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English language students and their motivation to learn the language

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

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Vargas Wachter Cynthia

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DEDICATION

This research is dedicated to all open-minded English teachers, who always try to give their best in improving their classes and who care about their students. I hope that the findings of this study will give them new insights on the topic of English second language motivation in Ecuador, inspiring them to make creative adjustments to their lesson plans, so that they can keep up the great work and improve their teaching techniques even further.

ACKNOWLEDGEMENT

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ABSTRACT

The present study investigates English language students and their motivation to learn the language. The purpose of this study is to learn more about the students´ perceptions in relation to their motivation to learn English inside the classroom. It tries to answer the question of what motivates and what hinders students when they are learning English. This research was conducted in a high school, located in Puerto Ayora, Ecuador.

The data was obtained by surveying one hundred students of five different English courses with questionnaires. The researcher observed five random classes to answer the observation sheets. The courses included 10th to 12th grade high school courses. A total of 56 girls and 44 boys, ageing between 14 and 17 years were surveyed. The approach of this study is quantitative and qualitative.

The factors described and analyzed in this research indicate that students are generally motivated to study English and that their main motivation is extrinsic. Problems that were identified to hinder students when learning English, showed to be linked to problems of large multilevel classrooms, the textbook and the teacher.

KEY WORDS: students´ motivation, perception, extrinsic and intrinsic motivation, EFL learning

RESUMEN

El presente estudio investiga estudiantes de Inglés y su motivación para aprender el idioma. El propósito del estudio es aprender más sobre las percepciones de los estudiantes en relación a su motivación para aprender Inglés dentro del aula. El estudio trata de responder la pregunta de que motiva y que obstaculiza a los estudiantes cuando aprenden Inglés. Este estudio se realizó en un colegio en Puerto Ayora, Ecuador.

La información fue obtenida al consultar cien estudiantes de cinco cursos de Inglés con cuestionarios. El investigador observó aleatoriamente 5 clases para responder las hojas de observación. Se incluyeron cursos del décimo grado hasta segundo de bachillerato. Un total de 56 niñas y 44 niños, entre 14 a 17 años fueron consultados. El acercamiento de este estudio es cuantitativo y cualitativo.

Los factores descritos y analizados en esta investigación indican que los estudiantes son generalmente motivados a estudiar Inglés y su motivación es mayormente extrínseca. Problemas que les obstaculizan el aprendizaje de Inglés resultaron estar ligados a problemas de aulas grandes de multinivel, el libro de texto y el profesor.

PALABRAS CLAVES: motivación estudiantil, percepción, motivación extrínseca e intrínseca, aprendizaje EFL

INTRODUCTION

Nowadays the English language has become of paramount importance, not only in Ecuador, but also in countries all over world. We are living in an era of globalization, Internet, technology and international businesses, that all use English as their primary tool for communication. This made it necessary to teach English in our schools. In Ecuador, English is being taught as an optional language from grade 2 and as a mandatory language from grade 8. There are even some institutions that offer English at the kindergarten level. Unfortunately there are many students that are not motivated to learn English.

The government currently tries to improve the English education standard through teacher training programs, scholarships, international academic exchanges, recruitment of international teachers and investments in quality public education.

Despite all the efforts of the government and the teachers to improve the English language proficiency of Ecuadorian students, there is one aspect that is often neglected, but which decides over success or failure, during the language acquisition process. This important, but unfortunately often ignored aspect, is "motivation". It seems to be the single most important factor affecting language learners´ success. Many researchers, including the renowned researcher Dörnyei, support this idea. In his study " Motivational factors in the second language attainment: A review in Hungary", Dörnyei (1997) found out that motivation gives the students the first impetus to start the learning behavior and later to maintain the strength to keep on learning.

Additionally, in "The practice of English language teaching", Harmer (1991) states that students who are motivated achieve a greater learning success, than their unmotivated peers, even if the conditions are not favorable or if the teachers fail to apply the correct methodology. A lack of motivation can cause students to have low achievements, fail their

long-term goals and develop negative attitudes towards the target language in spite of having impressive learning abilities.

A previous study with the title "Students´ perception of teacher behaviors as motivating and demotivating factors in college classes", carried out by Gorham & Christophel (1992) found out that teachers have a direct influence on the students´ motivation and demotivation, with a stronger influence on the learners´ demotivation through "negative teacher behaviors", like sarcasm, making fun of students and lack of humor. The purpose of the study was to try to identify the students´ major motivators and demotivators in class, in relation to teacher behaviors and to find out what types of teacher behaviors are being perceived as positive or negative. The researchers reached the conclusion that "students are more likely to attribute their lack of motivation in a college class to what the teacher does and to attribute their being motivated to more personal factors such as interest in the subject, general achievement motivation, or desire/need to earn the credit and/or a good grade." Despite all the valuable new findings, which the study was able to generate, it was limited by the fact that it did not take into account class size and students´ former experiences with teachers.

In contrast to the former study, Nugent (2009), was able to demonstrate in her research "The impact of teacher-student interaction on student motivation and achievement", that teachers are able to influence their learners´ motivation positively through a good teacher-student relation, appropriate materials and meeting the students needs. The purpose of the study was to examine the correlation between teacher-student interaction and achievement motivation. A limitation of the study was its sample size, because it only included participants from just two high schools. Despite the limitations, the results of the study found that positive teacher-student relationships are crucial to student learning success. However, in Ecuador, there has been evidence that many students face problems and obstacles in learning English as a second language and are often demotivated to learn.

Only little information about the reasons for motivation and demotivation of English language learners in Ecuador exists, as there is still a lack of proper research.

In order to shed more light into this complex topic, the presents study aims to answer the following questions:

What do you think motivates students to learn English?

What do you think hinders students to learn English?

The findings of this study will help teachers understand the reasons for the students´ motivation or demotivation, so that they can take action, change behaviors and create educational activities that touch the motivational core of each learner. Therefore, the study will benefit teachers and educational systems, helping them to improve their methodology, teaching techniques, creation of appropriate supplementary materials and addressing students´ needs, which will all benefit the learning success of the students on the long term.

Although the study was able to generate new findings about English language students and their motivation to learn the language, there were several limitations. The first limitation encountered was, that the sample group was drawn from only one public high school in Galapagos. For this reason, the findings cannot be generalized at a national level and they cannot be applied for primary students or adults, either. Another limitation of the study was the questionnaire used for the data collection. The questionnaire had only two options ("yes/no") for answering the quantitative sections. This type of instrument allows the researcher to find out, if certain aspect influences the motivation/demotivation of a student, but not to which extent. An attitude motivation test battery using a Likert scale from "strongly agree" to "strongly disagree" would have produced more precise results about the motivational influence of each factor.

CHAPTER I: LITERATURE REVIEW

Due to the necessity of improving the students´ English language proficiency and learning success, the Ecuadorian government is searching for ways of how to enhance the teacher´s methodology, in order to make their teaching more effective. One of the most important factors when it comes to learning success, and especially to ESL teaching, is student motivation. Apart from that, there exists a large spectrum of theories that include an infinite amount of variables that may affect our students´ motivation in the ESL classroom.

The present research includes several theories, concepts and definitions of paramount importance and interest for the students´ learning progress, which will provide us with a better understanding of the ideas proposed in this study. In order to ground the findings of this study, the following topics will be presented and explained in the following paragraphs: motivation, activities and strategies that motivate students to learn English, teaching approaches and methods, as well as teacher roles. Furthermore, five studies and their novelty findings in the area of motivation in ESL teaching will be exposed in the last section of this literature review.

Motivation

The term "motivation" is derived from the Latin word "movere", which means, "to move". But what moves people to participate in an activity and how does motivation affect their desire to continue the activity? That is exactly what teachers are wondering about in order to help their students become successful learners. Motivation has been especially important in the process of second language acquisition.

Dörnyei (1997) states,

L2 motivation provides the primary impetus to initiate the learning behavior and later the driving force to sustain the long and often tedious learning process; that is, all the other factors involved in L2 acquisition presuppose motivation to some

extent and, indeed, motivation is usually mentioned in explaining any L2 learning success or failure.

Gardner (1985) defines the term "motivation" as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". Furthermore, the author claims that "motivation L2 acquisition refers to the combination of effort plus desire to achieve the goal of learning the language and favorable attitudes towards learning the language". But how can we help our learners to get motivated? According to Gardner (1985), it is necessary to analyze and comprehend the students´ ultimate learning goals and purposes. Some factors that influence enormously in the students´ learning goals are extrinsic and intrinsic motivation, which will be discussed in the following paragraphs.

Arnold (1999) and Heinzmann (2013) agree that extrinsic motivation is created by external stimuli like rewards or being able to avoid punishment. Hence, you can conclude that "external" means "outside of" or "not connected with", because the motivation does neither have its origin in the student, nor in the learning activity itself. In extrinsic motivation, the students get motivated when they receive a reward in form of a good mark for example, or if they are able to avoid certain punishment. Arnold (1999) sees exactly this as a problem and argues that most schools focus only on extrinsic motivation, as they foster mainly teacher talking time, marks, exams and other external rewards. Consequently, students might feel that they work and learn only for their teachers and not because they like to learn for themselves or their own curiosity. He thinks that students would be able to think and learn more efficiently by freeing their minds from the pressure of external rewards and punishments. However, he admits, that a few external incentives at the beginning, might be beneficial to the students´ learning progress, as the initial stages could be lacking inherent pleasure, necessary for intrinsic motivation.

Similarly, Heinzmann (2013) claims that newer studies show that extrinsic motivation might not be affecting intrinsic motivation in a bad way, given that the rewards be informative and not controlling. This means, that we can further the learners´ intrinsic motivation by providing them meaningful external rewards in form of feedbacks on their progress or performance. Nonetheless, Arnold (1999) states "…learners should be moved beyond the extrinsic."

In contrast to extrinsic motivation, Arnold (1999) and Heinzmann (2013) both agree that intrinsic motivation refers to the motivation students feel when they engage in a learning activity that is inherently pleasurable. The students engage in the work for its own sake because it satisfies their curiosity and they enjoy what they are doing. In this type of motivation there is no need for an external reward, because the activity itself is rewarding. According to both authors, we must support the learners` autonomy, provide them with feedback focusing on their competence and involve them on an interpersonal level in order to facilitate the development of intrinsic motivation in our students. In the same way, they agree that the presence of autonomy and self-determination in the students are essential to the formation of intrinsic motivation. Arnold (1999) states that intrinsic motivation is better for long-term retention and increases the chances of the students´ learning success. Therefore, the author argues that all teachers should rethink their teaching techniques and try to do their best in order to motivate their students intrinsically. Unlike Arnold (1999), Heinzmann (2013) identifies three different subclasses of intrinsic motivation that differ in the type of pleasure the student wants to satisfy.

Heinzmann (2013) states:

"The first is an intrinsic knowledge orientation where the student derives pleasure from satisfying his or her curiosity about a certain topic. The second type is an intrinsic accomplishment orientation where the student derives pleasure from surpassing himself/herself and of mastering a difficult task. The third type is an

intrinsic stimulation orientation where the student derives pleasure from the sound

or the rhythm of the language"

Analyzing those examples of intrinsic motivation, Heinzmann (2013) concludes that it is evident that teachers have to find out about the students´ interests to keep alive their natural curiosity, as well as keeping the level of tasks and activities demanding enough to make them feel competent and on the other hand, to simply avoid boredom. The author highlights that the tasks should not be made too difficult to solve, because the students could start to feel frustrated then.

Now, that we have a better understanding of "motivation", it is time to discuss the different activities and strategies that may influence our learners´ motivation positively.

Activities and strategies

As mentioned before, motivation depends in a great part on the students´ interests and their natural curiosity. Therefore, Nation & Macalister (2010) and Gross David (2009) agree that lessons should be based on the student's interests, needs and desires and that it would be an advantage to create a negotiated syllabus in which the students feel that they are actively involved in the planning and decision-making. Especially Gross David (2009) highlights that addressing those needs is more rewarding than receiving grades and stimulates the intrinsic motivation in our learners. Both authors also coincide, that the teachers should foster their students´ autonomy. This can be reached by setting tasks with clear outcomes for the end of a lesson or by setting achievable goals for themselves over a short period of time. Similarly, Nation & Macalister (2010) and Gross David (2009) agree that it is essential that teachers encourage their students continually. Additionally, Nation & Macalister (2010) argue that many short achievement tests encourage the learners to keep on studying and that these tests help the students to feel competent. On the contrary, Gross David (2009) states that students should be encouraged focusing on their progress and improvement rather than focusing on the grades of

their exams. As a result, he argues that teachers should encourage their students to overthink their own work critically, highlight their strengths and try to help them improve their weaknesses. Furthermore he mentions another very important point that is not addressed by Nation & Macalister (2010), namely the class environment. Gross David (2009) states that we have to " create a classroom environment that welcomes the successes and accepts the stumbles and failures that accompany learning. " According to the author, we can lower the affective filters of the students in a welcoming, friendly environment; thus, we will be able to improve their ability to learn efficiently. In general, Gross David (2009) focuses a bit more on intrinsic rewards rather than Nation & Macalister (2010) who highlight extrinsic rewards like praising, publications in a class newsletter, record keeping and tests. David Gross (2009) emphasizes the importance of making the students feel part of the lessons by using meaningful, interesting and varied materials, giving early positive feedbacks, as well as creating a good rapport with the learners to make them feel comfortable and understood. All this will help to stimulate the students´ intrinsic motivation. Even so, both authors agree with the idea, that the learning activities should be neither to easy, nor too challenging for the students. The tasks should be somewhat demanding, but they should not overwhelm the learners with their level of difficulty, in order to keep them motivated.

Teaching approaches and methods

Although, there are many different teaching approaches and methods, some are more suitable than others when it comes to motivation.   An illustration of some of the most well-known and applied approaches and methods, pointing out their advantages and disadvantages, will be given in the following paragraphs.

One teaching approach, that has received plenty of attention in present, is "communicative language learning". According to Larsen-Freeman (2000) and Gonzales (2008), the focus of communicative language learning lies on teaching mainly the different

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functions of the target language with a great use of authentic language and the practice of communication in real-life like, situations. This approach is student-centered, offering the learners many opportunities to produce, with the teacher acting mainly as facilitator providing meaningful input. The main goal of this approach is help the students become effective communicators.

Similarly, Littlewood (1992) claims that communicative language learning focuses mainly on developing speaking skills, the learner's fluency and on tolerating errors during the oral practice phase. According to Littlewood (1992), the teacher is no longer the center of attention in this approach. Nonetheless, the teacher is still important to the students´ learning progress. The author highlights the importance of the teacher as 'elicitor' in communicative activities, as which he does not necessarily interact with the students, but helps them by acting as a 'co-communicator', providing guidance and feedback. Additionally, Littlewood (1992) argues, that the activities used in communicative language learning, using authentic materials, facilitate "whole-task practice", improve student motivation, allow a more natural learning and help create a context that supports the learning process.

Another important approach is the "cooperative language learning", in which the students are not only taught to improve their language skills, but also their social skills by working collaboratively in mixed groups. Gonzales (2008) states, that this type of method improves the critical thinking skills of the learners and encourages their self-esteem and motivation. Larson-Freeman (2000) adds, that the group work teaches students to learn from each other and to be more tolerant. According to Olsen & Kagan (1992), "Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others."

With regard to "content-based instruction", Larson-Freeman (2000) and Gonzales (2008) agree that this approach is a combination of ESL-learning and real-life, meaningful subject matter at the same time. In this approach students feel motivated to produce speech, because they want to convey meaning in order to obtain more information about the subject of their interest. Therefore, teachers should choose a topic that interests students and with whom they are familiar. Similarly, Larson-Freeman (2000) states, "Teaching should be build on students´ previous experience." With this approach students will be able to improve their language skills and their academic knowledge at the same time. Nevertheless, Gonzales (2008) points out that it is important to distinguish between the language progress and the academic progress of our students.

Another interesting approach to mention is the "task-based language learning". In this approach the students learn by following the instructions of specific tasks linked to real-life situations or which have a purely educational purpose. Gonzales (2008) states, " The basic premise of TBLT is that language should be learned through a set of meaningful communicative tasks that involve students in comprehending, producing, or interacting in the target language." Larsen-Freeman (2000) argues, that the difficulty level of the task should be higher than the students´ level, but still reachable for them without the teacher´s help. Both authors agree, that the communication during the performance of the task should emphasize meaningfulness and authenticity. Gonzales (2008) suggests to make the process of task-completion our main goal when we observe our students for assessment, rather than focusing only on the outcome.

A historically important method that nowadays has been under dispute is the "translation method", which forms part of the grammar-based approaches. Larsen-Freeman (2000) and Gonzales (2008) both agree that this approach is teacher-centered with almost no student-talking time and no opportunities to produce meaningful communication, as its main

goal is focus on form in writing. Despite all the obvious disadvantages, Gonzales (2008) admits, that infrequent focus on form exercises are valuable for learners who are still at the beginner level, and that this method could still be beneficial if included as part of other approaches.

To conclude, I would like to mention the "total physical response" method. Larsen-Freeman (2000) and Gonzales (2008) agree, that students learn through following actively the commands of their teachers and carrying out the requested actions. They also agree, that the learners have to possess a basic understanding of the target language. Larsen-Freeman (2000) highlights the importance of making students feel that they are progressing and that they have to be flexible in their understanding of new word chunks in context, in order to keep them motivated. Additionally he argues, that speaking should be more encouraged than writing. Gonzales (2008) on the other hand, claims that teachers have to keep a continual level of comprehensible input in order to guarantee the students´ learning success with this method.

The roles of a teacher

As soon as you are working as a teacher you will be faced with many new responsibilities. Some of the roles you might have to adapt to being a teacher will be presented in the following paragraphs.

Nielson (2006) was able to identify seven different teacher roles, namely: "planner, facilitator, team player, questioner, observer, model and support system." Harden & Crosby (2000) agree with Nielson (2006) in the roles of "facilitator, role model, planner" and into some extent "support system", which in their case is called "mentor". Additionally, they identified the roles of "assessor, information provider and resource developer".   Both authors agree, that the role of the facilitator is used to create student-centered lessons and that the main goal of the teacher should be to help the learners progress. Nielson (2006) points out that "it is your job to make sure that every child has the opportunity to experience success and learn according to

individual needs, styles, and levels of ability." As facilitator you should not provide your

students with the answers, or the outcome in the beginning, but guide them towards the correct

answers so that they can feel competent and make their own conclusions.   In the case of the

teacher role "planner", the authors have somewhat different points of view of the goal of being

a planner. Nielson (2006) highlights that the focus of being a planner should be on the social

aspects, like for example making the students feel comfortable in an educational environment.

For instance, Nielson (2006) states: "Your first and most important job is to plan and prepare

the environment for learning." Therefore, in order to be a successful planner, the teacher has to

keep in mind the students´ different backgrounds, learning styles and preferences. On the other

hand, Harden & Crosby (2000) see the goal of being a planner in organizing the curriculum, as

well as the courses. They underline, that course planning will demand a lot of creativity from

the teachers, but that they will have a great power and control over the courses if they design

them themselves.

   The next teacher role, in which they agree, is the role of being a "role model" for the

students. Both authors share the idea that we have to give the perfect example of how to

behave, act and solve problems, if we want our learners to behave the same way. Especially

Harden & Crosby (2000) point out that: "Role modeling is one of the most powerful means of

transmitting values, attitudes and patterns of thoughts and behavior to students." An interesting

point that is mentioned by the former authors is, that we are even influencing our students when

we are not consciously trying to influence them. Hence, it is very important to control our

behavior and ourselves when we are in the classroom, trying to act as consciously as possible.

Finally, the last role in which they agree is the role of "mentor" or "support system", which

have basically the same meaning for them. Nielson (2006) and Harden & Crosby (2000) agree,

that the teacher should always be there to support the students´ learning progress and assist

them when needed. Especially Harden & Crosby (2000) state that being a mentor means being

the "off-line help by one person to another in making significant transition in knowledge, work or thinking", and that the mentor "has a role to help the learner grasp the wider significance of whatever is happening".

A different teacher role, mentioned by Nielson (2006) is the role of being a "team player". As mentioned before, this author focuses a lot on the social aspects of being a teacher. He claims that our job is not only with the students, but that we have also many responsibilities with other people working in our educational institution. As a result, Nielson (2006) concludes, that teachers should do their best to avoid problems and try to work together as an efficient team. He also states, that there should be plenty of communication between the employees on a daily basis and that working together, we can make it easier for the students to learn. Another role mentioned by Nielson (2006) is the "observer". He argues, that we have to observe our students carefully in order to find out about their learning intelligences, interests, strengths and weaknesses in order to help them where they need it most or to foster their strengths even more. Ultimately, Nielson (2006) mentions the role of being a "questioner". According to the author it is our job to foster and develop our students´ thinking skills by asking open-ended questions directed to the different areas of cognitive skills. Nielson (2006) claims that the thinking areas, which we should help our students improve, are "knowledge, comprehension, application, analysis, synthesis and evaluation."

Furthermore Harden & Crosby (2000) identified the role of being an "assessor". They highlight that it is of paramount importance to assess the learning progress of our students and knowing how to assess the students properly. The teacher who acts as an assessor will have to create the exams, provide the students with an appropriate amount of preparation, define the type of marking and choose the right test instruments. They also recognize that the teachers should examine the curriculum and evaluate their own teaching in order to improve the effectiveness of the course. Harden & Crosby (2000) state: " The quality of the teaching and

learning process needs to be assessed through student feedback, peer evaluation and assessment of the product of the educational program." Lastly, they present the role of the teacher as "resource developer" in which the teacher has to find the right materials for the learners in a students-centered classroom. It is the teacher´s responsibility to create and apply new materials, activities, resources and educational environments, making use of the latest technologies in order to keep the information up to date.

Additionally they point out the importance of the teacher to be a study guide producer. They claim that we will not be able to accompany and guide our students during the entire day and that it is important to create a study guide for them in order to support their learning process. Therefore, the teacher has to choose carefully relevant and meaningful information for the study guides and build in some activities in which the students will be able to assess themselves and their learning progress.

Some previous studies about English language students and their motivation to learn the language will be presented in the following paragraphs. All of the studies are valuable, as they give us an opportunity to get new insights about that topic and help us to widen our horizons. Many of their findings will help us improve our teaching, as we can include new strategies and adapt existing ones to fit the needs of our students.

The first study, written by Tahaineh & Daana (2013), had the goal to investigate the two most relevant social psychological variables: "The motivation orientations (instrumental & integrative) of the Jordanian EFL female undergraduates and their attitudes towards learning the target language and its community". They surveyed 184 female English language and literature students, ageing 18-24, at Al Balqa' Applied University-Princess Alia University College-Amman, Jordan as their sample group. The survey implemented the Attitude/ Motivation Test Battery with eight major items under investigation.

They used a 6-point Likert Scale from Gardner's Attitude/Motivation Test Battery to analyze the integrative (intrinsic motivation) and instrumental (extrinsic motivation) orientation of the students. The scales were ranging from 'Strongly Agree' to 'Strongly Disagree'. The questionnaire had 64 items and most of them were taken from Tamimi & Shuib (2009) Chalak,& Kassaian (2010) and changed to fit the nature of the Jordanian English students. The entire questionnaire was administered in English because all volunteers were English language and literature students. The students were allowed to ask comprehension questions in their native language and had to complete the questionnaire within 90 minutes. All of them were able to complete the questionnaires during that time and the same were collected at the end of the session. The investigators informed the students that they would keep all the information confidential and that the data collected would be used for research purposes only. In conclusion, the study could demonstrate that the students were both instrumentally and integratively motivated. Nonetheless, the instrumental (extrinsic) motivation was stronger than their integrative (intrinsic) motivation. They also could show, that learning more about the culture of English-speaking countries had only a minor influence on the students´ motivation to learn the language. However, they found out, that the students had an overall positive attitude towards the English language, native English speakers and their culture.

The second study, written by Bahous, Bacha & Nabhani (2011) investigates problems, related to motivation, that make it difficult for the students to learn English. The main goal was to investigate the views of the teachers and students about language learning problems in the English language classroom. The research is innovative, because it analyzes the university students' views on motivation, a topic that is not widely studied on L1 Arabic speakers in the Lebanese context. The research design that has been used in the study was qualitative, but employed mixed methods of questionnaires and semi structured interviews. Many interview and questionnaire items were adapted from the reviewed literature on motivation in language

classes. The investigators informed the students about the purpose of the research and that the information will be kept secret, anonymous and voluntary. They ensured confidentiality by using fictional names, and the students´ data was treated with great responsibility. The researchers conducted the semi-structured interviews individually, as well as face-to-face. The coordinators had to choose six students randomly from each of the 5 English courses for the interview. They also sent questionnaires with four main questions to the teachers of the English courses by e-mail. Only 30% of the 20 teachers responded the questionnaire. The researchers used qualitative data analysis to find repetitive patterns in the different perceptions that the interview data revealed. The study concludes that there is a great disappointment between the teachers and students, because the students do not think that they can benefit from the English courses offered by their university. Most of the students would prefer communicative classes that focus more on language skills and subskills, but their teachers focus more on academic writing. The findings show that learners are not motivated to learn English because of an over-focus on writing skills with very little new learning experiences and uninteresting materials. Conversely, teachers complain about their unmotivated students and that they receive a pre-structured syllabus, that leaves little opportunity for communicative methods.

The third study was written by Cheng & Cheng (2012) and tries to understand how college "English as a Foreign Language students" in Taiwan achieve successful learning outcomes. The aim of the study is to show evidence that motivation contributes to successful foreign language learning outcomes. In this study, the researchers used a qualitative approach. They collected their data interviewing two male and two females students with the highest achievement scores in EFL, using semi-structured interviews. The investigators conducted the interviews individually, but also tape-recorded them in order to code and analyze the interviews later. They interviewed each student for about ninety minutes. In order to reflect the students ideas and opinions correctly, all the interviews were conducted in the learners´ native language

– Chinese. It is interesting to notice that the study recorded the students´ thoughts and feelings about their English progress over an extended period of time, exposing their problems, as well as successes, surpassing themselves. The study concluded that there is an observable effect of motivation and that it takes a long time to get motivated. Therefore, the researchers suggest that it needs a combination of time and motivation in order to create successful long-term learning progresses in our students. The investigators see the result as a confirmation to the belief that motivation, and precisely intrinsic motivation, plays an essential role in the determination of success in the students´ learning progress. Another conclusion is, that the learning success does not only depend on the learner´s interest alone, but also on self-discipline, which in change leads to self-learning. They also conclude that the intrinsic motivation has its beginning in the initial stages and improves according to how much the students are able to integrate topics related to English learning in their every day live and how much they get involved in related activities at home.

The fourth study written by Pawlak (2012) tries to analyze the changes in the motivation of 28 senior high school students (18 females and 10 males). The research focuses on their goals and intentions, as well as their interest and involvement in classroom activities and tasks during the time of four weeks. The data collection was carried out with the help of questionnaires, observations and interviews during four naturally occurring English lessons. The instruments used for the data collection are being described in the following section.

Pawlak (2012) states:

"A motivation questionnaire containing 42 6-point Likert-scale items, where 1 indicated complete disagreement and 6 complete agreement; the tool was intended to supply data about the participants' motives for learning English, interviews with 9 students, a motivational grid, where the participants were requested to mark the levels of their interest and engagement at 5-min intervals during a particular lesson on a scale of 1 (minimum) to 7 (maximum), an

evaluation sheet, a slightly adapted version of a survey used by Peacock (1997), in which the participants were instructed to indicate their interest in a particular class by responding to seven items based on a semantic differential scale (e.g., interesting vs. boring; pleasant vs. unpleasant; attractive vs. unattractive)."

A similar questionnaire for the teachers with 8 items was provided, too, with a Likert-scale ranging from one to seven. The language used to give the instructions and for conducting the interviews was the students´ native language – Polish. Ultimately, the researchers found out that there is a greater presence of intrinsic, than extrinsic motivation, which could be an indicator of greater effort towards learning tasks on the long term. Nonetheless, they could prove that extrinsic motivation plays an important role in weaker students who want to pass their final exams in order to get promoted. Similarly, the students´ engagement in learning, proficiency and attainment depends on a great part on the type of motivation. Learners with more intrinsic personal goals and who engage in activities related to English learning in their free time, were more likely to surpass the educational requirements of their institution. In regard of the analysis of the quantitative and qualitative data collected, the researchers came to the conclusion, that the origin and the level of motivation are not stable and that they might altered over time. These types of change could be observed over a long period of time, but also during a single lesson. Despite the fact, that the reasons for learning stay relatively the same, the intensity of motivation is in effect subject to change.

The last study was conducted by Abdelrahim & Humaida (2012), in order to evaluate the motivation to learn the English language in students of the faculty of arts of the Islamic University in Sudan. The researchers wanted to investigate if there were significant statistical variations on motivation scores related to the students´ level and age. They also wanted to find out if there was a correlation between motivation and age. In order to do so, the investigators used the descriptive method and selected randomly 40 male students as their sample group. The

researchers administered a scale that has been designed previously to measure the learners´ motivation. The scale they used during the data collection process had fifteen different items, including five answering alternatives, in which the students could choose between "always-often-sometimes-rarely-never". The researchers used several different tools to analyze the collected data and to verify their hypothesis. According to Abdelrahim & Humaida (2012), the investigators used: "statistical tests on (SPSS): T-test for one sample, One-way analysis of variance, and Pearson correlation coefficient."The researchers reached the conclusion, that the English students were extrinsically motivated to learn the language. Additionally the investigators suggest, that the students´ motivation to learn English in Sudan is connected to the student's wish to be actively involved in the learning process. Furthermore, the students´ motivation is linked to the reasons or goals that give shape to their engagement or non-engagement in learning tasks. Despite the fact that learners may be motivated to perform a task for the same reason, the nature of their motivation to learn English as a foreign language may vary. Therefore, the researchers are discussing the idea, that there might be other factors that influence the motivation to learn English in class effectively. The positively influencing factors identified by the researchers are nature of learners, class environment, and extracurricular activities.

In conclusion, the study revealed that there was no important difference on motivation linked to student level, and that there was no correlation between motivation to learn English and the age of the participants. Finally, the investigators recognized that motivation is an essential factor when students want to acquire English as second language successfully. The authors highlight that it is important to make the students realize the need to progress in their learning and to work towards achieving their learning goals. Additionally, Abdelrahim & Humaida (2012) concluded, that it is the teachers' responsibility to provide their students with

plenty of motivation to learn, as this represents one of the best ways to facilitate effective

learning.

CHAPTER II: METHOD

Setting and Participants

The study about "English language students and their motivation to learn the language" was conducted in a public high school in Puerto Ayora, Santa Cruz, Galapagos, Ecuador, during the months of January and February of 2015. The sample group were 100 students from five English courses, of two different female English teachers. 20 students per course were asked to answer the questionnaire at the end of a general English lesson. The 5 English courses involved one 10th grade course, three 11th grade classes, and one 12th grade high school class. A total of 56 girls and 44 boys, ageing between 14 and 17 years, were asked to answer the questionnaire.

Procedure

The beginning of this research started with the collection and comparison of several sources, in order to establish the Literature Review. Therefore, numerous journals, websites and books were reviewed, organized and selected according to their relevance for this study. Thereby, the method used to conduct this research was mainly quantitative with only a few qualitative aspects taken into consideration. The quantitative method was used to obtain information about the influence of different aspects on the students´ motivation to learn English as a second language. Therefore, the instruments used to compile the data, were questionnaires handed out to the students and the researcher used observation sheets to observe five random English classes. The administered questionnaires had eight major items apart from one general information item about the grade, location, name and type of the institution.

The observation sheets for observing the English classes had similar items, so that a later comparison between the students´ questionnaires and the observations of the researcher could be made possible. In order to collect the data, the questionnaires were handed out to the students at the end of a random English lesson during several days and the observations of the

researcher were carried out during a different lesson, following the survey. Both, the student questionnaires and observation sheets were kept in Spanish, the native language of the learners, to avoid misunderstandings.

The data obtained from the questionnaires and observation sheets, was tabulated and transferred to Excel program. Then, the data was tabulated first according to each class, gender and questionnaire items, later the totals for each aspect were added. During the tabulating process, the results were checked several times, in order to assure the validity of the findings. After transferring the data to excel, diagrams and graphs for each item were created. Lastly, the graphs were compared according to the highest und lowest score of each item, in order to find out about its positive or negative correlation to L2 motivation. The obtained results were compared to findings from related studies and authors, in order to draw scientifically based conclusions about their relevance on L2 motivation.

CHAPTER III: RESULTS AND DISCUSSION

Description, Analysis and Interpretation of the Results

The following graphs represent the statistics obtained from the data collection of the questionnaires and observation sheets. They are meant to analyze, interpret and determine the factors, which influence the students' motivation to learn English most, or which affect it negatively. First, the results of the students´ questionnaires will be presented and later the results from the observation sheets. All the data is supported with scientific information from a great variety of sources related to the research topic. The analysis of the data begins with a general description of the graph, which is then interpreted and supported with scientific foundations. The results are presented in form of averaged "totals" of the five classes for each item of the questionnaire and the observation sheets.

What do you think motivates student to learn English?
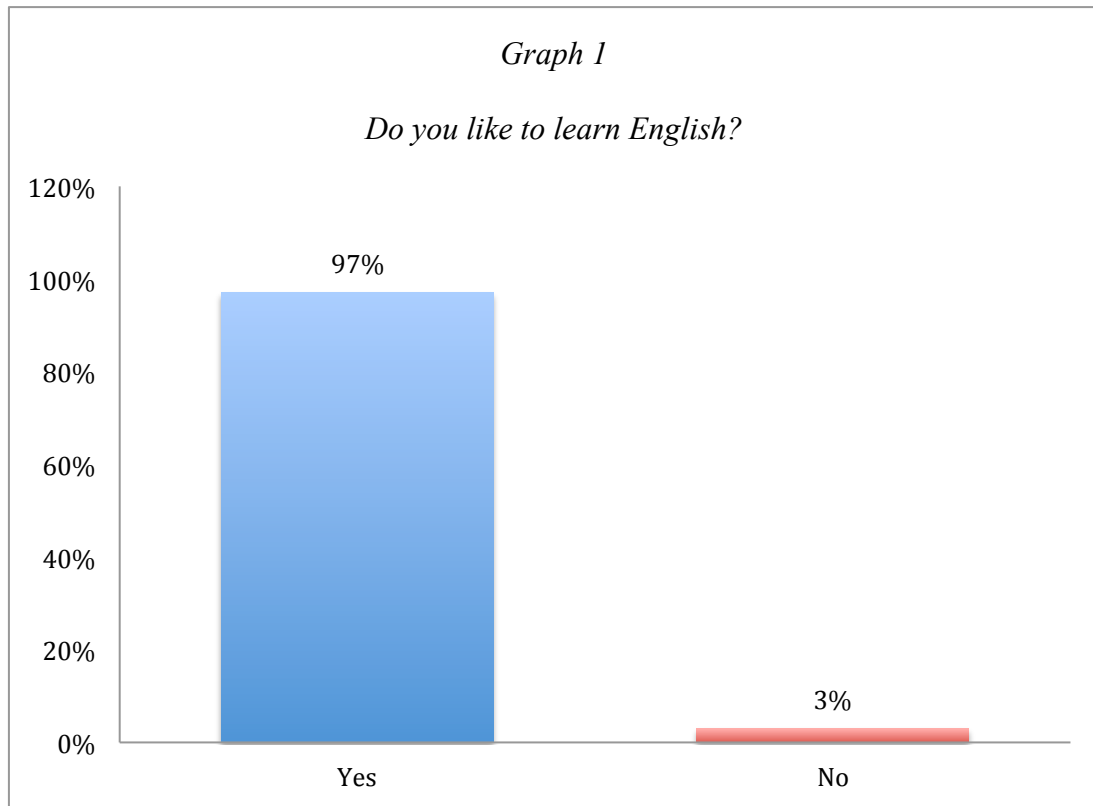
Graph 1

Do you like to learn English?

Author: Cynthia Vargas Wachter
Source: Students´ questionnaires

The graph above shows that 97% of the 100 surveyed students like to learn English and that only 3 percent do not like to learn English. Moreover, the students had the opportunity to argument in this section why they answered in a certain way, by writing their opinion about this topic. The majority of the students that answered in favor of studying English stated the "opportunity to obtain a better/well-paid job in the future", as their main reason for studying English. Other commonly mentioned reasons were, that English is important due to the tourism and the tourists in the Galapagos Islands, that English will help them to communicate with foreign people, in order to learn more about their culture and that English will help them when they are travelling, so that they will be able to avoid communication problems. A few students, that liked to study English, stated that they liked to learn English, because it is a nice language

and because it seems to be interesting to them.

Thus, most of the students are motivated instrumentally (extrinsically), as they see the English language as a tool to obtain a well-paid job and for communication purposes. Arnold (1999) and Heinzmann (2013) agree that extrinsic motivation is derived from "external" as a means of "outside of" or "not connected with", because the motivation does neither have its origin in the student, nor in the learning activity itself. According to the authors, the students get motivated when they receive a reward in form of a good mark for example, or in this case, a good job opportunity in the future.

Only a few students seem to be motivated intrinsically, as they like the language itself and enjoy learning it for its own sake. Arnold (1999) and Heinzmann (2013) both agree that intrinsic motivation refers to the motivation students feel when they engage in a learning activity that is inherently pleasurable. The students engage in the work for its own sake because it satisfies their curiosity and they enjoy what they are doing. In this type of motivation there is no need for an external reward, because the activity itself is rewarding.

On the contrary, the students who stated that they did not like to learn English claimed the difficulty of the language to be the main reason for their dislike. They admitted that they did not understand the language, because it was very complicated and that they were having problems pronouncing the vocabulary correctly.

The findings above about the main reasons to learn English coincide with the study carried out by the British Council (2015). 59% of the respondents stated in their study, that they would be motivated to learn English if they knew it would improve their employment prospects; and 43% would also be motivated by more personal factors, like being able to travel abroad. Heinzmann (2013) claims that newer studies show that extrinsic motivation might not be affecting intrinsic motivation in a bad way, given that the rewards be informative and not controlling. This means, that educators may further the learners´ intrinsic motivation by

providing them meaningful external rewards in form of feedbacks on their progress or performance. Additionally Heinzmann (2013) concludes, that it is evident that teachers have to find out about the students´ interests to keep alive their natural curiosity, as well as keeping the level of tasks and activities demanding enough to make them feel competent and on the other hand, to simply avoid boredom. Arnold (1999) suggests that teachers should rethink their teaching techniques and try to do their best in order to motivate their students intrinsically.
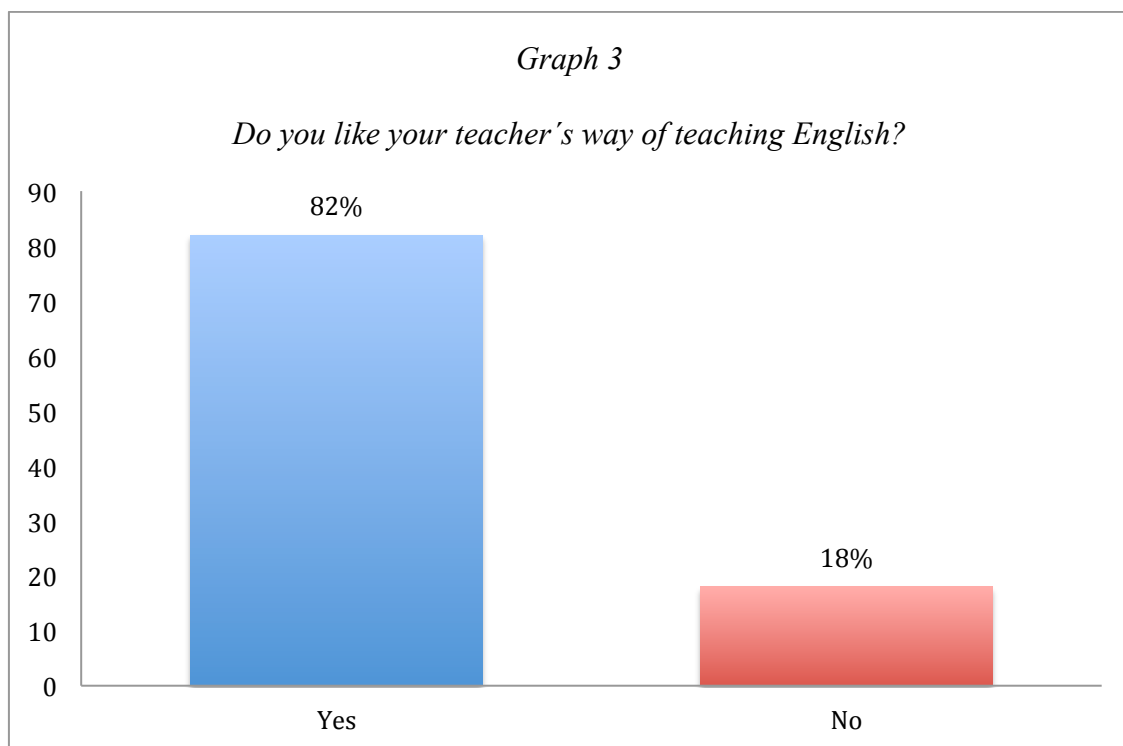
Graph 2

Do you feel motivated to learn English in class?
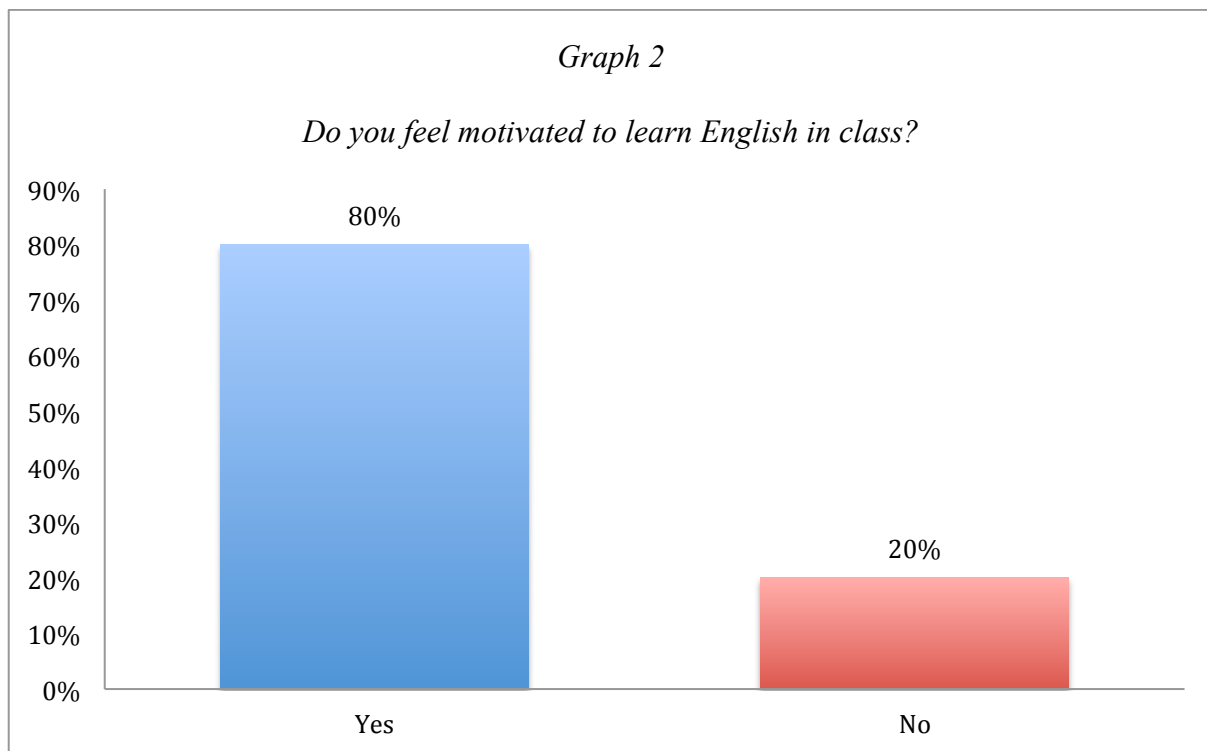
Author: Cynthia Vargas Wachter
Source: Students´ questionnaires

The graph above provides us with important information about the students´ motivation to learn English in the classroom. It shows that 80% of the students, who answered the questionnaire, were motivated to learn English in class and that 20% of the students were not motivated. According to the students´ answers, the main reasons for the students´ motivation in class were, that the lessons created by the teacher were fun, interesting, dynamic, varied and included supplementary materials. Another important point, that was mentioned by the students, and which supports their motivation to learn English in class was, that the teacher was patient and had the ability to explain well the topics of the lesson. Additionally, the students perceived a welcoming class environment positively, too. Amongst the demotivated students, the main reasons were, that their teacher did not explain well, that she was very monotonous, showing disinterest and lacking motivation to create more interactive and varied activities. At first, these findings seem to contradict each other, but it is important to note, that the sample group was drawn from courses of two different English teachers. One English

teacher received very positive comments from the students, whereas the second one received lots of negative student comments. Hence, most of the negative comments stem from the students of the second teacher. The findings related to the students' motivation to learn English can be supported by the author Gross (2009), who agrees that you can motivate students in class by using meaningful, interesting and varied materials, as well as by making students feel part of the lessons. Thus Gross (2009) argues that we have to " create a classroom environment that welcomes the successes and accepts the stumbles and failures that accompany learning. " Other authors that support the findings of this study on student motivation in class, are Nation & Macalister (2010), who agree with the fact, that lessons should be based on the student's interests, in order to motivate them successfully. Many students stated, that the lessons were interesting, because the teacher used topics related to every day life and their interests for the lessons.

The findings from the observation sheets with regard to the students´ motivation to learn English, agree in great part with the findings from the students´ questionnaires, as they indicate that the majority of the students is motivated to learn English in class and that only a few are demotivated. Nonetheless, the demotivation perceived by the researcher was a little bit greater than the actual demotivation stated by the students. Similarly, the students´ actual motivation to learn English was stronger than believed, too. The differences between the students' ´answers and the researcher´s observation might have been caused by a lack of observations. A single lesson offers very little insight into the true state of the learners´ motivation. Additionally, the differences could have been caused by a topic that the students did not find very interesting in that particular lesson. Thus, some students could have been perceived as demotivated, because they did not like the topic and did not participate as usual. The researcher identified the courses as either "motivated" or "demotivated" according to the students' willingness to participate voluntarily, to pay attention to the teacher and their genuine

interest during the lesson. Therefore, the students of the "demotivated courses" showed no willingness to participate in the lesson, they did not really pay attention and preferred doing other things or even make noise, disturbing their classmates. According to a study carried out by Gorham and Christophel (1992), the main demotivating factors for students are unorganized, unprepared, boring teachers and boring lessons. Additionally, Qashoa (2006) argues, that students feel demotivated due to factors like the textbook, teaching methods, peer pressure and the teachers´ personalities.

Graph 3

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

Author: Cynthia Vargas Wachter
Source: Students´ questionnaires

According to the surveyed students, the graph above shows that 82% of them liked their teacher´s way of teaching English and that 18% of the students did not like their teacher´s methodology. Most of the students who answered that they liked their teacher´s way of teaching pointed out, that their teacher was good at giving clear explanations, creating entertaining, meaningful classes, related to every day life and making use of a great variety of activities and materials. Additionally, the students valued some personality traits of the teacher very positively. The main teacher character traits mentioned were "being dynamic", humor, dedication, interest in the students, showing affection and giving advice, acting as a counselor. Many students wrote, that they liked their teacher´s way of teaching English, but that they liked their teacher as a person, too. The 18% of students, who did not like their teacher´s methodology, named teacher-related problems as their main reason for their dislike. They agreed, that their teacher was not able to give clear explanations and lacking commitment. Other points the students criticized were, that the teacher did not show interest in the students,

that she focused her classes only on tasks from the textbook without checking the students´ learning progress and that she did not vary her lessons. When looking at the two former graphs, it seems that there is a correlation between graph 2 and their like or dislike for their teacher´s way of teaching English, with a difference of only 2% between the two graphs. Indeed, the students´ answers show that the main reasons for their motivation and dislike, in both sections respectively, are linked closely to their teacher. Thus, on one hand, the students who feel motivated to learn English like their teacher and her way of teaching and on the other hand, the students who feel demotivated do not like their teacher´s way of teaching and think that she is incompetent, concerning explanations. It is interesting to note, that teachers are able to influence their students motivation positively, not only through their methodology, but through their personality as well.

With regard to Nugent (2009), she agrees that teachers are able to influence their learners´ motivation positively through a good teacher-student relation, appropriate materials and meeting the students' needs. Additionally, Nielson (2006) highlights that the focus of being a teacher should be on the social aspects, like for example making students feel comfortable in an educational environment. Other authors, who focus on the importance of the teacher in the students´ learning progress, are Harden & Crosby (2000). They argue, that the teacher should always be there to support the students´ learning progress and assist them when needed.

Graph 4

Do the following aspects motivate you to learn English in class?
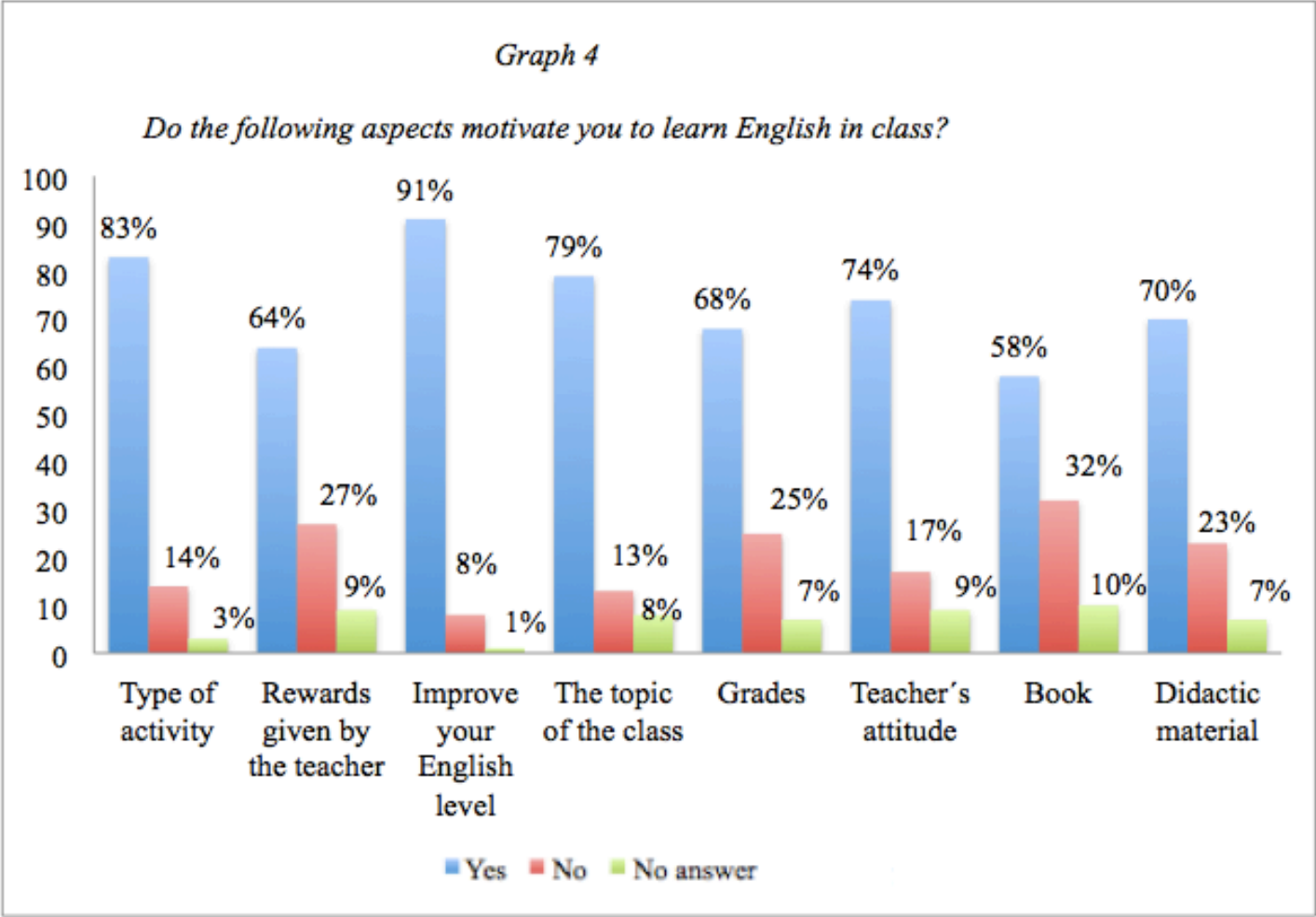
Author: Cynthia Vargas Wachter
Source: Students´ questionnaires

The graph above shows the answers of the students in regard to the question of which

aspects motivate them to learn English. According to the results, the majority of the students

(91%) is motivated to learn English, because they want to improve their English level, followed

by 83% having the "type of activity" and 79% with "the topic of the class" as their main reason

for learning the language. Those three items seem to have the greatest positive influence on the

learners´ second language motivation. On the other hand, the items that obtained the lowest

positive scores and most of the negative answers where the "book" (58% positive, but 32%

negative answers) and "rewards given by the teacher" (64% positive, but 27% negative

answers). In this section, the students did not have the opportunity to state why they answered

with "yes" or "nor" for the different items. Thus, it can only be speculated why they answered in a certain way. From what we know from the study carried out by the British Council (2015), Ecuadorians think, that they will be able to obtain a well-paid job, if they know how to speak English properly. Therefore, and because of the students´ answers from the former section "Do you like to learn English", in which they stated that they mainly liked to study English, because it will give them better job opportunities in the future, it is likely that the students want to improve their English level, in order to prepare themselves professionally for a future job. Hence, the students´ main reason to learn English is based upon extrinsic motives. Nonetheless, there has to be done more research, in order to find out more about the reasons for the students´ main motivation, based on the fact that they want to improve their English level. The second and third highest scored items seem to be more related to the students' inherent and personal interests.

On the basis of the evidence currently available, it seems fair to suggest, that the "type of activity", which got the second highest influence on the students´ motivation, and "the topic of the class" can be influenced enormously by appropriate lesson planning through the teacher. Interestingly, the "type of activity" and "the topic of the class" also achieved high influence with regard to student motivation on the observation sheet in this section. The following literature on lesson planning abounds with examples of how teachers can become successful planners in order to improver their learners´ second language motivation. The findings of Nielson (2006) lend support to the claim that a teacher´s first and most important job is to plan and prepare the environment for learning. Thus, in order to be a successful planner, the author argues, that the teacher has to keep in mind the students´ different backgrounds, learning styles and preferences. Similarly Harden & Crosby (2000) highlight the role of the teacher as "resource developer", in which the teacher has to find the right materials for the learners in a student-centered classroom. They conclude, that it is the teacher´s

responsibility to create and apply new materials, activities, resources and educational environments, making use of the latest technologies in order to keep the information up to date and the students motivated. Complementary to this, Nation & Macalister (2010), support the prior findings by claiming, that the lessons should be based on the student's interests, in order to motivate them successfully.

That aside, a closer look at the data indicates that the "book" and "rewards given by the teacher obtained the lowest scores. Furthermore, the findings from the observation sheet suggest that "the book" is negatively associated with the students´ language motivation. This coincides with the findings from the students´ questionnaires, in which the "book" obtained the lowest score on the students' motivational influence and most of the negative answers. There is insufficient research on students´ L2 motivation linked to the factors above, to draw any firm conclusions about why these items obtained the lowest scores in this section. Despite this, the current study provides some evidence to suggest that the students do not feel motivated by these factors, because the book is not challenging, varied enough and because the teacher does not provide enough rewards and feedback to the students. More detailed information to support this argument will be provided in the following sections, where we can see in the graphs, that there is a perceived lack of "rewards" and "feedback" given by the teacher. Furthermore, the students´ dislike for their textbook will be addressed in the section "aspects that hinder your English learning".

Another item with relatively high influence was the "teacher´s attitude"(74%). On the observation sheet, the teacher´s attitude even obtained the highest influence in this section, which correlates with the positive influence of this item, obtained from the students' questionnaires. Despite the fact, that the teachers did not provide the students with enough rewards or incentives in the observed lessons, the friendly attitude of the teachers seemed to motivate the students. Especially one teacher showed to be very enthusiastic about teaching,

explaining and presenting the new topic, which had a positive, observable effect on the students. This has been researched and supported in a recent study carried out by Zhang (2014), in which the author claims that "an enthusiastic teacher often spices the class with excitement, enjoyment, and anticipation; engages students to participate; and stimulates them to explore. Thus, teacher enthusiasm sparks the curiosity of students and jumpstarts their motivation to learn. "

Moreover, "the type of the activity" (83%) and "the topic" (79%) seemed to motivate the students a lot when they were relevant, interesting and meaningful for the students. Especially topics related to the students every day life and problems of the modern society resulted to be interesting to the students. Additionally many students liked speaking activities like for example debates about topics with controversy. Similarly, "didactic materials" (70%), had a motivating effect whenever the students could relate to them and when they found them interesting and entertaining. In an article about student motivation Rost (2006) describes how teachers can use passion and didactic materials to help learners getting motivated and to succeed in learning English.

Rost (2006) writes as follows:

> Passion, in this sense, means a person's central goals in life, the things the learner cares about most, the things that move him or her emotionally. I don't mean that a learner needs to become passionate about learning English in order to succeed. Rather, the learner needs to find a way to connect English learning to his or her real passion in life. The teacher can help learners to bring their passion into the classroom in several ways. One is by introducing "hot elements" in the classroom — music, movies, fads, current topics, personalities, games, and so on — in order to trigger learners' real interests. The teacher can then use these triggers to build a class culture. (p.2)

With regard to the "rewards", it can be concluded that rewards have a positive influence on the students, if provided. The fact that many students stated that "rewards given by the teacher" had only a minor influence on their motivation could be attributed to the lack of rewards and incentives given by the teacher. More findings related to the former problem will be presented in the following sections.

Graph 5

Do the following activities motivate you to learn English?
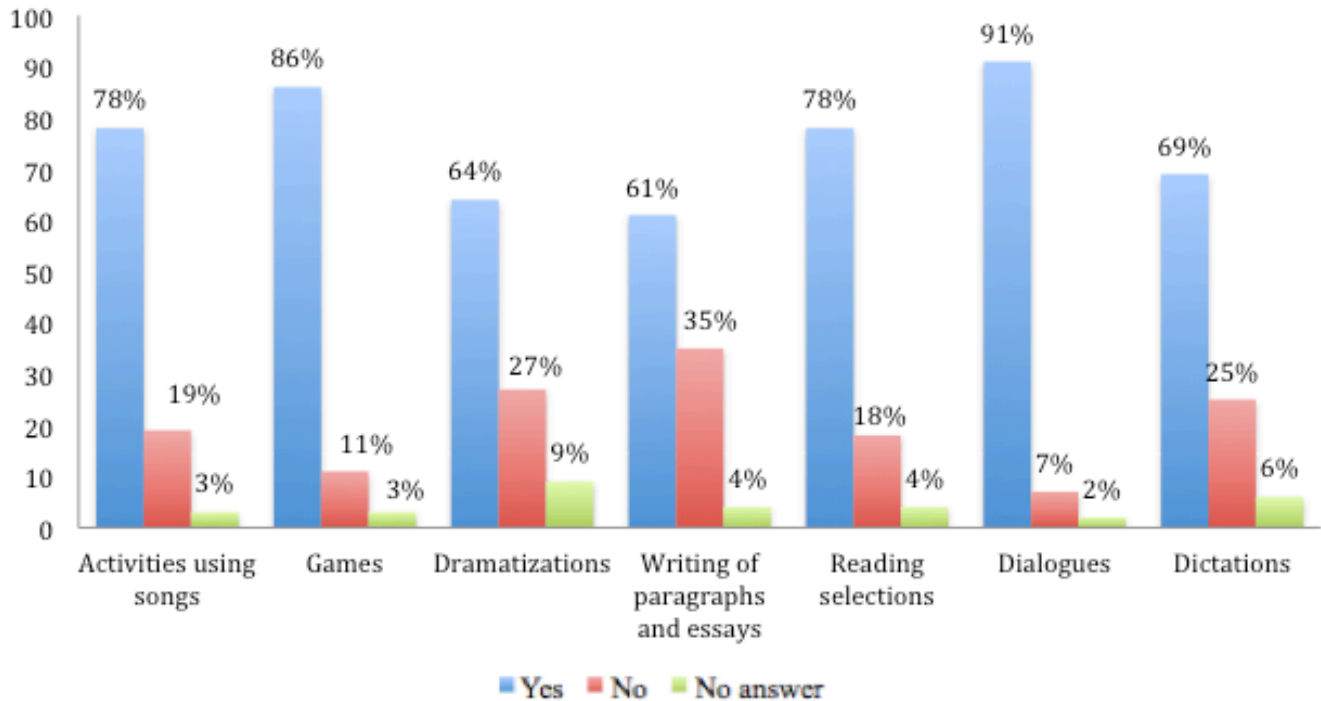
Author: Cynthia Vargas Wachter
Source: Students´ questionnaires

The data of the graph above appears to suggest, that the majority (91%) of the surveyed students is motivated to learn English through the implementation of dialogues during the lesson. Another item, that achieved a significantly high score, was "games", with a total of 86% positive answers. Interestingly, "activities using songs" and "reading selections" obtained the same score of 78% positive answers, with the only difference being the amount of negative answers with 19% versus 18%, respectively. It could be speculated, that "reading selections" is slightly more popular, because it obtained fewer negative answers. Nonetheless, the difference in negative answers is not big enough to draw major assumptions about that. On the contrary, "writing of paragraphs and essays" obtained most of the negative answers, namely 35%, and least of the positive ones (61%). As a result, "writing of paragraphs and essays" is the least

popular activity during a lesson, according to the students. This is only followed by "dramatizations" (64% positive, 27% negative) and "dictations" (69%postve, 25% negative).

However, with regard to the obtained data, the most motivating activity during a lesson turned out to be "dialogues". It is possible that students like to engage in dialogues, because they mainly want to learn English in order to obtain a job in the future and using dialogues seems to be the best way to practice similar situations. Thus, dialogues provide them with a more real-life opportunity to practice English, which is therefore meaningful and motivating for them.

A teaching approach, which supports this idea, is communicative language learning. According to Larsen-Freeman (2000) and Gonzales (2008), the focus of communicative language learning lies on teaching mainly the different functions of the target language with a great use of authentic language and the practice of communication in real-life like, situations. The main goal of this approach is help the students become effective communicators. Equally important, Littlewood (1992) points out, that the main goal of functional communication activities, in CLT, is to convey meaning through improvised conversation. The success is then measured in the effectiveness of communication, not the correct linguistic form. In addition, Littlewood (1992) mentions several benefits of practicing social interaction activities like dialogues, conversations and debates. He highlights their motivating role for communication through personal experiences, hobbies, interests or attitudes. The author argues that those activities, used in communicative language learning, have shown to facilitate "whole-task practice" and improve student motivation.

The second most motivating factor mentioned by the students was "games" and according to the author Richard-Amato (1996), the implementation of games during a lesson is very useful, as games increase the students´ motivation, avoid stress and give the students the opportunity to convey meaning through real communication, but without pressure. Apart from

the importance of improving motivation, lowering the students´ stress and anxiety level, it has been shown to be crucial for the students´ learning progress. By lowering the affective filters in the classroom, students are able to learn more efficiently. This has been especially researched and supported by the renowned expert in theories of language acquisition and development Stephen Krashen. Krashen (1988) argues, that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better prepared for success in second language acquisition.

In concern to the students´ low motivation for writing activities, Richards (1999) offers us some insight on the topic of why students avoid writing. Richards (1999) claims, that many students feel overwhelmed by the task, because "they are slow and inefficient in retrieving the right word(s) to express an idea"," they struggle to develop their ideas" and "they feel that the process of writing on paper is slow and tedious". For ESL students, writing activities are even more difficult, because it is not their native language they have to use for the exercise. Hence, the task of writing creates anxiety in the learners and might therefore result in low motivation.

According to observation sheet, the most motivating activities were "reading selections" and "dialogues". These findings support the results obtained from the students´ questionnaires, in which "dialogues" was the highest scored item and "reading selections" had a similarly high influence, too. Unfortunately, due to the nature of this study, only five random lessons were observed and it was not possible to observe all the activities mentioned in the questionnaire, as the teachers did not make use of all of them. Therefore, the results only contain information about the activities that took place in the observed lessons. With regard to the results from the observation sheet, it has to be said, that the reading selections were marked as "motivating", despite the fact that the teacher only offered fill-in-the-text activities. As "reading selections" was the only variety offered in those lessons, it seemed that the students

were more motivated to read than to do the textbook activities. In contrast to that, the students seemed to have a genuine interest and motivation to engage in "dialogues" and speaking activities, which also correlates with the high score, obtained in the students´ questionnaires. On the other hand, "writing of paragraphs and essays" seemed to demotivate the students. This finding, too, supports the result from the students´ questionnaires, in which "writing of paragraphs and essays" obtained the lowest score and most of the negative answers. This demotivation to write might be linked to the reasons mentioned by Richards (1999) in the former paragraph.

Graph 6

What is your teacher´s attitude in class?
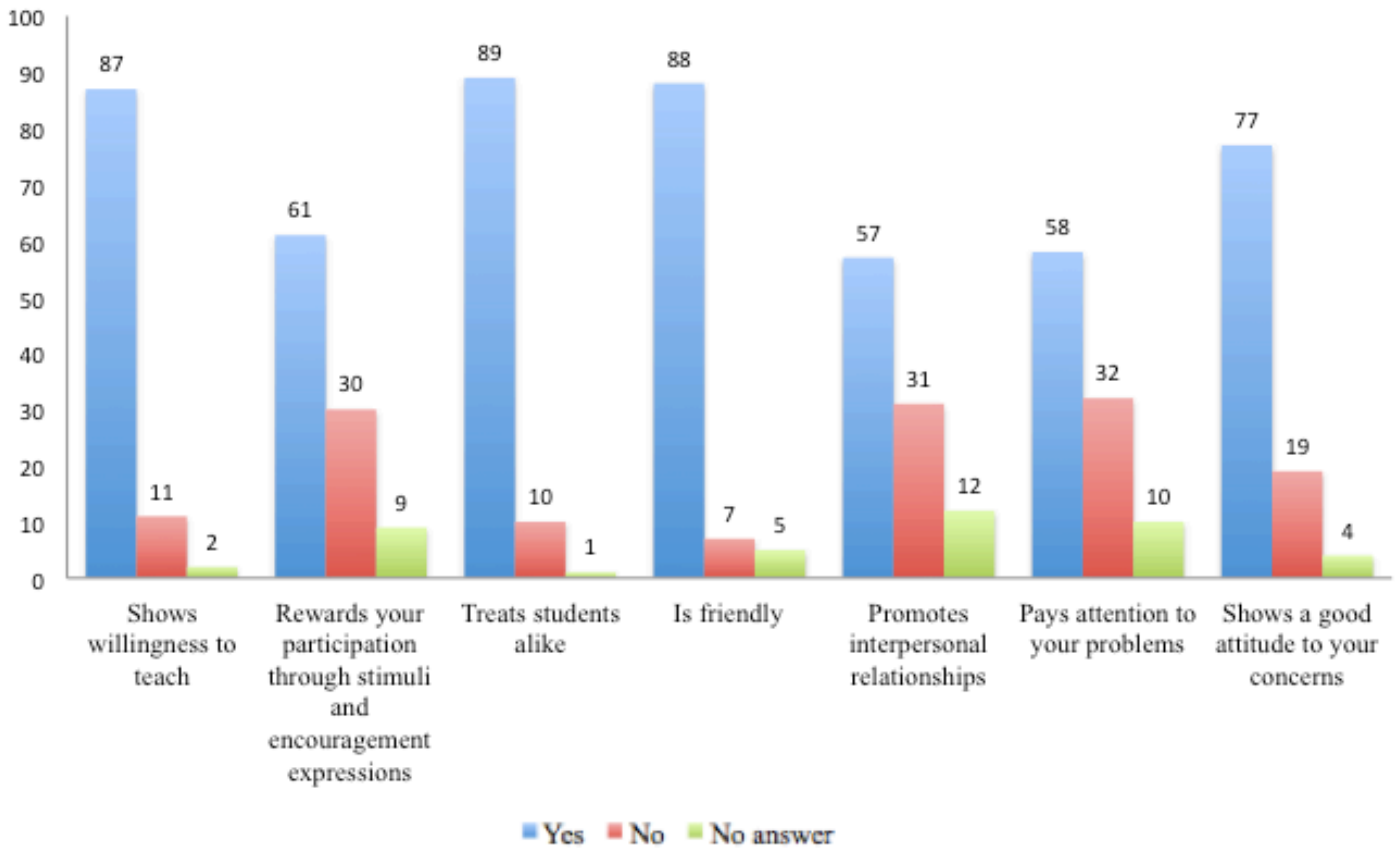
Author: Cynthia Vargas Wachter
Source: Students´ questionnaires

The results in the graph above show, that there are three items with similarly high scores, as well as three items with similarly low scores. The three highest scores obtained concerning the teacher´s attitude are: "treats students alike" (89%), followed by "is friendly" (88%) and "shows willingness to teach" (87%). On the other hand, the items with the three lowest scores are: "rewards your participation through stimuli and encouragement" (61%), "pays attention to your problems" (58%) and "promotes interpersonal relationships" (57%). The last three items also obtained most of the negative answers' from the students, showing that there is an apparent lack to promote these factors in the classroom.

Apart from that, it is evident that the students have an overall positive opinion about their teacher´s attitude in general. Nonetheless, it should be taken into consideration, that the scores within a single course could vary a lot due to the fact, that the sample was drawn from the courses of two different English teachers. The results shown in the graph represent just an average opinion of the students of all five English courses together.

As observed in the graph, the students perceived their teachers mainly with a positive attitude towards teaching and they think of them as fair and friendly. These positive teacher attitudes have been shown to influence student´ motivation and learning progress positively. For instance, Kosoko-Oyedeko (2008) claims that positive teacher attitudes may help in the formation of positive student attitudes and academic performance. On the other hand, if the teacher's attitude towards teaching is not positive, then this might affect the students´ achievement negatively. Another author with similar findings is Quinn (1997), who argues that students are able to increase their achievement, when teachers improve their attitudes towards the subject matter they are teaching. Hence, it is important that teachers adopt and transmit those attitudes and values to the learners. Adopting the teacher role of "role model", teachers can transmit these types of positive, motivation-stimulating attitudes. This has been researched and supported by Harden & Crosby (2000) who point out that: "Role modeling is one of the most powerful means of transmitting values, attitudes and patterns of thoughts and behavior to students."

Despite many positive answers, the graph also shows, that the teachers are neglecting some other, not less important factors, that may increase the students´ motivation. According to the analyzed data, the teachers do not provide their learners with sufficient rewards and incentives. Additionally, the students´ answers show, that the teachers could improve their lessons by paying more attention to the students´ problems and promoting more interpersonal relationships. Indeed, the above-mentioned factors with the lowest scores are crucial for

effective teaching. Craig (1998) argues that effective teachers focus especially on students' interests, learning difficulties and achievements. He insists that those types of effective teaching encourage the learners to be creative and use higher-order thinking skills, as well as to build up responsibility and autonomy, combined with a commitment to teamwork and communal learning. Teachers may improve their lessons and make them more effective by planning them properly beforehand. Thus, Nielson (2006) states that it is the teacher´s most important job to plan and prepare the environment for learning in order to make the students feel comfortable in the classroom. With regard to the items " shows a good attitude to your concerns" and "pays attention to your problems", the authors Nielson (2006) and Harden & Crosby (2000) identified these responsibilities as part of the teacher role "support system". Therefore, the authors argue, that the teacher should always be there to support the students´ learning progress and assist them when needed.

The findings from the observation sheets, with regard to the teacher´s attitude, coincide in a great part with the findings of the students´ questionnaire, because the highest scored items are "treats each student equally", "is friendly", "shows a good attitude to the students´ concerns" and "shows willingness to teach". Similarly, the items with most of the negative answers were "promotes interpersonal relationships", "rewards student participation" and "pays attention to the students´ problems". The findings show, that the teachers are generally friendly, fair and motivated to teach, but lack paying more attention to individual learning needs of the students and fail to provide feedback and opportunities to strengthen interpersonal relationships during the lesson.

According to a study carried out by Brekelmans et al. (2002), the interpersonal relationship between educators and learners is an important factor in the classroom environment that helps improve the learning process of the students. They claim that positive

traits of teacher-student relationships like helpfulness, leadership and friendliness may result in more effective outcomes and student achievement.

With regard to the "student´s attitude in class", the findings from the observation sheets showed that most of the observed students participated voluntarily and paid attention to the teacher´s explanations. Thus, it indicates that most of them were motivated to learn. No student tried to leave the classroom by looking for excuses either. Nonetheless, there were some courses, which were not very interested in the proposed activities. The reasons for their disinterest in the activities are being explained in some of the following sections. This disinterest could be seen as the cause for the subsequent problems of "interrupting classmates" and "engaging in other activities". Again, the results are not very precise as they average the researcher´s observation of the 5 courses. As stated before, the results of the courses vary a lot depending on the teacher and the grade of the course. One teacher achieved to motivate her students very effectively, which had a positive impact on her students attitude as well, whilst the other teacher was not very effective and quite rigid in her methodology, what caused the students to lose their interest and they started to show a negative attitude/bad behavior. That was especially true for the highest grade. This grade (12th) had the ineffective teacher as their educator in English and the entire course was very demotivated and perceived their teacher as quite incompetent and without willingness to teach. It is not clear if this negative attitude towards their teacher is age-related, or if the teacher is demotivated in this particular grade.

Graph 7

What is the role of your teacher in class?
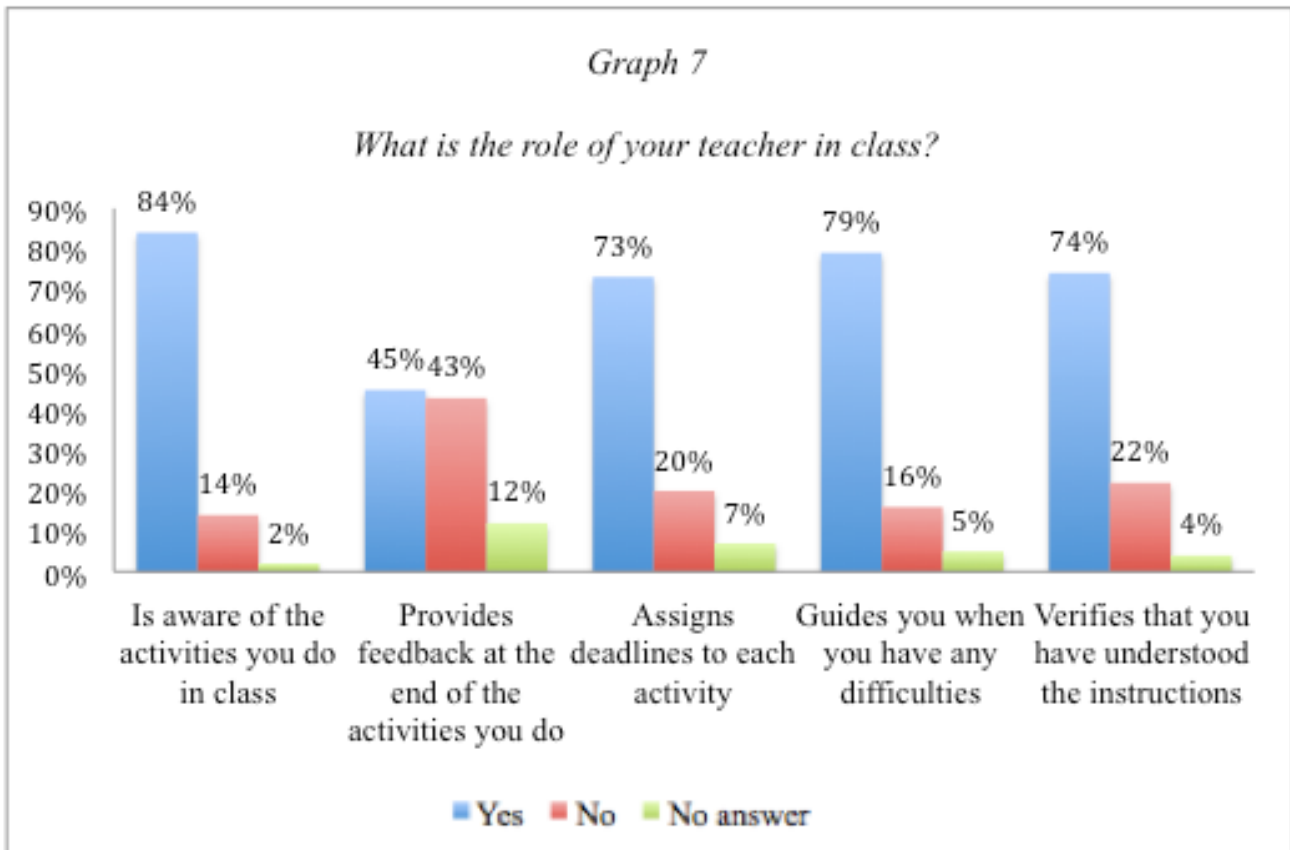
Author: Cynthia Vargas Wachter
Source: Students´ questionnaires

The graph above shows the students´ answers with regard to the question "What is the role of your teacher in class?". According to the analyzed data, 84% stated that their teacher was aware of the activities they did in class, 79% confirmed, that their teacher guided them when they had difficulties, 74 % said that their teacher verified that they had understood the instructions and 73 % assured that their teacher assigned deadlines to each activity. All of the former-mentioned items had over-all positive answers. The only item that received a significantly lower score in positive answers and almost the same number of negative answers was "provides feedback at the end of the activities you do", which shows an evident lack of teacher-student feedback. Unfortunately, by not providing enough meaningful feedback, the teachers are neglecting a powerful tool that helps promote student´ motivation and persistence.

In a recent study, the authors Fishbach & Finkelstein (2012) argue that "feedback is essential for pursuing goals. It enables individuals to adjust their efforts and decide which goals to pursue and which to let go, at least temporarily. Thus, feedback affects goal persistence, disengagement, and goal change" (p.204). Similarly, Craig (1998) states that feedback is a very important aspect of student motivation. He suggests that effective teachers should always provide timely constructive feedback to the learners, providing extra help for students with difficulties, and extra challenge for more successful learners. Additionally, Leu (2004) contributed enormously to the field of feedback and motivation with a focus on the affective consequences of feedback.

Leu (2004) states:

> Another route by which positive feedback increases motivation involves the affective consequences of feedback. Not only does positive feedback carry information about one's accomplishments, strengths, and correct responses, but, it further elicits general positive affect as well as specific feelings, including emotions (i.e., feelings that are specific to a source such as feedback) and mood (i.e., general and diffuse feelings that their cause is not identified). The experience of positive affect and feelings can, in turn, become implicitly associated with the goal and thus increase the perceived value of the goal. (p.6)

Complementary to this, Ryan & Deci (2000) claim that feedback can be used as a means of tool to increase commitment and performance in the students. The authors assure that students are being encouraged to integrate new learning goals to their self-concept by providing them with positive feedback. Thus, the possibility that the learners are more committed to following their learning goals in the future increases.

Apart from that, the other items received very positive answers and all those factors, are important for effective teaching. For instance, providing guidance and assigning deadlines are important in order to set clear objectives and outcomes for the lesson. Craig (1998) states that educators should set clear objectives and make use of a wide range of strategies and materials to help their learners reach those objectives. With regard to the item "Verifies that you have understood the instructions", Craig (1998) recommends, that teachers should adopt their materials to their students´ needs and be flexible in their schedules in order to make sure that the learners have understood the topic before moving on to the next unit. Despite this, the author admits that this is difficult to achieve due to the rigid curriculum and the lack of time, caused by the amount of topics the teachers have to cover within the year. Due to the little time available during the lessons, Craig (1998) argues that teachers should plan their lessons in an effective way, so there will be no time wasted in starting and ending exercises. In order to achieve this goal, the author recommends, that teacher should make use of materials that fit the needs and abilities of their learners, as well as giving clear instructions paired with interactive learning activities.

Foundational to this is a certain teacher role identified by Nielson (2006) and Harden & Crosby (2000). Both authors mention the teacher role of being a "facilitator", in which the teacher creates student-centered classes and which has the students´ learning progress as its main goal. Nielson (2006) points out that, teachers acting as facilitators should not provide their students with the answers, or the outcome in the beginning, but guide them towards the correct answers so that they can feel competent and make their own conclusions.

Additionally, the data analysis of the researcher´s observation sheet indicates that the teachers are generally friendly, fair and attentive with regard to the students´ activities. This coincides a lot with the students´ perceptions of their teachers from former sections. Nonetheless, teachers do apparently not provide their learners with enough feedback and their

lessons seem to miss some structure with regard to planning, as many teachers did not assign

time limits during the observed lessons. Another important point that has been observed is, that

many teachers do not verify if students understood the new content. Unfortunately, by not

doing so, the students might not be able to learn effectively. Gifford and O´Connor (1991)

argue that " to learn effectively, students need criteria, feedback, and opportunities for

reflection from the beginning of any sequence of instruction." It can be concluded, that it is of

upmost importance for educators to continually check and evaluate their students understanding

and learning progress. An author who shares this idea is Perkins (1993)

Perkins (1993) states:

> This means that occasions of assessment should occur throughout the learning process
>
> from beginning to end sometimes they may involve feedback from the teacher, sometimes
>
> from peers, sometimes from students' self evaluation. Sometimes the teacher may give
>
> criteria, sometimes engage students in defining their own criteria. (p.32)

What do you think hinders students to learn English?
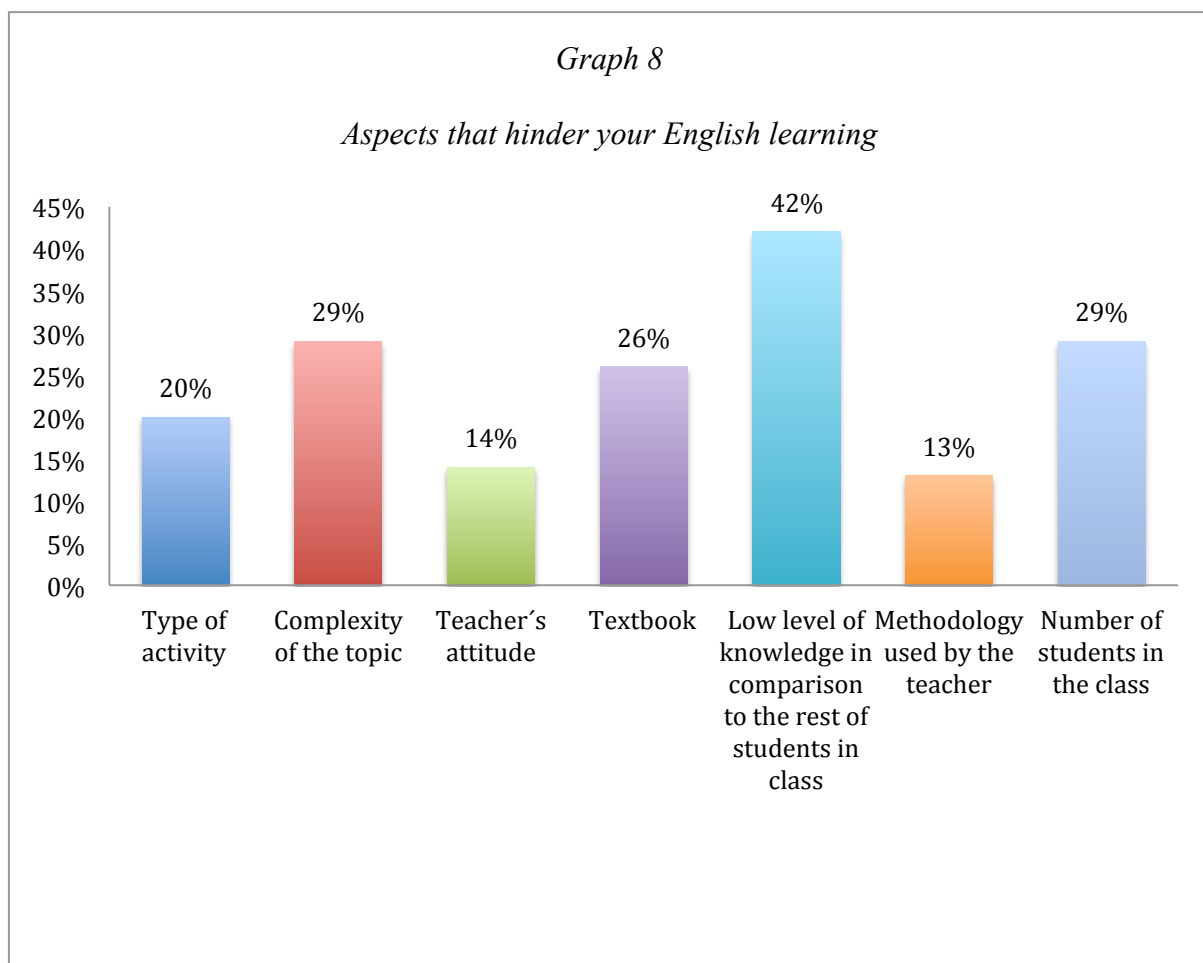
Graph 8

Aspects that hinder your English learning

Author: Cynthia Vargas Wachter
Source: Students´ questionnaires

According to the analyzed data, the graph above represents the answers of the students, considering the question of which aspects hinder their English learning. It is important to take into consideration that the items should only be marked, if the students perceived that certain aspect was indeed hindering their learning progress. Thus, not all of the 100 students answered this section. Nevertheless, the pie chart reveals the different percentages of the given answers. The main reasons, that hinder the students´ learning progress, were "low level of knowledge in comparison to the rest of the students in class" with 42%, followed by " number of students in the class" and "complexity of the topic, with both having the same percentage of

29%. Other factors that constrained the students in learning English were the "textbook" (26%), the "type of activity" (20%), the teacher´s attitude (14%) and the teacher´s methodology (13%). It is important to mention, that the students had the opportunity to state why certain aspect hindered them in their English learning.

Interestingly, many students interpreted the highest scored item (42%) "Low level of knowledge in comparison to the rest of the class" as "low level of knowledge of others" and stated that the low-achievers in class were their main constraint for learning English, because the teacher could not create more challenging classes. On the other hand, there were of course many students who stated, that they were having a hard time learning English, because they never received a proper English instruction before, or because they were having trouble understanding and learning the English vocabulary. In conclusion, it can be said, that both types of constraints in this item can be derived from problems of multilevel classes. The low achievers feel that they stay behind and cannot progress and on the other hand the high-achievers think that they are not able to progress at their pace, because they have to wait for the low-achievers to understand. This problem has been researched and addressed by Roberts (2007). The author describes the low-achievers as students who are having problems to keep up with instruction. She argues that those students need supplementary time to finish tasks and depend on the help of their classmates in order to succeed. Roberts (2007) adds, that those students may be very conscious of the fact that all the others in class are learning much faster than they are and might develop feelings of low self-esteems and inadequacy. Additionally Roberts (2007) highlights that "below-level students are at risk because they often become frustrated and blame themselves for their inability to learn more efficiently" (p.2). On the other hand the author identifies high-achievers as "above-level" students who might have greater language proficiency than others in class and might be able to understand more quickly than their peers. Roberts (2007) fears that "above-level students are at risk because they can become

frustrated with the teacher for not providing more challenging lessons. They can also become bored or disruptive while waiting for the other students to "catch up" (p.2).

The fact, that " the number of students in class" (29%) was identified as one of the major aspects that hinder students to learn English might be linked to the former paragraph, as many students stated that their classes were too big and noisy. As seen in the findings of Roberts (2007), students who feel bored may become disruptive. The students complained a lot that many of their classmates were not interested in learning and started to make a lot of noise, which made it very difficult for the interested students to pay attention. Shamim et al. (2007) support this idea and argue that teachers of large classes are having difficulties with the classroom management and with the high noise level in the aula. Similarly, Harmer (2007) states that large classes are problematic for the teachers, as well as for the students, due to the great number of learners, which make it difficult to plan and organize the lesson effectively. Moreover, the author highlights, that big classes make it difficult to give students individual attention and especially the students sitting at the back are in danger to become neglected.

With regard to the complexity of the topic (29%), many students complained, that they had difficulties, because their teacher did not explain well the new topic, or because they did not understand the vocabulary necessary to comprehend the topic. Both problems seem to be connected to a lack of proper preparation of the lesson without taking into account the students´ prior knowledge and their needs. Therefore, Leu (2004) criticizes the lack of clear and focused lessons.

Leu (2004) states:

> Lessons frequently have no clear structure. Particularly when the material is difficult, this may result in no learning at all for the students. In addition, teachers often know only one
>
> approach to structuring a lesson. They should have a variety of possible structures and

apply the one that most closely fits the purpose of the lesson and the abilities of their

students. An essential point is that structure is important, but rigidity should be avoided.

(p.4)

Another factor that hindered the students´ learning progress was the "textbook"(26%).

The majority of the students stated, that the activities in the textbook were too basic, missing

challenges, boring, repetitive, old-fashioned, and that the book was lacking detailed instructions

and explanations. Additionally, they complained that their teacher was focusing almost only on

the textbook, without implementing more creative, supplementary activities. However, the

students' biggest complaint was about the missing challenges. This might lead to a loss of

interest and in the end, result in a lack of motivation. In a recent study, Lessard (2013) claims

that "if students are not challenged enough and feel like they are not learning enough, it might

affect their work ethic and motivation."

Another aspect mentioned by the students, which made it more difficult for them to

learn English, was the "type of activity" (20%). The main aspect the students pointed out, was

that their teacher was unable to create more dynamic, interesting, creative and entertaining

activities. It seems, that the activities chosen are often not related to the students´ interests,

reality, needs and former knowledge, which consequently leads to a lack of motivation. Again,

this might be linked to the missing structure and appropriate preparation of the lessons, as

highlighted by Leu (2004) in the former paragraph.

Finally, the last two aspects that constrained the students in their aspirations to learn

English were the "teacher´s attitude" (14%) and the "teacher´s methodology" (13%). The two

aspects are being discussed together, because the students' answers were very similar and

related to each other. Most of the learners complained that their teacher was lacking interest in

the students, as well as interest to teach. Therefore, many stated, that their teacher failed to give

them proper instructions and explanations, or that their teacher only focused on work with the textbook and was lacking creativity for more dynamic activities. According to Dörnyei & Ushioda (2013), the students´ demotivation can be directly linked to the "…teacher (his or her personality, commitment, attention paid to the students, competence, teaching method, style, rapport with students), which is fully consistent with the results reported by other researchers". Another problem might be the teachers´ lack of motivation. Buckler (2015) argues that "representations of demotivated teachers tend only to consider the goals set by the official agenda, they have little room to consider that teachers who are (or claim to be) motivated might be motivated to pursue goals and values that are different from the goals and values held by officials".

According to the findings from the observation sheet, the "number of students in the class" was the major constraint for the students´ learning progress. This is similar to the result from the students´ questionnaires in which "number of students in the class" was amongst the highest scored constraints, too. It was observed, that the large number of students in the classroom made it difficult for the teachers to manage the classroom efficiently and the great amount of noise made it difficult for the students to concentrate. Moreover, the students sitting at the end of the classroom were not always able to hear the instructions and could not participate properly. All this supports the answers given by the students in the former section.

Another huge constraint identified, was the low level of knowledge, which also correlates with the findings from the students´ questionnaires, as "low level of knowledge in comparison to the rest of the students in class" was the greatest constraint identified. Many students were not able to create basic sentences in the correct order, even in the higher levels and had problems to understand their teacher talking in English. This might be caused by a lack of proper initial English instructions, but there exists only limited evidence in order to sustain this theory.

Additionally, the " type of activity" was identified as another major constraint in the observation sheet. During the observations, it came clear that the teachers often use activities that seem boring to the students and which fail to interest them. Moreover, many times the contents were presented with lots of rigidity and without the use of supplementary materials. These observations correlate with the answers given by the students for this item. If the activities fail to meet the students needs and interests, then the learners are likely to become bored, disinterested and demotivated. In a study carried out by Al-Khairy (2013), the researcher found out that the main demotivational factors were the textbook, the teaching methods, the behavior of the English teachers, peer pressure, insufficient implementation of up- to-date teaching aids, difficult English grammar and vocabulary.

The "textbook", as well as the "teacher´ s attitude" have been identified by the students and the researcher as factors that hinder the students in their learning progress. Interestingly, the students and the researcher assigned the items similar percentages in their respective sections. The researcher mentioned the textbook, because the students were apparently demotivated every time they had to work with their textbook. Especially the fill-in-the-text activities had a detrimental effect on the students´ motivation. Additionally, the text contained indeed a few syntax and spelling mistakes. The students´ complaints about the textbook coincide with the findings of the researcher. It was true, that most of the tasks and activities of the textbook were very basic and repetitive, which caused the apparent demotivation in the students.

Despite the fact, that the teacher´s attitude was mentioned in former sections as a factor with positive influence on the learners´ motivation, it can have an opposite effect if the teacher does not care about the students´ needs and their learning progress. During most of the observations, the teachers had very positive attitudes and achieved to motivate their students, with the exception of one class. In this class, the teacher really did not care much about her

students and the teacher herself seemed demotivated to teach. This observation supports the students´ complaint, that their teacher was lacking interest to teach. The reasons for the educator´s demotivation to teach remain unclear, but the overall perception of this teacher was very negative in that specific course. As stated in the former section by Dörnyei & Ushioda (2013), the students' demotivation is closely linked to factors concerning their teacher.

CONCLUSIONS

. This research demonstrates that the majority of the Ecuadorian students like to learn English and was motivated to learn the language. Their main reason for learning English was to obtain a good job in the future.

Another finding was, that the students feel motivated and engaged to participate when the teacher creates more dynamic, entertaining and interactive lessons. The students who did not feel motivated named teacher-related aspects as their main reason for their demotivation.

This research shows that most of the problems that hinder students to learn English are linked to problems of large multilevel classrooms, their textbook and their teacher, but especially their teacher´s methodology.

The students´ main motive to learn English in the classroom was to improve their English level.

The textbook was the aspect with the least influence on the learners' motivation and was even named as a constraint for their learning progress due to a lack of challenging activities and poor instructions.

It became clear that the two most motivation-stimulating activities for the students were dialogues and games. Additionally, the least favorite classroom activity was writing of essays and paragraphs. Activities fail to motivate students, when they are presented too rigid and when they do not take into account the students´ needs, likes, interests and prior language knowledge.

Most of the students perceived their teachers as friendly, fair and watchful during their time-on-task work. Nonetheless, there is evidence that teachers fail to provide their students with enough timely and constructive feedback, as well as paying more attention to their learners´ problems and needs.

RECOMMENDATIONS

The fact, that students are motivated to learn English to obtain a job, should be taken into account by the English teachers. They should organize they classes and supplementary materials around similar topics in order to meet the students´ interests and to motivate them. It might be advisable for the teachers to carry out a needs analysis and evaluate their own teaching in order to improve the effectiveness of their course, too.

Another important point is that teachers should adapt their methodology to the needs (academically and emotionally) and interests of the students, taking into account the individual strengths and weaknesses of each learner. For instance, they could implement more authentic and meaningful materials to even further the students´ motivation and their English level.

In the future, the institutions should change their textbook to a more updated model and teachers should not only focus on mere textbook work for teaching purposes. If changing the textbook is not possible, the teachers should be more creative about creating interesting, meaningful and entertaining activities to complement the textbook.

Moreover, teachers should focus more on implementing dialogues and games to motivate their students, rather than on an overload of writing activities. A good balance of activities that practice and improve the four skills would be optimal.

One of the most important aspects that should be improved is feedback. Teachers should provide their students with more feedback to allow them to take action and correct or improve their English skills. They should also pay more attention to the students´ problems, so that no student feels that he or she is being left behind.

It should also be considered to divide large classes into several smaller classes in order to create a better work environment for the students. Smaller classes will provide the opportunity for a better classroom management and a more personalized attention.

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ANNEXES

.

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear student,

The aim of this brief questionnaire is to obtain information concerning *your opinion about the aspects that motivate you to learn English*.

The information provided will be strictly used in academic/research purposes. Please answer the following questions as honestly as possible.

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

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

Instructions: Mark with an X the response that best reflects your personal opinion. Indicate the reason of your response.

1. **Do you like to learn English?**

YES	NO
Why?	

2. **Are you motivated to learn English in class?**

YES	NO
Why?	

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

YES	NO
Why?	

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

Aspects	YES	NO
Type of activity		
Rewards given by the teacher		
Improve your English level		
The topic of the class		
Grades		
Teacher's attitude		
Book		
Didactic material		

5. Do the following activities motivate you to learn English?

Activities	YES	NO
Activities using songs		
Games		
Dramatizations		
Writing of paragraphs and essays		
Reading selections		
Dialogues		
Dictation		

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

The teacher:	YES	NO
shows willingness to teach		
rewards your participation through stimuli and encouragement expressions		
treats students alike		
is friendly		
promotes interpersonal relationships		
pays attention to your problems		
shows a good attitude to your concerns		

7. What is the role of your teacher in class?

The teacher:	YES	NO
is aware of the activities you do in class		
provides feedback at the end of the activities you do		
assigns deadlines to each activity		
guides you when you have any difficulties		
verifies that you have understood the instructions		

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

Type of activity		Why?
Complexity of the topic		Why?
Teacher's attitude		Why?
Textbook		Why?
Low level of knowledge in relation to the rest of students in the class		Why?
Methodology used by the teacher		Why?
Number of students in the class		Why?

Thank you!

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

OPEN AND DISTANCE MODALITY
ENGLISH DEGREE
Observation Sheet

INSTITUTION:	
DATE:	
YEAR:	

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

YES	NO
Why?	

2. **Mark which of the following aspects motivate the subset of students observed to learn English in class.**

Aspects	YES	NO
Type of activity		
Rewards		
The topic		
Teacher's attitude		
The book		
The material		

Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

3. Students' attitude in the class

The students:	YES	NO
voluntarily participate		
are attentive to the teacher's explanations		
interact with their classmates		
show interest in the proposed activities		
engage in other activities		
interrupt their classmates		
look for excuses to leave the class		

4. Teacher´s attitude in the class

The teacher:	YES	NO
shows willingness to teach		
rewards students' participation		
treat each student equally		
is friendly		
promotes interpersonal relationships		
pays attention to the students' problems		
shows a good attitude to the students' concerns		

5. Teacher's role in the class

The teacher:	YES	NO
is aware of the activities students do in class		
gives feedback at the end of the activities		
assigns a time limit to each activity		
is friendly with the students		
guides the students when they have any difficulty		
verify that students have understood the instructions		
is fair with all the students		
provides confidence for the students to voice their concerns		

6. The following activities motivate the students to learn English.

	YES	NO
Activities using songs		
Games		
Dramatizations		
Writing of paragraphs and essays		
Reading selections		
Dialogues		
Dictation		

Others:

_____
_____
_____
_____
_____

7. The following aspects hinder students to learn English.

	YES	NO
Type of activity		
Complexity of the topic		
Teacher's attitude		
Textbook		
Low level of knowledge		
Methodology used by the teacher		
Number of students in the class		

Others:

_____
_____
_____
_____
_____