



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

ÁREA SOCIOHUMANÍSTICA

TÍTULO DE LICENCIADA EN CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

AUTOR: García Guerra, María Carolina

DIRECTOR: Camacho Minuche, Gina Karina, M.S.ed

CENTRO UNIVERSITARIO QUITO / CARCELEN

2016

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN

M. S. Ed.:

Gina Karina Camacho Minuche

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de titulación: “English Language Students and their Motivation to Learn the Language” realizado por García Guerra María Carolina, ha sido orientado y revisado durante su ejecución, por lo tanto se aprueba la presentación del mismo.

Loja, mayo de 2016

f).....

M. S. Ed. Gina Karina Camacho Minuche

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo, García Guerra María Carolina, declaro ser la autora del presente trabajo de titulación: English language students and their motivation to learn the language, de la Titulación de Ciencias de la Educación mención Inglés, siendo Gina Karina Camacho Minuche directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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

f).....

Autor: García Guerra María Carolina

Cédula: 1716940240

DEDICATION

I dedicate this piece of work to God, my husband, my parents, my aunt Lucy and my sweet pets Nicolás, Alegría and Emma.

All of you light up my life providing me the strength to accomplish my dreams every single day.

Carolina García G.

ACKNOWLEDGMENT

I am especially thankful to the schools that have helped me during the process of the field study, to their authorities, teachers and students who have taught us and encouraged us to become better people and of course, better teachers.

Carolina García G.

CONTENTS

Cover	i
Aprobación del Director del Trabajo de Fin de Titulación	ii
Declaración de autoría y cesión de derechos	iii
Dedication	iv
Acknowledgements	v
Contents	vi
List of tables/graphs	vii
Abstract	1
Resumen	2
Introduction	3
Chapter I: Literature Review	7
Chapter II: Method	27
Chapter III: Result and Discussion	29
Description, analysis and interpretation of results	29
Conclusions	44
Recommendations	46
References	47

LIST OF TABLES/GRAPHS

Graph 1. Do you like to learn English?	29
Graph 2. Do you feel motivated to learn English in the classroom?	31
Graph 3. Do you like the way your instructor teaches English?	32
Graph 4. Which of the following aspects motivate students to learn English in class?	34
Graph 5. Which of the following activities motivate students to learn English?	36
Graph 6. What is the teacher's attitude in class?	38
Graph 7. What is the role of the teacher in class?	39
Graph 8. Which of the following aspects do you think hinders the learning of English?	41

ABSTRACT

This work has the intention of determining the motivation involved as students who learn English as a foreign language; I considered it very important to do the research in public high schools in Quito because their reality is very different compared to the private ones. My first thought was that maybe these students do not realize about the importance of learning English, but this dissertation really changed my mind in a positive way.

A survey questionnaire was designed to gather data from the students, as well as observation sheets to obtain information about the classes. The students were attending tenth grade of Junior High School and first of Senior High School. Class observation sheets were among the tools used in this work, as far as approaches are concerned, qualitative and quantitative methods were used to analyze the results.

The conclusion highlights the fact that most students in a classroom feel potentially motivated to learn English, they are aware that English is essential for their professional life, as well as their personal development.

KEYWORDS:

English, motivation, learn, public-school, professional, essential, life.

RESUMEN

Este trabajo tiene la intención de determinar la motivación que está implícita cuando los estudiantes están aprendiendo inglés, consideré muy importante hacer esta investigación en colegios públicos de Quito porque es una realidad diferente a la de los colegios privados y mi primer pensamiento fue que tal vez los estudiantes de estas instituciones no se daban cuenta de la importancia del aprendizaje del inglés, pero lo que encontré cambió mi manera de pensar positivamente.

La encuesta fue diseñada para reunir información de los participantes, respecto a su sentir dentro del aula de clase. Los sujetos fueron estudiantes de un colegio de Quito, cursando décimo y primero de bachillerato. Los métodos utilizados para recolectar y analizar la información fueron cualitativos y cuantitativos.

Los resultados en este estudio establecen que la mayoría de estudiantes en una clase, se sienten potencialmente motivados por aprender Inglés, reconociendo que es esencial para sus vidas, en cuanto a lo profesional y para su crecimiento personal.

PALABRAS CLAVE:

Inglés, motivación, aprender, colegios públicos, profesional, esencial,

INTRODUCTION

This research work, focuses on one of the main aspects regarding teaching English as a foreign language, which is crucial for students when learning English. Every English teacher should concern about motivating students in order to encourage them to learn the language. Motivation is an important factor that determines whether students get engaged with the subject or not, in other words, it is the key to both, the teaching and learning process. This research took place in public schools in Quito and through it students' motivation in public schools will be measured.

Numerous difficulties can be found in public schools in Quito concerning teaching English as a foreign language, for this reason, this study focuses on the analysis of the motivation for learning English in those schools. It is important to clarify that the reality of public schools in Ecuador is far too distant from the reality of most of the private schools in terms of English language learning. It is well-known by the community that most public schools show deficient results regarding English language acquisition.

In fact, lately; the Ecuadorian government has spent a lot of resources with the aim of improving the level of English in public schools. According to Freddy Peñafiel, the current Vice Minister of Education, teaching English in Ecuadorian schools is going through an important process in which teachers are being trained in order to get the best from them. The government is seeking for graduate students from public schools to actually handle English and be able to communicate in an

integral way, teaching a language must give students the opportunity to develop themselves in the four main language skills listening, speaking, reading, and writing.

Nowadays, English is a lingua franca that opens the doors to many possibilities. A citizen of the world must be able to communicate with people from other countries in order to be successful. Moreover, learning a second language is beneficial because it gives people a different perspective of the world; to put it another way, a person who speaks a second language may be open minded and may understand the humanity better.

The outcome of public schools is a topic that should concern every inhabitant of Quito because a great amount of citizens study there. One day, these people will be workers in our community, they will run the city, they will interact with tourists, and they will relate to other people from Quito. All this facts show us that the future of our city will reflect what students are learning in the present and how well they get prepared to face the world.

On the face of it, it would seem to be very simple to determine whether students are motivated or not, and to state that this is the reason why there have been issues regarding acquisition of English in public schools in Quito, but the fact is that it is an analysis that needs to be done carefully for the results to be accurate and objective.

A lot of research has been made on concerning motivation in English classes. Peacock (1996) describes an interesting investigation about how materials increase the motivation of English language learners. He concluded that motivation increased significantly when authentic materials were used in the class. Ilter (2010) focuses her

analysis on the effect of technology in students' motivation on EFL classes. She arrives at the conclusion that most students feel motivated when teachers use technology in the classroom. On top of that, she found out that women find technology more interesting than men. Another argument is that an integral approach that includes cultural aspects of the target language as well as authentic materials provides students with the educational background needed and also motivate them to learn about the language because they feel they are learning in real life situations. I would say that teachers around the world attempt to capture students' motivation using different methods and techniques.

After having analyzed the previous research on motivation in English language learning in Quito, it was realized that there are no studies done in the public schools. This is an important field that has been forgotten; therefore the need to investigate is of major importance.

This investigation will concentrate on the analysis of the existence of motivation for learning English as a foreign language in public schools in Quito. It will neither attempt to find out the reason why students feel or not motivated, nor create a technique or method to motivate students to learn English as a foreign language (EFL). A future investigation could include these aspects in order to find out better ways to encourage students to learn the language. Moreover, a comparative research may be done between the motivation techniques used in the private and public schools, in this way, it could contribute to the community and improve the acquisition of English as a foreign language in public schools.

I must stress that, during the research, the most important limitation was the short period of time that I spend with the students and the teachers, because the public institutions just gave me one hour per observation for applying the questionnaires. On the other hand, it was difficult to find recent research about this theme.

CHAPTER I: LITERATURE REVIEW

In this section, we will find research topics that have been the basis for this investigation. The importance of how Ecuadorian schools manage students' motivation during the process of learning English is quite relevant; therefore, the following shows a deeper view of this topic.

Motivation

A dictionary entry describes motivation as “an act of inducement”, manner in which a student turns his attention positively towards what is being taught in class. It is an inner mental state that comes to be, directing and maintaining an outgoing behavior. Negative reinforcement and punishment play an important role in motivation. Experiencing these motivating agents can be highly effective, so it may be taken as a reference in future interactions. For example, if a student is rewarded with extra credits for being in class on time, you might start to see students ready to begin class a few minutes earlier each day.

Dornyei (1994) talks about extrinsic motivation and explains that: “extrinsically motivated behaviours are the ones that the individual performs to receive some extrinsic reward (e.g., good grades) or to avoid punishment”. This kind of motivation has traditionally been seen as something that can undermine intrinsic motivation; several studies have confirmed that students will lose their natural intrinsic interest in an activity if they have to do it to meet some extrinsic requirement (as it is often the case with compulsory readings at school).

In other words, we can refer to extrinsic motivation as the importance that a student gives to external factors, unrelated to the task they are performing. Examples include money, good grades, and other rewards. This type of motivation may move a student for a while but not for a long time because it is likely that students change their expectations and external desires.

But Dornyei (1994) also states his view on intrinsic motivation by explaining that “with intrinsically motivated behaviours the rewards are internal (e.g., the joy of doing a particular activity or satisfying one’s curiosity).

In addition to Dornyei’s statements, Deci (1991) argues that intrinsic motivation is a potential and powerful motivator in the educational process. Intrinsic motivation becomes evident whenever students’ natural curiosity and interests push their learning curve forward. When the educational environment challenges, rich sources of stimulus, and a context of autonomy are handled correctly, the learning experience is likely to get more enjoyable.

It can be concluded that intrinsic motivation happens when internal desires to perform a particular task result in a pleasant experience, developing a particular skill or sense of positive morality by doing it. Intrinsic motivation is the best way to do something and to cope with the goals in class, because it is something that will keep the student open to carry out the tasks planned.

Contrary to intrinsic motivation, Deci (1991) clarifies that “extrinsic motivation groups a wide variety of behaviors that work together to achieve something. It was originally thought that extrinsic motivation referred to a type of behavior that could only be prompted by external contingencies. More recently,

however, Deci (1990) has proposed that there are, in fact, different types of extrinsic motivation such as: external regulation, introjection, identification.”

According to Deci (1994) intrinsic motivation in general, refers to engaging in an activity purely for the pleasure and satisfaction derived from doing so. When a person is intrinsically motivated to perform certain behavior voluntarily in the absence of material rewards or external constraints it is said that he/she has become a self-motivated person. Athletes who go to practice because they find it interesting and satisfying to learn more about their sport, or athletes who practice their sport for the pleasure of constantly trying to surpass themselves are considered intrinsically motivated toward their sport.

Students that can reach this point in class will have better chances to become skillful domineers of the foreign language taught. Deci and Ryan (1985) assert that intrinsic motivation comes from the innate psychological needs of competence and self-determination, which can be taken as a starting point for a teacher to build an atmosphere where students can encourage themselves to be the best they can be by proficiently using the foreign class language. Activities that allow individuals to experience feelings of competence and self-determination will be easier to complete if the participants have gained the necessary level of intrinsic motivation.

Although most researchers state that intrinsic motivation is pulled by one motive only, some theorists (Deci, 1975; White, 1959) have proposed that intrinsic motivation could be classified into more specific motives. Recently, a tripartite taxonomy of intrinsic motivation has been postulated (Vallerand, 1992). This taxonomy is based on the intrinsic motivation literature that reveals the presence of

three types of intrinsic motivation that have been researched on an independent basis. These three types of intrinsic motivation have been identified as “intrinsic motivation to know, intrinsic motivation to accomplish things, and intrinsic motivation to experience stimulation”.

Activities or Strategies that motivate students to learn English Cognitive Academic Language Learning Approach (CALLA)

Designed to improve academic achievement for post-elementary level English language learners, the Cognitive Academic Language Learning Approach builds on the cognitive learning theory and integrates academic content instruction with explicit instruction in language development and learning strategies. This approach model is based on the idea that English language learners need explicit instruction in the academic language necessary for academic success; in other words, the students need to have a very clear idea of what the class goals are and how the teacher has planned to reach them. The positive impact on effective academic learning strategies for the general student population is clear.

English-only strategies

The Sheltered Instruction Observation Protocol (SIOP), a research-based observation instrument, measures sheltered instruction and provides a model for lesson planning on academic English skills in reading, writing, listening, and speaking. Shelter instruction is the one that integrates the use of language and content at the same time, aiming to help the student build on the language proficiency and gaining over content necessary to complete a course. Developed by researchers at the Center for Applied Linguistics and California State University,

Long Beach (2009), the combination of the SIOP and sheltered instruction strategies and teaching techniques aligns with state standards and makes academic content more understandable for English language learners. This combination is frequently called the SIOP method or model. Specially Designed Academic Instruction in English (SDAIE)

Another strategy for English-only classrooms is the Specially Designed Academic Instruction in English (SDAIE), which is similar to sheltered instruction. The SDAIE strategies give English language learners access to the core curriculum or main part of the teaching program while promoting English language development. Krashen (1982) states that SDAIE comprises strategies that provide grade-appropriate academic content in English to English language learners with intermediate-level knowledge of English speaking, writing, reading, and listening, which means that it will be easier for the teacher to work the right level of language with the right group.

Dual language strategies

Bilingual Cooperative Integrated Reading and Composition (BCIRC) argue with the difficulty of the transition into mainstream English classrooms from a classroom where an English language learner's native language was used. The Bilingual Cooperative Integrated Reading and Composition (BCIRC) program was designed to help students develop proficiency and literacy in their first language and then successfully transition into English. It is adapted from the Cooperative Integrated Reading and Composition (CIRC) program designed for monolingual English speakers as it is explained by Stevens & Durkin (1992).

Calderon (1998) says that BCIRC uses explicit instruction in reading comprehension, language and literacy activities, and integrated language arts and writing tasks. Designed for grades two through five, BCIRC focuses primarily on second and third grades, the years in which most transitional programs move students from native language to English instruction.

On the other hand, Specially Designed Academic Instruction for English has certain characteristics such as metacognitive development which is providing students with skills and vocabulary to talk about their learning (Examples: self-assessments, note taking and studying techniques, and vocabulary assignments). Bridging which is building on previous knowledge and establishing a link between the students and the material (Examples: think-pair-share, quick-writes, and anticipatory charts). Schema-Building which is helping students see the relationships between various concepts (Examples: compare and contrast, jigsaw learning, peer teaching, and projects). Contextualization, which familiarizes unknown concepts through direct experience (Examples: demonstrations, media, manipulatives, repetition, and local opportunities). Text representation, which means inviting students to extend their understandings of a text and apply them in a new way (Examples: student created drawings, posters, videos, and games). Modeling which is speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

General Strategies

To begin with, getting to know who the English language learner students are and their proficiency in English is a first important step. This information can be

obtained from the ESOL teacher or bilingual teacher, guidance counselor, social worker, or administration. The teacher can also informally identify learners by watching for students who wait on others to move first and then copy what they are doing. It is important to note that their proficiency in listening, reading, speaking, and writing will vary within each student.

Teachers should set high expectations for English language learners. Embed multicultural education throughout the curriculum, not just a "Heroes and Holidays" approach where other cultures are mentioned on special days.

Assess and utilize the background knowledge of your students, this will give the students a level of confidence that can be positively used in class, as well as learning to pronounce student names correctly to help develop rapport.

Assignments and Activities

Including quick writings, word sorts, journal writing, and learning stations to reinforce concepts and skills previously taught, introducing vocabulary in a fun way such as through a word search will prompt students to create new games, using cooperative learning such as jigsaw learning and peer observations.

Teaching Approaches and Methods

According to TESL Journal (2003) Communicative language learning takes pedagogical ideas from a wide range of methodological approaches and it is therefore, adaptable to a range of different learner needs and styles. It is based on the idea that learning language successfully comes through having to communicate real

meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Translation will be provided by the teacher. Students will apply the target language independently when they feel confident enough to do so; they are encouraged to express how they feel about the learning process.

Language is for communication and linguistic competence and the knowledge of forms and their meanings are part of the communicative competence.

On the other hand, TESL Journal (2003) states that cooperative language learning is a teaching method where students of mixed levels of ability are arranged into groups, and rewarded according to the group's success, not the success of an individual member. Cooperative learning is sometimes thought of simply as 'group work,' but groups of students working together might not be working collaboratively. It promotes communicative interaction in the classroom which is a learner-centered approach.

Goals in language teaching

Among the goals laid for language teaching, there can be found a number of them which provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities, also enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.

Types of learning and teaching activities

Formal cooperative learning groups involve students in working together to achieve shared learning goals. Informal Cooperative learning groups are the ones that last from a few minutes to a class period, and which focus student's attention on facilitating learning during direct teaching. Cooperative Base Groups are long term ventures, lasting for at least a year and which consist of heterogeneous learning groups with stable membership, allowing members to give each other the support, help, encouragement, and assistance they need to succeed academically.

According to TESL Journal (2003) content-based instruction is a teaching method that emphasizes learning about something rather than learning about language. Although Content-based instruction is not new, there has been an increased interest in it over the last ten years, particularly in the USA and Canada where it has proven very effective in ESL immersion programs. Content-based instruction is teaching organized around the content or information that students will acquire, and not around the linguistic or other type of syllabus. Content refers to the substance or subject matter that it is taught or communicated through language content rather than the language used to convey it. Background Content-based instruction is built on the principles of Communicative Language Teaching. Classrooms need to be filled with real and meaningful communication where information is exchanged.

This approach is grounded on the following two central principles: a) people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end itself. This principle reflects one of the motivations for Content-based instruction noted earlier-than it leads to more effective language learning. b) Content-Based Instruction better reflects learners' needs for

learning a second language. This principle reflects the fact that many content-based programs serve to prepare ESL students for academic studies or for mainstreaming; therefore; the need to be able to access the content of academic learning and teaching as quickly as possible, as well as the processes through which such learning and teaching are realized, are a central priority.

Willis (1996) states that Task-based language learning is used to accomplish a concrete task. Necessary vocabulary, expressions, and grammatical structures are often pre-taught. Tasks are the core of the language learning and teaching process. Communicative activities are essential. The use of meaningful tasks and language activities which promote learning prove to be very important.

Skehan (1989) explains that tasks are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real life use. In addition, Nunan (1998) says that a communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. Activities involve real communication carrying out meaningful tasks. Thus, promoting learning and language that is meaningful to the learner.

TESL Journal (2003) explains that translation method may be used, if appropriate. Linguistic variation is a central concept in materials and methodology. Sequencing is not solely based on principle of linguistic complexity but also on consideration of function, meaning and content. Intrinsic motivation is maintained by what is being communicated.

Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. Reading and writing are the major focus; little or no systematic attention is paid to speaking and listening. The vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. The sentence is the basic unit of teaching and language practice.

Asher (1969) describes that Total physical response (TPR) involves understanding the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak combining information and skills through the use of the kinesthetic sensory system. TPR is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter (stress). TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language.

Krashen (1981) regards provision of comprehensible input and reduction of stress as keys to successful language acquisition, and he sees performing physical actions in the target language as a means of making input comprehensible and minimizing stress. Asher stressed that Total Physical Response should be used in

association with other methods and techniques. Indeed, practitioners of Total physical response typically follow this recommendation, suggesting that for many teachers Total physical response represent a useful set of techniques and are compatible with other approaches to teaching.

According to Richards and Rodgers (2001) Communicative language learning is best considered an approach rather than a method. It refers to a diverse set of principles that reflects a communicative view of language learning and that can be used to support a wide variety of classroom procedures. These principles include the fact that learners learn a language through its use to communicate. Authentic and meaningful communication should be the goal of classroom activities, fluency is an important dimension of communication, which involves the integration of different language skills, and learning is a process of creative construction and involves trial and error.

Richards and Rodgers (2001) explain that Cooperative language learning emphasizes the use of discussion groups, work group, and pair work, which has often been advocated both in teaching languages and in other subjects. Typically, such groups are used to provide a change from the normal pace of classroom events and to increase the amount of student participation in lessons. Such activities, however, are not necessarily cooperative. In Cooperative Learning, group activities are the major mode of learning and are part of a comprehensive theory and system for the use of group work in teaching. Group activities are carefully planned to maximize students' interaction and to facilitate students' contributions to each other's learning.

Cooperative language learning activities can also be used in collaboration with other teaching methods and approaches.

Teacher's role

Stricker (1993) anticipates a change in the typical roles of language teacher. "Instructors must be more than just good language teachers. They must be knowledgeable in the subject matter and able to elicit that knowledge from their students". At a more detail level, teachers have to keep context and comprehensibility foremost in their planning and presentations, they are responsible for selecting and adapting authentic materials for use in class, they become student needs analysts, and they have to create truly learner-centered classrooms as Brinton (1989) stated.

The teachers are asked to view their teaching in a new way, from the perspective of truly contextualizing their lessons by using content as the point of departure. Teachers are almost certainly committing themselves to materials adaptation and development. Finally, with the investment of time and energy to create a content-based language course, it results in even greater responsibility for the learner".

Additional roles are also assumed for teachers in Task-Based Language Teaching, including: Selector and sequencer of tasks, which is a teacher's central role in selecting, adapting, and/or creating the tasks themselves and then forming these into an instructional sequence in keeping with learner needs, interests and language skill level. Preparing learners for tasks, which means warming up a little, learners should not go into new tasks "cold" and some sort of pretask preparation or

cuing is important. Such activities might include topic introduction, clarifying task instructions, helping the student learn or recall useful words and phrases to facilitate task accomplishment, and providing partial demonstration of task procedures.

Current views hold that learners are to acquire language through participating in tasks they need to attend to or notice critical features of the language they use and hear.

Johnson (1994) discusses that the teacher's role in Cooperative Language Learning differs considerably from the role of the teachers in traditional teacher-fronted lesson. The teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time. An important role for the teacher is that of facilitator of learning. In his or her role as facilitator, the teacher must move around the class helping students and groups as needs arise.

Harel (1992) says that teachers speak less than in teacher-fronted classes. "They provide broad questions to challenge thinking, they prepare students for the tasks they will carry out, they assist students with the learning tasks, and they give few commands, imposing less disciplinary control. The teacher may also have the task of restructuring lessons so that the students can work on them cooperatively".

Richards and Rodgers (2001) describe in *Communicative Language Teaching* several roles are assumed by teachers, the importance of particular roles has been determined by the specific view of the classrooms goals. Breen and Candlin (1980) describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The later role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and a resource himself, second as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.

Richards and Rodgers (2001) discuss The Nature of Approaches and Methods where learners' roles, in an instructional system, are closely linked to the teacher's status and function. The teachers' roles are similarly related ultimately both to assumptions about language and language learning at the level of approach. Some methods are totally dependent on the teacher as a source of knowledge and direction; others see the teacher's role as catalyst, consultant, guide, and model for learning; still others try to "teacher-proof" the instructional system by limiting teacher initiative and by building instructional content and direction into texts or lesson plans. Teacher and learner roles defined the type of interaction characteristics of classrooms in which a particular method is being used.

Teachers' roles in natural approaches and methods are related to the following issues: (a) the types of functions teachers are expected to fulfill, whether that of practice director, counselor or model, for example; (b) the degree of control the teacher has over how learning takes place; (c) the degree to which the teacher is

responsible for determining the content of what is taught; and (d) the international patterns that develop between teachers and learners.

Byrne (1976) states that with Oral Approach and Situational English Teaching the teacher's functions are threefold. In the presentation stage of the lesson the teacher serves as a model, setting up situations in which the need for the target structure is created and then modeling the new structure for students to repeat. Then the teacher "becomes more like the skillful conductor of an orchestra, drawing the music out of the performances". The teacher is required to be a skillful manipulator, using questions, commands, and others cues to elicit correct sentences from the learners. Lessons are hence teacher-directed, and the teacher sets the place.

During the practice phase of the lesson, students are given more of an opportunity to use the language in less controlled situations but the teacher is always on the lookout for grammatical and structural errors that can form the basis of subsequent lessons.

Richards and Rodgers (2001) describe how in the Audiolingual Method the teacher's role is central and active; it is a teacher- dominated method. The teacher models the target language, controls the direction and pace of learning, and monitors and corrects the learners' performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant situations to practice structures. Language learning is seen to result from active verbal interaction between the teacher and the learners. Failure to learn results only from the improper application of the method, for example, from the teacher not providing sufficient practice or from the learner not memorizing the essential patterns and structures. Brooks (1964) argues

that the teacher must be trained to introduce, sustain, and harmonize the learning of the four skills in this order: hearing, speaking, reading, and writing.

Richards and Rodgers (2001) argue that with The Natural Approach the teacher has three central roles; the teacher is the primary source of comprehensible input in the target language. Class time is devoted primarily to providing input for acquisitions, and the teacher is the primary generator of that input. In this role, the teacher is required to generate a constant flow of language input while providing a multiplicity of nonlinguistic clues to assist students in interpreting the input. The Natural Approach demands a much more center-stage role for the teacher than many contemporary communicative methods.

Also, the teacher creates a classroom atmosphere that is interesting, friendly, and in which there is a low affective filter for the learning. This is achieved in part through common approach techniques as not demanding speech for the students before they are ready for it, not correcting student's errors, and providing subject matter of high interest to students.

The following excerpts are taken from the Ministry of Education Manual of Policies, Procedures, and Guidelines for Special Education Services:

“The teacher responsible for a student with special needs is responsible for designing, supervising, and assessing the educational program for that student.”

“Teachers are expected to design programs for students with special needs. Teachers' assistants play a key role in many programs for students with special needs, performing functions which range from personal care to assisting the teacher

with instructional programs. Under the direction of a teacher they may play a key role in implementing the program.”

The matter of this study has been researched on different studies in the past. Among the most important ones it is worth mentioning Atel (2009) who carried out a research seeking to determine which of the three types of motivation (instrumental, integrative and personal) could be the primary source of petroleum engineering students’ motivation towards learning the English language and also the type of attitude that petroleum engineering students have towards learning the English language. The 191 participants went through a triangulation mixed method which included questionnaires and interviews. The author found that the main type of motivation moving the students in this case was the instrumental motivation, and the least important as learning English to be part of a culture system. The author also found that the students showed a positive attitude towards issues such as using English in Yemeni social and educational contexts.

Brown (n.a.) conducted a study aiming to answer why students are learning English, what their level of commitment to learning English is, whether they believe that they have the personal resources to learn English, What they are actually doing to learn English, whether students who voluntarily study English differ from students who are forced to study English. A questionnaire was applied to 283 participants from a University in Japan.

The author found hard to make a clear distinction about what was the main motivation students had to learn English, the more a student learn, the more

motivated he/she is to learn English, or the more the student is more motivated to learn English, the more the student learns.

Ibrahim (2012) conducted a research project which sought to answer what the general trend of motivation among the research sample is, there is any significant difference on motivation among English language learners according to class level, there is any significant correlation between motivation and age. Undergraduate college students from Ondurman were applied a statistical test to collect information.

The author found the participants were instrumentally motivated. The research also revealed that there was no significant difference on motivation due to student level, in other words, a student on a basic level can be as motivated as a student on a top level, and there was no correlation between motivation to learn and age.

Eunhee (2007) conducted a study seeking to answer how often ESL students participate in class discussion, whether the size of the group matter, what personal attitudes contributed to discussion participation, what their own difficulties were in meeting these requirements, what differences exist between L2 and L1 class settings in their oral/aural class participation. An interview was the tool to collect information from 21 participants.

The author found that a L2 student facing the English academic requirements of a University class in the U.S is more likely to fall in inhibition even in small group discussions. They are not eager to exploit their listening and speaking skills due to a lack of confidence which can be soothed if a connection between this student culture and the class is created.

Ratanawalee (2012) carried out a study aiming to answer what the level of motivation among these first year undergraduate students at SIIT, Thammasat University towards English language learning is, they are predominantly integratively or instrumentally motivated towards English language learning. A 5 point Likert scale was applied to 30 undergraduate students.

The author found that the participants are instrumentally motivated to learn English, which shows a clear tendency on this type of motivation, taking into account the studies mentioned above.

CHAPTER II: METHOD

Setting and Participants

The sample was taken from 100 students from two different High schools in Quito. The participants were all part of public education institution, distributed in tenth grade of Junior High and first of Senior High schools as it follows: eighty one students in tenth grade, nineteen students in first of senior grade; in addition, four English teachers from the same institutions were part of this study too.

Procedures

Before the field research started, a profound literature review took place. To begin with, some of the teaching approaches and methods related to the teaching of a foreign language and research on previous studies was done. Topics such as extrinsic and intrinsic motivation, teaching approaches and methods, English strategies, goals in language teaching, types of teaching and learning strategies, and teacher's role and utility were selected because they are closely related to the matter of this study, later this information was considered when doing the analysis of the results and were used to interpret the results of the questionnaires and observation sheet.

The general approach of this study was qualitative and quantitative, through which the collected data was explored, explained, described and analyzed. As Creswell (2008) mentions, quantitative research is the type of educational research where the researcher collects quantifiable data from questionnaires built upon direct narrow questions or other tools, later to be analyzed using statistics; whereas, qualitative research is the type of

educational research where the researcher collects data from questionnaires built upon open questions or other tools, later to be analyzed using interpretation.

The instruments used in this research were questionnaires and observation sheet. The questionnaire contained 8 statements which the participants had to mark in four of them with an X and indicate the reason of their responses, but also four yes/no questions. On the other hand, the observation sheet contained 7 statements that the observer had to answer yes/no questions and items about the same topic. The questions 1 to 3 asked their impression during English class environment, the questions 4 to 8 inquired about specific aspects, activities, teacher's role and attitude. As well the observation sheet considers the same aspects under the view of the observer. Permission was submitted to the school and the class teacher to conduct the questioning and the observation sheet.

Once the data was collected, all the results from all the groups surveyed were put together in order to insert them into a pie chart/bar chart and determine the whole percentages per questions, avoiding any characterization by groups.

The final output percentages were later analyzed using a qualitative method, basing this interpretation on the literature review done before, and the experiences registered on the observation sheets and note-taking while observing the classes. The idea on this results review was to create a link between the field experience and the theories proposed by the authors explored, which in the end was possible.

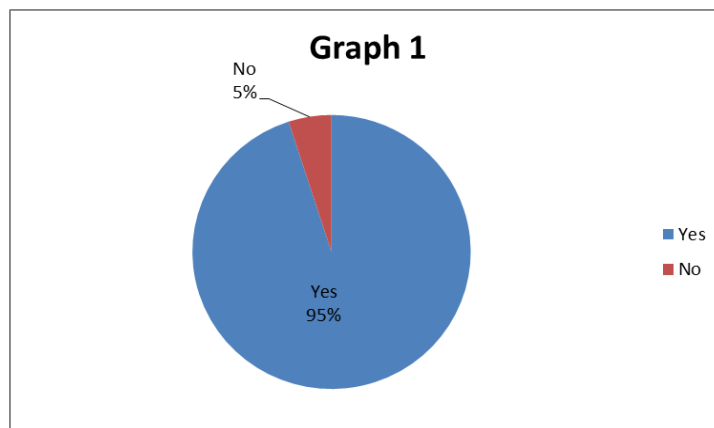
CHAPTER III: RESULT AND DISCUSSION

Description, analysis and interpretation of results

The present research has sought to answer two questions: What do you think motivates students to learn English? and What do you think hinders students to learn English? The results of the questionnaire applied to the students will be analyzed using qualitative and quantitative methods, as well as the results obtained through an observation sheet designed to collect first-hand information.

What do you think motivates students to learn English?

Do you like to learn English?



Author: María Carolina García Guerra

Source: Students' Survey

Most of the participants in this study answered positively to whether they like or not to learn English; the graph above shows a 95 % of acceptance to this issue. The reasons given by the students range broadly, but it is safe to say that the teacher's attitude in class and the way he/she seeks to apply the best strategies to help

the students to meet the class goals is the bridge which eases the trainees' stance towards learning the language.

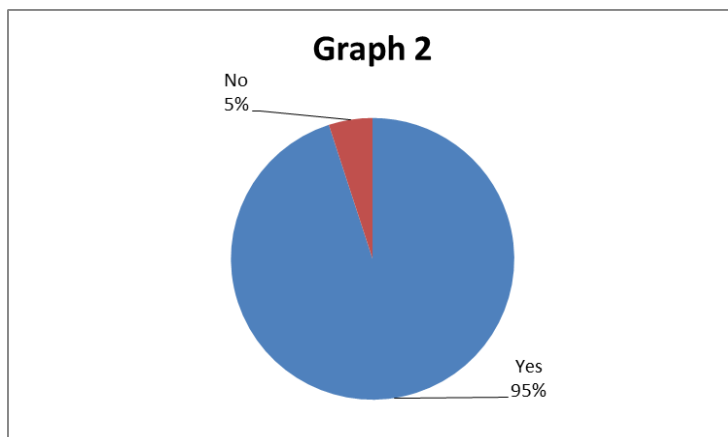
Some students have also mentioned that they like learning English because it will be a tool they will have to domain in their professional life if they ever want to get good job positions. This can be understood as an inner motivation, which adds up student's interest in the subject due to its importance for the future. Vallerand (1992) discusses the necessity for what he calls "intrinsic motivation". Even though those good results can be reached with the teacher's work in class alone, even greater ones can be gotten if there the participant has the motivation to meet their own goals through learning a foreign language.

On the other hand, the students who gave a negative answer to this question stated that they do not like to learn English, not because of the teacher's lack of sufficient knowledge to make it interesting, but just because they do not like the language, or they do not consider learning English something useful.

Whereas, as it was expected, when the class observations were made, the final outcome in this particular topic was also positive, clearly showing the students are highly satisfied with what they get out of attending English classes at school, as it is displayed on the graph below.

There are a few reasons why the students may have such conformity with their classes. One of the most important things observed in class was that the teachers were able to find the most simple and amused ways to check the different topics, which, of course, end up on getting the best results. The teachers are always open to answer questions and assist students during class time and out of class hours.

Do you feel motivated to learn English in the classroom?



Author: María Carolina García Guerra

Source: Students' Survey

As it is seen in graph 2, the big majority of the students feel motivated to learn English in their classes. The reasons given by the students vary from being able to communicate with English speakers in their own language, to keeping the pace of the development of the latest technology. Dornyei (1994) argues the importance of the extrinsic motivation as the positive input a student gets from the teacher in a class in form of rewarding.

The little percentage of the students who are not motivated to learn English in their classrooms have given reasons such feeling embarrassed about acting out in class, or being afraid of making themselves a joke to others due to, what they call, their lack of knowledge. It is worth mentioning that neither of the reasons given blame directly on the teacher's attitude or approach.

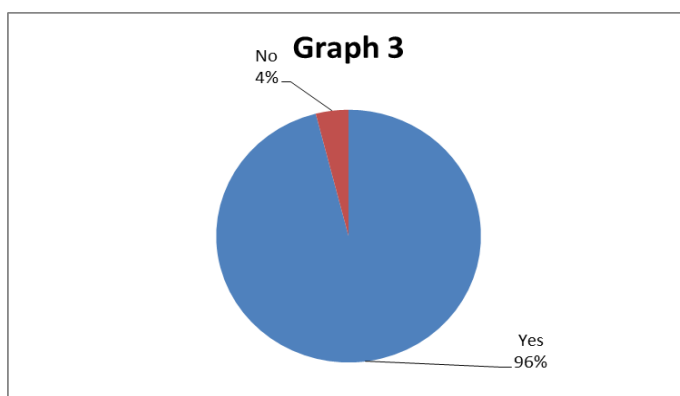
The students in the classrooms observed identified the noticeable progress as a reward in change for hard work. Based on the observations carried out, the class

topic was the most powerful motivating agent among students, followed by the type of the activity, rewards and teacher's attitude, while book and material were not as important.

It was possible to see during the class observations that none of the motivation agents mentioned on the chart can be strong enough to motivate a student, it was more like a combination of them plus the explicit desire of the student to learn what proved to be the best way to obtain the wanted results as it is stated by Deci (1975).

Surprisingly, the will of getting good scores to help the student's final passing grade go higher is not motivation enough to be call it an important factor as it was expected at the beginning of this study.

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



Author: María Carolina García Guerra

Source: Students' Survey

As it was supposed, based on the two previous questions, more than 90% of the students answer positively to this question. The reasons given here for such congruence support the reasons given to previous questions. The students clearly

state their conformity with what they are getting out of attending English classes, and specially in this question, where even the students who answered negatively on the previous two questions, find the way the teacher approach the topic very acceptable. Krashen (1982) discusses the importance of class strategies in order to gain the students' commitment to what have been set the class goals. This is confirmed by the reasons given by the students to check this question positively; they feel confident they can make real progress if they just follow the teacher's instructions.

The students who do not like the way the teacher teaches mentions that sometimes they feel too pressured by the classes' pace in terms of classwork and homework, but this should not discredit the teacher, work in or out of the class is necessary to meet the educational objectives of each class, whether the students like it or not.

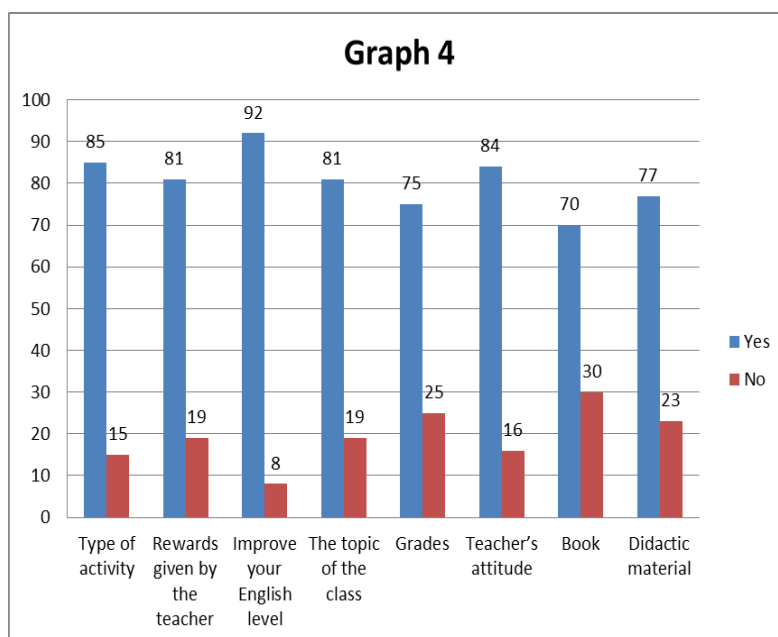
It is supported that when the teacher manages to create a positive environment in class, this helps to develop intrinsic and extrinsic motivation. Students who get along with the procedures in class and the person in charge to carry them out feel less anxious at the moment of participating, they feel more confident to ask questions, and have positive experiences from learning. On the other side, students who feel distant from the teacher and disagree with the teacher's style lose motivation to interact in class and are more likely to fail reaching the objectives of the class.

The teacher's way of teaching undoubtedly causes a reaction on the students; this could be appreciable during the class observations. Broadly talking, the positive outcome to this possible class issued supports the idea discussed above. A student who voluntarily participates, along with paying attention and showing positive

interaction with their class mates, it is the kind of student who likes and feels comfortable enough to do so, as the higher ranked categories on the observation sheet show.

In addition, there were also registered that the students do not engage in other activities, though this may be due to the fact that they a visitor in class. Furthermore, there was also possible to observe that the students were less likely to interrupt class because they were kept busy with the activities proposed by the teacher. Students leaving the class were a not common picture during the observations, but this cannot be attributed to how much the students like or not the class, rather it is due to the school out-of-classroom excuse politics.

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



Author: María Carolina García Guerra

Source: Students' Survey

As it can be understood from the students' responses to this question, the majority of the students rely their motivation towards learning English to many aspects such as the type of activity chosen, rewards given by the teacher, improve their English level, the topic of the class, the grades, the teacher's attitude, the book, and the use of didactic material. In this question we can realize that the students have developed intrinsic and extrinsic motivation. A clear sample of the fact that students have developed intrinsic motivation is that from these aspects, the one that motivates students the most is the improvement of their English level. Another important motivator according to students is the type of activity chosen by the teacher. The use of the book in the class and the grades are the aspects that students claim to be less important. It is essential to clarify that the difference between the most important motivator and the least important is short.

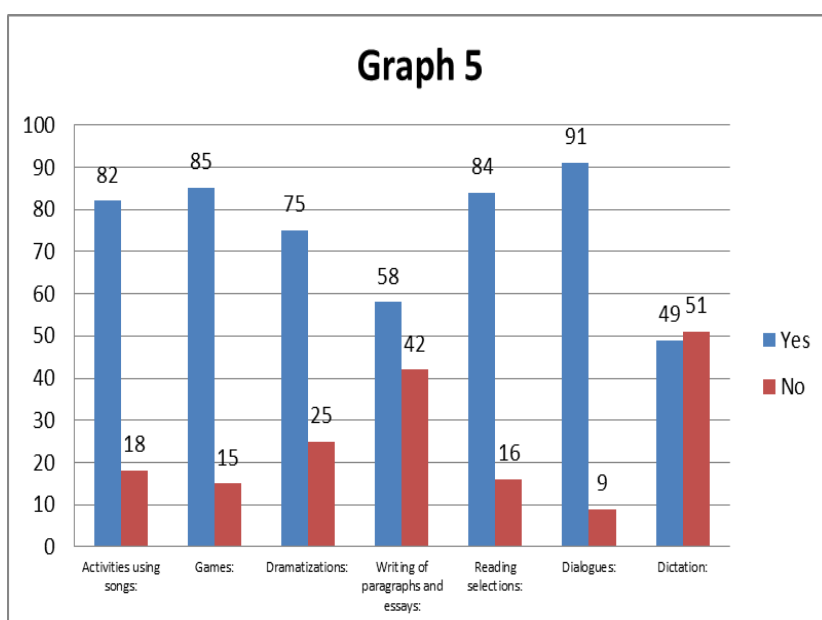
This question is closely related to the motivation a student finds in the natural elements structuring a class. Rodgers (2001) discusses this issued, stating that the different approaches to teach a foreign language and the tools used play a decisive roll helping the student to find the reasons why he/she wants to learn a language.

These class elements cannot be expected to play out alone, they need to be complemented by the teachers' attitude in class. The best way to help the students' increase their interest towards learning English is a good teacher's attitude in class, and the result shown above gave the teachers participating in this study very good grading. It was observed that the teachers commit themselves with what they do, specially showing a willingness to teach, to be part of the class. Ryan (1985) argues that the intrinsic motivation comes from an inner psychological state that has formed when a goal has been set; a teacher committed to get the best results for the students

should also adopt the roll of guiding these goals so they can be used as a positive push. Class observation also proved that treating students equally and teacher being friendly greatly contribute with keeping the students motivated.

Rewarding students participation seem not to be a common practice in the classes observed, the teachers explained that it has never been because what they try to do is help the student find the motivation on learning itself.

Do the following activities motivate students to learn English?



Author: María Carolina García Guerra

Source: Students' Survey

The graph shows that the students feel highly motivated when they are involved in activities using songs or dialogues, as well as, but less enthusiastic activities including games, dramatizations, writing of paragraphs and essays. It was expected to find out that activities involving interaction will be the most popular with

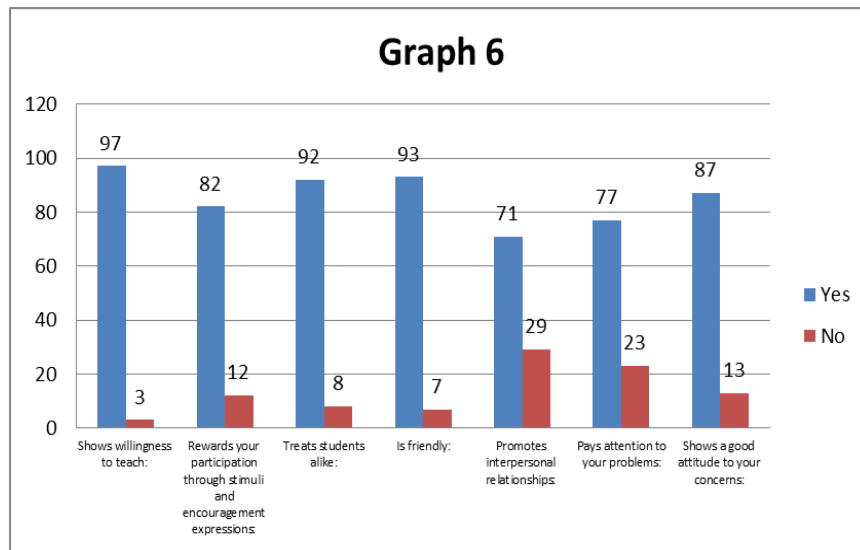
students, along with the ones which involve singing, especially when the latest hits are available. Asher (1969) along with other authors discusses the importance of the variety of activities when planning a class, depending on the particular class approach. A student will feel more motivated to learn a foreign language if the class is taken out of the ordinary into a highly encouraging environment meant to encourage the student to learn.

There are many different approaches to teach a foreign language, each one with its particular and unique way to try to build that language in the students mind, and also a specific roll a teacher must cope to in class. Even though the teachers' roll may get very specific depending the teaching approach, there are some common characteristics every must have in order to be a complement of the activities created for the class. A class activity is successful when it has been able to call the student's attention engaging him/her with whatever it is going on. This success comes from a previous stage called planning, where the teacher plays a very important roll. Being eager to assist the students with feedback and double checking the understanding with the class are just some of the most basic elements a teacher must be able to perform in order to make an activity motivating.

A teacher's roll can also be identified as a tool by the students, things such as timing the activities or treating everybody equally can prove to be as useful to give the students a sense of devotion as being friendly in class or make the students feel confident enough to voice their concerns.

As an outcome of the class observations in this matter, the teachers have gotten very positive scoring which reinforce the idea that a good teacher's attitude can be the keystone to motivate a student through well designed class activities.

What is the teacher's attitude in class?



Author: María Carolina García Guerra

Source: Students' Survey

The teacher shows a good attitude towards teaching the language and the students. Although students are very happy with the teachers' performance it could improve some aspects such as rewarding students. Rewards are not necessarily represented by a material object, as it was explained before it is better to motivate students intrinsically rather than extrinsically. Some ways of rewarding students can be applied in order to give them positive reinforcement and motivate them intrinsically.

Dornyei (1994) explains that a student can easily lose his/her intrinsic motivation due to some external factors, like the teacher's attitude. It is important to keep a positive influence over the students work and performance using tools such as paying attention to the students' problems or treating everybody fairly.

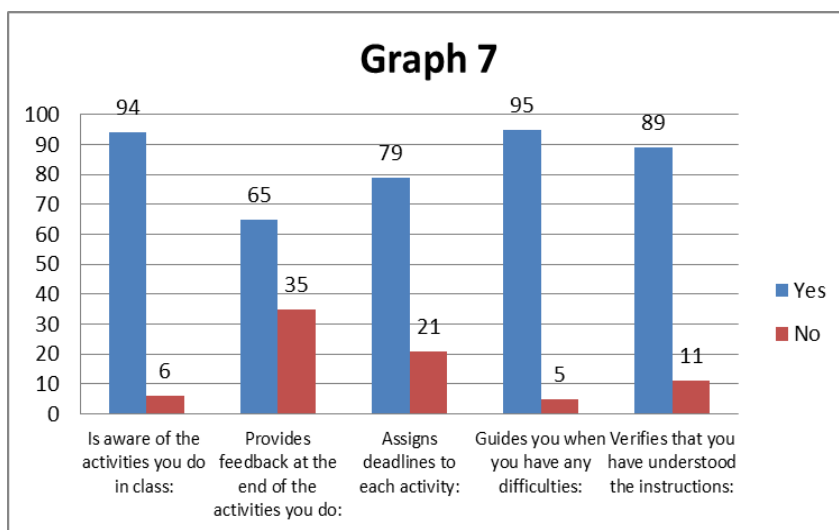
The influence of the teacher's attitude in class was clearly measurable through witnessing the aspects that were considered motivating for a student to learn

English. Undoubtedly how the teacher manages the motivating elements in class plays out when helping the student to use his/her intrinsic motivation to continue on learning a foreign language.

A lot it has been told about the motivation, Stricker (1993) states that a teacher cannot only be a passive element in a class, he/she has to become knowledgeable on the topic prepared for the class, and been able to transmit it to the students. When a student encounters a teacher who, besides being an expert, is able to make the students internalize the subject, a student finds a one more reason to attend to class.

Same as what it has been seen before, this time aspects such as type of activity, class topic and teacher's attitude were identified as the most powerful elements to help motivate the student to learn English, as well as the least motivating were the book and the didactic material.

What is the role of the teacher in class?



Author: María Carolina García Guerra

Source: Students' Survey

The teachers obtained very good scoring from the students' point of view. It is clear now that the roll of the teacher in class is just a complement to all the previous questions. When speaking of teaching, every element plays an important role as part of a methodology.

The answers above clearly states a teacher's unique guideline, may be implemented as school internal regulations. It is important to notice that these class practices will help the students to feel more confident about not only attending to class, but also being an active part of it.

Guiding students through difficulties, verifying how much have they understand or being aware of the activities perform in class cannot be done in a way to be positively accepted by students if they are not complemented by other characteristics such as showing a friendly attitude or a deep commitment with teaching, which reinforces what it has been stated before as making every teaching element a part of an everything.

White (1959) argues the importance of making the student's intrinsic motivation the starter point for effective learning, but this can only be achieved if the teacher finds the way to play an encouraging role in class.

As part of the class observation exercise, in this case, the graph below is going to show how the teacher's attitude is related to the activities that motivate the students to learn from the point of view of an external observer.

The students perception of a teacher playing an effective role could be witnessed in class trough how the students reacted to the different activities planned for the day. Supporting the answers given by the students on a previous question, this time the activities based on interactions seemed to be the most motivating for the

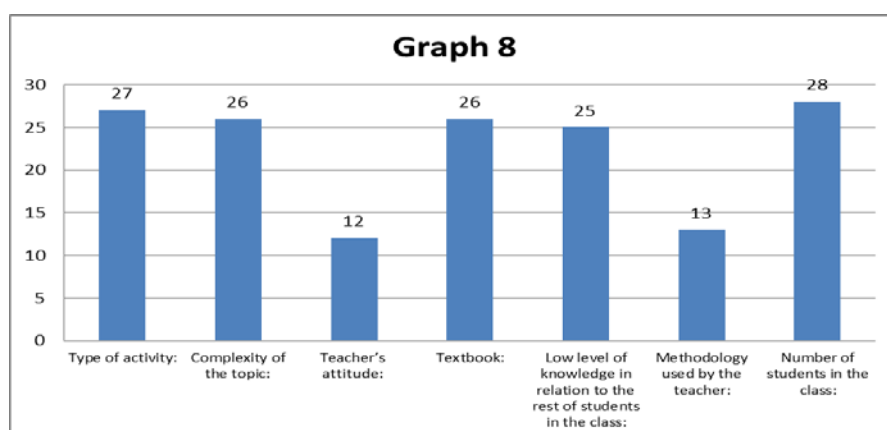
students. Stevens (1991) mentions the particularity of some activities related to an specific class approach, discussing the importance of the activities to help to make the approach the best way to get to the student.

It was clear during the observations that the effective role in class eased the way the students understood and carried out the activities, with the logical consequence of a better language acquisition.

Writing activities such as writing paragraphs and essays, and dictation activities seem not to be the most motivating for students. It was observed that the teacher tried the best to make them an enjoyable activity, but students did not fall for that since they are used to perform activities into which interacting with their classmates is attractive enough to try their best each time. It is worth mentioning that not all the writing activities were seemed to be not motivating, when the topic was interesting enough, the students carried them with pleasure.

What do you think hinders students to learn English?

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



Author: María Carolina García Guerra

Source: Students' Survey

Graph 8 shows some contradictory answers. The chart above, which displays the student's responses, states that most of the aspects analyzed hinder the students' English learning in some degree, which, even though it will not mean that the students are not happy with what they get in class, but it leads to think that there is probably a bigger disapproval to some aspects of the class than the ones analyzed on previous questions.

A little bit more of 25% of the participants answered that they find things like type of activity or its complexity, along with the textbooks used may represent an obstacle to the willingness of learning English, which may reflect the inevitable circumstance of facing some boring topics, or way too complex to catch on them quick and have an enjoyable experience. The texts are also mentioned here, giving them a little importance than previously have on other questions.

Having a low level of English may be scaring when being part of a group of students who may make this a class joke, though this is probably a reason of consideration to call for a possible discourage, one again Calderon (1998) along with other authors include in their proposal for subject approaches a series of strategies which may help to prevent this.

As it was possible to observe in class, the complexity of the topic is not mentioned here as a possible factor to discourage students from learning English only because there were no such topics checked in class while this investigation took place. The textbooks were used enthusiastically which probably means that the students may referred to textbooks they used in the past. Having a low level of English, on the other hand, was clearly identified as one of the factors students may consider to give up learning English because they voluntarily refuse to be part of the

class, and due to the number of the students, this may get to be difficult for a teacher to assist, though the great commitment they show.

In fact, this is not only contradictory with the observation sheet, but also if we compare this result with the results from all the other questions analyzed. It seems that students didn't understand the meaning of the word "hinder", actually, it can be assumed that they misunderstood the question and understood the opposite of what it meant.

It is known that a good environment in the class is also important in order for students to feel comfortable and participate within the class. According to the last question analyzed, students were attentive; most of them participated voluntarily and showed interest in the class. These aspects helped for a positive atmosphere, but some other aspects such as interrupting their classmates and looking for excuses to leave the class need to be taken into account.

CONCLUSIONS

The research demonstrates that most of the students feel highly motivated learning English. It is clear that most of them agree with the teacher's way of teaching, the activities they face during classes and they feel confident participating as well. The survey shows that the teacher has been able to develop intrinsic and extrinsic motivation in the class. Students show that they are both, eager to learn the language and committed to the objectives of the subject.

It was remarkable that even the investigation was not focus on public high schools; the students show such high level of disposition to learning English, despite the facts that might be thought as "negative influences" like: crowded classes, lack of resources or the fact that they can only have English classes a few hours a month.

A significant part of the students who agreed and demonstrated to be connected with the teacher's way of teaching was found; enjoy participating actively in the class although they have their preferences for example: musical tasks and acting out games.

The teachers' attitudes were widely scored as positive by the students because the teachers were patient and try hard to fulfill the students' requirements and expectations. The fact that the students have a good relationship with their teachers has helped to increase motivation and assertiveness within the class environment.

Some class materials and subject topics, along with the fear to face a class with lower English level than the rest of the students have, have been identified by the students, as reason for a discouragement, for them to learn English.

Based on the reasons given by the students for the answer they gave to some questions, it is worth mentioning that a sense of goal achievement is a powerful issue

to build intrinsic motivation. The participants are aware that they need to learn English in order to obtain a better job in the future.

RECOMMENDATIONS

In order to avoid discouragement caused by the fear of facing a class with a higher knowledge of English, educational institutions should divide the English classes into levels, and encourage the teachers to train themselves on assisting this issue.

It would also be interesting to include technology in the classes, in this way, students would be in touch with other materials that encourage them to go beyond the objectives of the class and think of English as a tool to be used in real life situations.

On the other hand, if a class tool or set of activities are found to be able to catch the students' attention to the matter, they should share them with other teachers with the purpose of making learning an even more enjoyable activity.

Future research based on this topic must take into account that in order to improve their chances of having a more diverse experience on the observations, it is necessary to study the class programming beforehand, so much topic-diverse classes can be chosen.

REFERENCES

- BCTF.CUPE BC. (2008). *Roles and Responsibilities Teachers*, Retrieved from <http://www.bctf.ca/uploadedFiles/Public/Issues/InclusiveEd/RolesandResponsibilitiesTeachersTAs.pdf>
- Brown, R. A., (n.d). *Motivation for Learning English among Japanese University Student*, Tokyo: Bunkyo University.
- Dornyei, Z. (1994). *The Modern Language Journal* (Vol. 78, No. 3). Retrieved from <http://www.jstor.org/stable/330107>.
- Eunhee, H. (2007). *A Study of EFL Students' Perspectives*. Retrieved from http://www.asian-efl-journal.com/March_2007_EBook.pdf?q=current-issue-volume-15-number-9-published-on-3-march-2005#page=126
- Ibrahim, A. (2012). *Motivation to Learn English among College Students in Sudan*. Retrieved from <http://dx.doi.org/10.5539/elt.v5n8p4>
- Moughamian, A. C., Rivera, M. O. y Francis, D. J. (2009). *Instructional models and strategies for teaching English language learners*. Portsmouth: RMC Research Corporation, Center on Instruction.
- National Center for Educational Statistics (2011). *Effective Teaching Strategies for English Language Learners*. Retrieved from <http://www.supportrealteachers.org/strategies-for-english-language-learners.html>
- Pelletier, L. G., Fortier, M. S., Vallerand, R. J., Tuson, K. M., Briere, N. M. y Blais, M. R. (1995). Toward a new measure of intrinsic motivation, extrinsic

motivation, and motivation in sports: The Sport Motivation Scale (SMS).
Journal of Sport and Exercise Psychology. 17, 35-35.

Ratanawalee, W. (2012). *A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology*. Retrieved from
<http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/904.pdf>

Richards, J. C. y Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

The Internet TESL Journal, Vol. IX, No. 2, February 2003. Retrieved from
<http://iteslj.org/Articles/Davies-CBI.html>

Vallerand, R. J. (1992). *The Academic Motivation Scale: A measure of intrinsic, extrinsic, and motivation in education*. Montreal: Educational and Psychological Measurement.