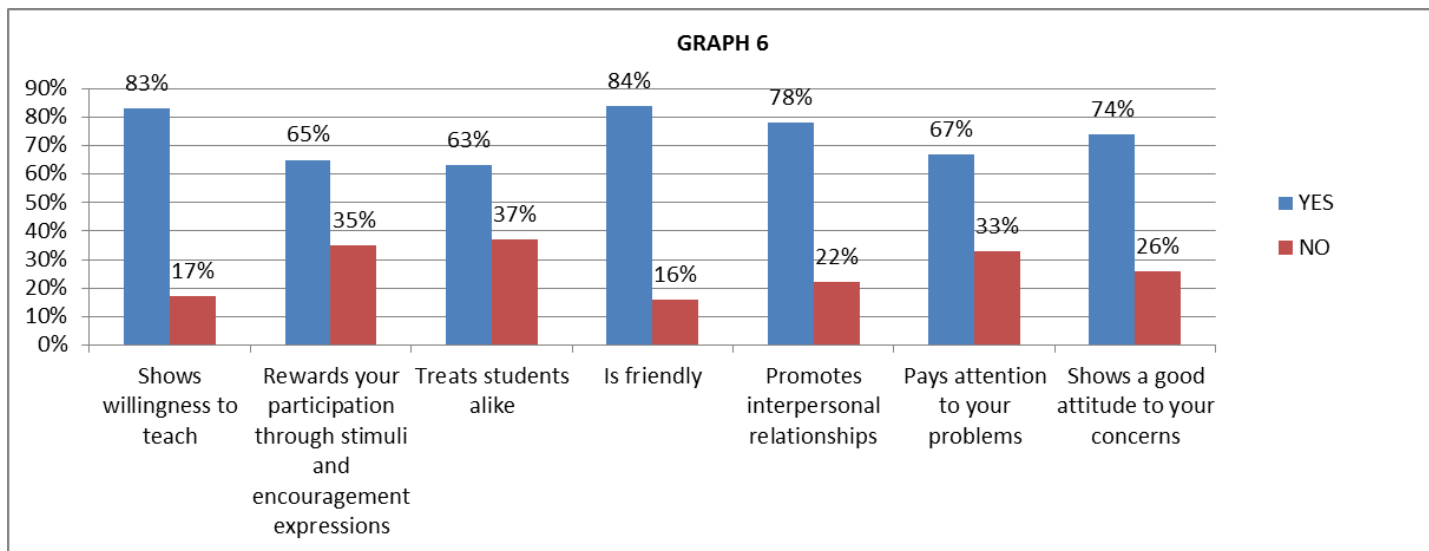
GRAPH 6

Author: María Fernanda López Zambrano

Source: Students' questionnaire

In the graph above we can see that 84% of students think their teachers are friendly and only 16% of them think their teachers are not. Harmer (2011) states that the perception of students about what teachers think of them is a very significant feature in the intrinsic motivation. When there is a good relationship between teachers and the students, and vice versa, there is evidence of good "rapport" into the classroom.

Sometimes teachers find excellent methods and techniques but they tend to forget the importance of rapport. Good rapport allows teachers to enhance and motivate students, and it occurs as a result of the way teachers interact with students by being enthusiastic about teaching, calling students by their names, smiling, listening, learning about their interest, and the most important: being friendly.

83% of students say their teachers show willingness to teach, and 17% of them say their teachers do not. Even though being friendly creates a good environment into the

classroom; it is very important that teachers love what they are doing and care more about who they are teaching.

Harmer (2011) says that teacher should know a lot about the subject they are teaching, they must apply new teaching approaches and techniques according to the student's ages and interests; consulting a range of on-line materials, and attending seminars, amongst other options. In addition, Witherspoon (2011) says that to be a good teacher, it is necessary to love and understand students.

Teachers must always try to treat students in the most respectable way and to love them; and at the same time it is important that teachers show they prepare and plan their lessons, that they really care about what and who they are teaching. To be a teacher is a mixture of love and preparedness.

On promoting relationships: 78% of students think their teachers promote interpersonal relationships, and 22% of students think their teachers do not promote them. Larsen-Freeman and Anderson (2011) recommend teachers to see their students as "whole persons" considering students' feelings, physical and instinctive reactions; and desire to learn; regarding this, Richard and Rodgers (2014) claim that the use of humanistic techniques engages emotions, feelings, knowledge among other skills; that means the "whole person".

Teachers should promote norms of tolerance amongst students, teachers, parents, and all the educational community; Teachers must listen to students and try to get to know them as individuals.

When teachers know their student's personalities, interests, and backgrounds, they are less likely to stereotype them; at the same time, students are more likely to participate in a class in which the teacher has shown authentic interest in them. It is also important for teachers to become facilitators so they can promote social and emotional connections amongst

students, in order for the contents that they teach to be significant aspects in developing good relationships with them.

It can also be seen that 74% of students consider their teachers show a good attitude toward their concerns, and 26% consider their teachers do not. Based on the results, it can be stated that students are relatively positive towards their teacher's attitudes and the way their teachers treat them; it is considered there is a strong interaction between those attitudes and the motivation of students to learn. It is confirmed by Bernaus, Wilson and Gardner (2009) who say that if teachers are motivated, students feel really involved in the activities and motivated to learn. Besides, the Educational system should select motivated applicants into the faculties of Education, in order to promote higher levels of teacher motivation. Regarding the teachers' attitude, Witherspoon (2011) also suggests that teachers be enthusiastic and teach students from the heart.

Teachers are actors in front of students; enthusiastic teachers use a high level of energy, gestures and movements; these important elements hold student's attention and generate their interest for learning.

Additionally, 67% of students consider their teachers pay attention to their problems, and 33% think their teachers do not pay attention to their problems. Teachers need to listen to student's comments about their problems, as well as when they listen to them during the lessons. Harmer (2011) states that students respond very well to teachers who listen to them.

Teachers need to observe students and identify their problems; additionally they should listen to them when they have something to say even when it seems something of no relevance; it is necessary that teachers show students their interest in them. Of course, it will be very difficult that teachers listen to everything from every student but that must be one of

the teacher's skills. When students make comments about their feelings, it is of great importance that they know that teachers are there to support them.

On rewarding student´s participation, 65% of them think their teachers do it through stimuli and encouragement expressions and the 35% say their teachers do not do this. As it has been said in this research, it is very important for teachers to motivate students; they can also do this by giving students candy or some sweet; giving them smiley face stamps, or giving them an extra point; it can be for good behavior or for their participation. All the alternatives that teachers look for, in order to motivate students, are good. Brown (2014) defined extrinsic motivation as the anticipation of rewards like money, prizes, grades or any positive feedback.

Even though most of the previous researches favor intrinsic motivation to be more powerful in second language acquisition, which conducts to self-determination and autonomy; it is sometimes necessary that teachers motivate students prizing them. At this time that motivation can be considered as intrinsic motivation, such as Harmer (2011) states that intrinsic motivation is generated for what happens inside the classroom; but relatively it can also be considered an extrinsic motivation because the motivation is generated for an external factor.

Rewarding students is a good incentive, but teachers should be careful that the withdrawal of prizing or praising them does not extinguish student's interest to learn. Bruner (as cited in Brown, 2014) claimed that one of the most effective ways to help students thinking and learning is to free them from the control of rewards and punishments.
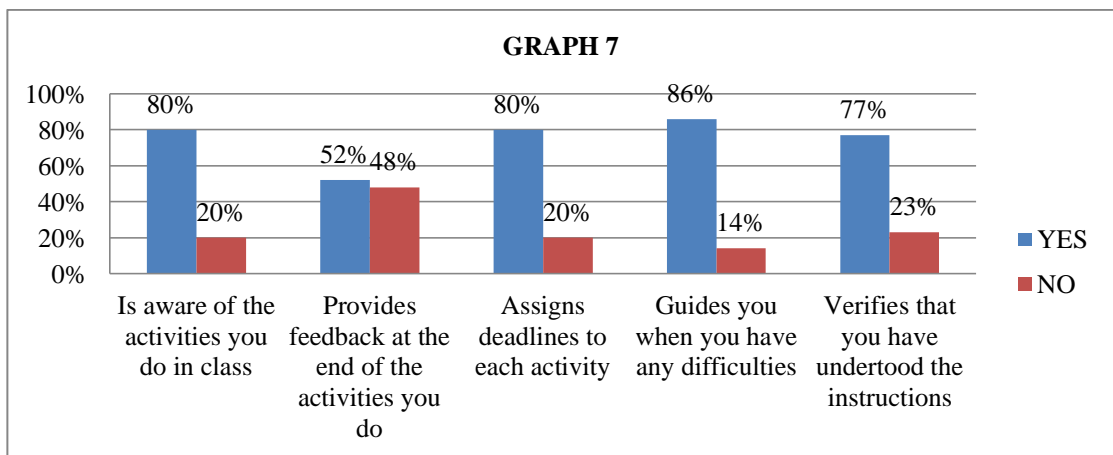
Finally, 63% of students consider teachers treat them alike, and 37% feel their teachers do not treat them alike. Harmer (2011) states that students respect teachers who show impartiality and who do their best to reach all the students in a group.

It is necessary that teachers treat all students alike and draw out the shy ones, regardless of their economic situation, ethnic or academic level.

During the observations of the classes, it was seen that when teachers had planned their classes, they also had a good attitude during the teaching process, and consequently students participated more actively in every activity. Students like being part of the group and being rewarded for their participations. During the classes it was also seen that all the teachers treat students with a lot of respect; and they promote interpersonal relation between students even though classes are affected by large number of students which do not let teachers to give individual attention to each of them, but teachers really try to pay attention to the necessities of students.

In summary it can be stated that good teachers are the ones who listen, encourage, understand and care about students, respect and treat students equally; but even when teachers try to do their best all the time, not all students share the same opinions about them.

What is the role of your teacher in the class?

GRAPH 7

Category	YES	NO
Is aware of the activities you do in class	80%	20%
Provides feedback at the end of the activities you do	52%	48%
Assigns deadlines to each activity	80%	20%
Guides you when you have any difficulties	86%	14%
Verifies that you have undertood the instructions	77%	23%

Author: María Fernanda López Zambrano

Source: Students' questionnaire

As it can be seen in the previous figure, 86% of students receive guidance from their teachers when they have difficulties, and14% say their teachers do not guide them in difficulties.

Guiding students with difficulties is one of the most important roles of a teacher; it is also important that teachers recognize when students have problems and feelings of insecurity, at the moment students ask for help; thus teachers must create a positive reinforcement in order for students to feel confidence. Harmer (2011) says that teachers are tutors when they go around the class and sort guidance to individuals or groups working for students to feel supported and helped. Richard and Rodgers (2014) also say that teachers can be "needs analyst", in this role the teachers assume the responsibility for determining and responding to the language learners needs, teachers are expected to select and plan suitable competences that respond to the learners' needs.

Teachers have to plan additional work or adapt the curriculum for students who have difficulties; additionally, they have the power to help students overcome their insecurity and help them believe in themselves, simple phrases like "I know you can do it", "I have seen your work and it was really great", "go ahead you can do it", have a positive effect on students and help them feel confident.

Additionally, 80% of students say their teachers assign deadlines to each activity and at the same time those teachers are aware of the activities students do in class; 20% of students confirm their teachers do not assign deadlines to each activity and teachers are not aware of the activities their students do during the class.

Teachers who assign deadlines to their students are preparing them for real life; it is because when they are solving their class activities or doing their homework, at the same time they are learning the responsibility to accomplish their tasks when they are required as well as they will do in a job.

As it is well known, the principal role of the teacher is to facilitate learning, and to provide support throughout the learning process by helping students to develop skills to interact with each other; for instance; Richard and Rodgers (2014) mention that teachers in Cooperative Language Learning should be confident enough to step back from teacher-fronted teaching and adopt the role of facilitator; or as another example, in Situational language Teaching, the teacher can take the role of a conductor, Richard and Rodgers (2014) summarizes teachers' responsibilities when acting as conductor; dealing with timing, oral practice, support, revision, adjustment to special needs, testing, and developing language activities.

During the class activities it is necessary that teachers take the role of a facilitator or a conductor by giving support to their students, and letting them to improve their time management skills, which allows them to accomplish their individual projects, homework, or individual or group activities on time.

It was also found that 77% of students say their teachers verify understanding of instructions and 23% say their teachers do not verify their understanding.

When teachers explain a task or activity, it is necessary to confirm if students understood the instructions; it can be done by asking questions about the activity to students, or by modeling it in the presentation stage of the lesson. Richard and Rodgers (2014) say that teachers serve as models or conductors when setting up a situation in which the needs for the new structure are created and then modeling it for students to repeat.

It is important that teachers plan the way they are giving instructions to their students and use the appropriate speech; after that, teachers should make sure if instructions are clear by asking any student to explain the instructions or model some examples. Teachers always have to check if students have understood the instructions before starting the activity and not take anything for granted; they must explain every detail of the activity.

Finally the results show that 52% of students confirm their teachers provide feedback at the end of the activities they do in class; and 48% of students say they do not receive feedback from their teachers at the end of the activities. It is very important that teachers assess students at the end of the activities; after that, if it is necessary the teacher should provide feedback to students; if feedback is well done, it provides students understanding of their language and more cognitive factors; consequently students will feel motivated and more confident; Richard and Rodgers (2014) say that teachers are assessors when they engaged into the role of assess students' learning and may need re-teach those not mastered concepts or skills.

Regarding the observation of the classes, it can be said that teachers took different roles according to the activity used during the class; on the one hand, teachers participated in the activities by being part of them, but pitifully some of the teachers controlled the class without letting most of the students participate on them. On the other hand, it was interesting when teachers took different roles at the same class, first they modeled the activity for students to do it similarly; when students were making groups, teachers helped to discover some clues that informed if the student corresponded to that group, and finally when they finished the activity, teachers provided the corresponding feedback to students.

What do you think hinders students to learn English?

Aspects that hinder your English learning.
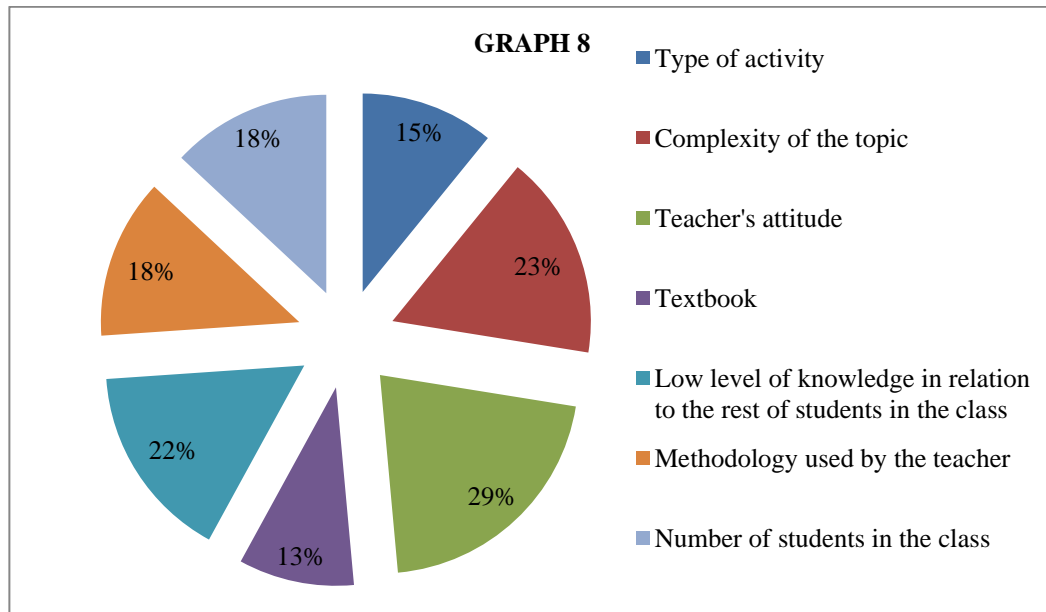
Author: María Fernanda López Zambrano

Source: Students' questionnaire

In this last question it can be appreciated that there is a variety of reasons that hinder English learning. Most of students, the 29% manifest that their teachers' attitude is the aspect that hinders their English learning the most; students also manifest that the teacher is supposed to be the main agent who shall develop the students' motivation. Other students say that most of teachers earn their money only for providing knowledge, but it is evident that they did not choose their career for love or vocation. Other students claim that when teachers are moody and have bad attitudes toward them, the class is boring; students also say that when teachers come with positive attitude, they feel motivated to learn. It is confirmed by Bernaus, Wilson and Gardner (2009) who suggest that if teachers are motivated, students feel really involved in the activities and motivated to learn; besides, the Educational system should select motivated applicants to faculties of Education. It is also confirmed by Matsumoto (2009) who

determined there is a positive relation between the motivation of students and the commitment of English teachers.

The 23% of students answered that the complexity of the topic is an aspect that hinders their English learning, it goes hand in hand with the statement concerning the low level of knowledge in relation to the rest of students in the class, and the 22% of students say that it is other aspect that hinders their English learning process. Students who do not have a good English level, they obviously will not understand the topics, and will consider them as very complex issues. Unfortunately our national education system does not allow the assigning of students according to their level of English; this is why Ecuadorian teachers have to work with all students according to their year of education and ages, and not according to their skills on the English language subject; thus, teachers have to implement methods and strategies that allow them to work in a cooperative way in order for students to enrich each other.

Regarding the methods used by the teachers and the number of students in the classrooms; 18% of students say that both aspects hinder their English learning too; teachers are always innovating methods to teach to large classes, maybe teachers will never find the perfect method, but as Larsen-Freeman and Anderson (2011) say, the objective is not to choose the best method, instead, teachers should be conscious about their own beliefs and make their own decisions about the teaching and learning process.

Finally, in the statement about the type of activity, 15% of students consider this aspect hinders their English learning, and13% of students say that textbook is another aspect that hinders their English learning.

As it was mentioned before, the type of activity and textbooks, both go hand in hand with each other; good textbooks bring with them extra resource materials or procedures for

teachers to prepare their activities; as Harmer (2011) says, the use of course-books have its benefits, or restrictions if it is used inappropriately.

Based on the observations of the classes, it can be said that all of the aspects mentioned in this last question could hinder students' English learning, and they could also motivate them. Teachers' attitude is considered the most important of the aspects, all of the five observed teachers demonstrated to have a good relation with the students or at least a good relation with this noble profession of teaching. Additionally it could be seen that the methodology used by the teacher is the second most important aspect because when teachers are conscious about their own beliefs and make their own decisions about the teaching and learning process, they create a better environment into the classroom, where most of the beauty and magic can take place.

Conclusions

The majority of students feel motivated to learn English because teachers use fun and interesting activities in the classroom; the activities that bring most of the fun into the learning process are: games, songs, and dramatizations.

Even though the aspect that mostly motivates students to learn English is an intrinsic desire to learn it; the motivation of English students increases or decreases depending on the teachers' attitude, it is evident that there is an important interaction between the teacher's attitude and the motivation of students to learn.

One significant finding to emerge from this research is that some of the teachers do not have the level of English they need in order to handle the activities they set out to do with the class. As a result, the activities fail to accomplish their learning objectives.

Most of students perceive positive aspects from their teachers, but nevertheless some of them do not show either enough motivation or knowledge about selecting and applying an appropriate teaching/learning process or method with engaging strategies that will provide the students with the opportunities to practice English with other students.

Most of students receive guidance from their teachers when they have difficulties, this makes students feel confident, helped and supported in the learning process.

There is a variety of factors that can hinder students to learn English; teachers' attitude is the aspect that hinders their English learning the most. When teachers show a positive attitude, students feel motivated to learn.

The evidence from this study indicates that the schools observed do have the appropriate educational resources, such as computers, posters, projectors, and whiteboards;

these tools are an essential means to enhance, facilitate and motivate the students to learn during the activities.

Recommendations

The Ministry of Education and the respective authorities of each institution should provide continuous training to English teachers, about methods, strategies, techniques, and planning, in order to increase and sustain the motivation of students in class.

Although the current textbooks are accompanied by didactic materials, virtual platforms, audio CDs, CD ROMs, and most of what teachers need to make their classes more dynamic and professional, one part that could be improved is for the textbooks to be selected through a process which, in addition to teachers, also involves the students' preferences and even their parents financial conditions.

Students should be classified according to their ages, English level and language skills; in order for teachers to be able to create an appropriate environment for every group.

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Annexes

**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.

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:			

Datos Informativos:

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!

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		

Otras:

_____

_____

_____

_____

_____

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:

_____

_____

_____

_____

_____