UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

TITULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

AUTOR: Andrade Mendoza, José Luis

DIRECTOR: Nesterenko, Nina Mgs.

CENTRO UNIVERSITARIO RIOBAMBA

2016

Aprobación del Director del Trabajo de Titulación

Magister.

Nina Nesterenko

DOCENTE DE LA TITULACIÓN

De mi consideración:

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

Loja, febrero de 2016

f) . . . .

Nesterenko, Nina Mgtr.

Declaración de Autoría y Cesión de Derechos

" Yo, Andrade Mendoza José Luis declaro ser autor del presente trabajo de titulación: English language students and their motivation to learn the language, de la Titulación de Ciencias de la Educación mención Inglés, siendo Mgtr. Nina Nesterenko directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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

f. ....
Autor: Andrade Mendoza José Luis
Cédula: 0603339334

Dedication

This work is dedicated to God who is blessing me to accomplish this dream; to my sister who showed to me the beauty of a foreign language, to my wife who always believed in my effort and gave me the strength in those tough days, my mother who has been my motivation during this academic life, my son Nemo Luis who spent all nights close to me and never gave up.

José Luis

Acknowledgment

With this job, I want to thank Universidad Técnica Particular de Loja, because it demonstrates that it is possible to overcome any difficulty and create excellent professionals; Authorities and English teachers who work at Unidad Educativa San Vicente de Paúl, who always were giving me the opportunity to interact in the class and live more closely the reality of our educational system, and mostly important to my thesis advisor Mgs. Nina Nesterenko, who guided me and eased me of all of my doubts.

José Luis

Contents

List of tables/graphs

ABSTRACT

The following research is based on analysis of English language students and their motivation to learn the language.

This study demonstrates the importance of maintaining the real interest of students who are studying a second language, how they are developing a desire of education and breaking the walls in English communication. The sample analyzed consisted of 100 students from Riobamba city, province of Chimborazo, who studied in different courses such as: first, second and third bachelorette education, and are currently attending at San Vicente de Paúl Educational Unit. The method applied in this study was quantitative; this analysis was based on citations given from sources such as teachers and students. In order to corroborate the data, it was necessary to apply survey questionnaires and observation sheets which were filled in during the classes as well.

In conclusion, with this investigation teachers and learners will obtain benefits from the importance of motivation in the classroom and it will certainly be applied in their academic life.

Key words: Motivation, classroom, analysis, Riobamba, learning.

RESUMEN

La siguiente investigación se basó en el análisis de los estudiantes de idioma Inglés y su motivación para aprender el idioma.

Este estudio se demuestra la importancia de mantener el interés real de los estudiantes quienes estudian una segunda lengua, ¿Cómo podemos incrementar un nuevo deseo en la educación y romper los muros en la comunicación en Inglés?. La muestra analizada consistió en 100 estudiantes de la ciudad de Riobamba, provincia de Chimborazo, quienes estudian en diferentes cursos tales como: primero, segundo y tercer año de bachillerato, quienes actualmente están asistiendo en la Unidad Educativa San Vicente de Paúl. El método aplicado en este estudio fue cuantitativo, este análisis se basó en las citas dadas a partir de fuentes tales como los profesores y estudiantes, con el fin de corroborar estos datos fue necesario aplicar cuestionarios tales como: encuesta, y hojas de observación, que se encuentran llenos como evidencia.

En conclusión, con esta investigación los profesores y estudiantes obtendrán beneficios de la importancia de la motivación en el aula, que sin duda puede ser aplicada en su vida académica.

Palabras clave: motivación, clase, análisis, Riobamba, aprendizaje.

INTRODUCTION

There is no doubt that motivation in the classroom begins with teachers, and is carried out by the students, in the same way both parts build learning processes where students create their own path, and teachers become the figure of motivation that always goes beyond. Such factors as family, society and environment, foster the intrinsic and extrinsic motivation where emotions and academic effort becomes the trigger in a learner's feelings and ultimately their achievements.

The purpose of this study is to find out students' perceptions in relation to their motivation to learn English inside the classroom, and equally, consider the reasons that hinder those students from learning a second language.

The mother tongue of the observed students is Spanish; and learning a foreign language becomes a real challenge for them. In general, the educational system of Ecuador does not motivate students to study English from an early age.

 In addition, there is no consideration for the importance of student´s thoughts, feelings, expectations and interests regarding the types of activities and methods to be used during the learning process.

In this research an attempt was made to find out the students´ preferences which are going to be described during the process of argumentation and citation of theoretical framework.

The magnitude of learning through motivation involves teachers and students in a dynamic process that achieve a common aim, and at the end of the day, this will become a tool that helps them to reach the same objectives. Therefore, motivation and learning have always

been joined in order to overcome any problem with society. In the same way it was analyzed and observed the reasons that resulted in the lack of motivation.

It is necessary to analyze some remarkable studies that demonstrate the topic of this investigation and its importance to apply in our educational system: to mention a few of them, Hartinger and Foiling (2002) argued that motivation expands students interest and curiosity at the moment that the activities are done in the class, this involves learners in active form so teachers can conduct that desire in order to reach a better learning goal.

Abdelrahim & Humaida (2012) conducted an investigation whose purpose was to measure motivation of English language learners at Islamic University-Faculty of Arts, identify the difference in motivation among students according to class and test the correlation between motivation and age. The numbers of participants of this study were forty male students who were chosen from the Faculty of Arts at the Islamic University. Concerning the methods used in this research were descriptive, it was taken in count students in undergraduate stage which the sample was drawn, they were selected level one (3), level three and four (37). As a result, it was found that the student's motivation for learning English was high because they were expected to awake their desire to learn and master English as a foreign language. On the other hand, the authors claim that the motivation of the class, is normally found inside the classroom in each learner who becomes an active member in a learning process with factors that contribute effectively to class development, such as nature of learners, class environment and extracurricular activities.

Abdelrahim & Humaida concluded that learners need to accomplish learning goals and really work more on motivation; also it was recommended that students must practice with modern English language teaching methods applied by teachers.

Based on the results of this research multiple benefits were mentioned. The authors proposed several changes for education beginning from bases which implies new methodology, updated teachers and well-motivated students who can see the English subject not as a regular class.

As demonstrated the main characteristic of motivation at this stage of the research, is to represent all the characteristic of learners and the reasons of success in the classroom in order to reach correct acquisition of an English language.

For further investigations it will be necessary to take into account not only students results, in fact, the reality of education goes beyond. The implementation of technology and necessary time for a better study of a target language, the relation with society and interaction with people from an English speaking background, will be the determinant at the moment to measure the English language knowledge.

Finally, the limitations found during this research were two. The first one was based on the time applied in the classroom. It was necessary to observe more than five classes, according to the requirements established for this research, because English teachers needed to complete their own lesson plans.

It is recommended for learners and teachers who represent the subjects in this research to apply a variety of strategies that motivate the acquisition of an English language in order to increase the desire to learn English as a lingua franca.

Key words: purpose, study, motivation, students, teachers, activities.

Chapter I: Literature Review

Motivation of acquisition of an English language as a foreign language has been applied in Latin America in almost all fields. The Ecuadorian government considers that motivation is one of the most important factors which influence language learners' success or failure in learning a language.

The fact is that Ecuadorian people get more interested in applying their knowledge for better opportunities in their personal and professional lives such as academic purposes or social interaction, this reason has stimulated the Government in the improvement of the English language, in order to wake every opportunity to associate with people all over the world.

The innovation in new technology and the access to free information awake the interest in learning a foreign language, and raise the intrinsic motivation. This motivation turns into the higher interest to learn the English language, the necessity of communication with native speakers, and understanding simple electronic devices.

As a result, more English learners in Ecuador find themselves able to study the language for academic purposes and learning for fun, that interest overcomes the shadow of English as another extra subject of study, in fact, the English language in this new era turns into a vital necessity where the language becomes a new chance of a better life and extended opportunities.

In this section are included the supporting concepts and definitions taken from two different authors who proposed their own theories regarding the importance of motivation. In addition, some references used trough out for the present research are cited. Furthermore, it has been taken into account five journals that offered remarkable results in application of the motivational theories.

Motivation to learn English

Motivation in a learning process offers a wide field to be studied. Some definitions of different authors will be described below; it should be also stated that the main idea of them; to clarify them it is necessary to state that intrinsic motivation encourages behaviors of the learners for their own sake. And extrinsic motivation is dependent upon the consequential rewards and punishments resulting from the behavior. As an example some authors believe if candy bar consumption occurs because of a threshold drop in blood glucose, this is an intrinsically based motivation. However, if you eat a food that you don't care for in order to please your spouse, this is an extrinsically derived motivation.

Researchers agree that motivation determines human behavior by energizing and conducting toward positive direction in order to acquire their academic goals. So motivation improves the students´ self determination to accomplish their own targets in developmental and educational practices.

It is vital to mention that motivation as a subject of study was well described by Maslow (1970) an American psychologist, who suggested the distinction between of motivations that includes the differences in human behavior with the interest and desire of biological and social needs, which in these cases represent intrinsic and extrinsic motivation.

Concerning that motivation in academic field, learners´ interest can be developed by different factors such as intrinsic and extrinsic, both of them correspond light of contemporary research.

In respect to intrinsic motivation, it represents a construct of an interior desire to study a second language causing a tendency of learning and the interest to assimilate not only a new language in fact represents entering upon a different culture as well.

7

Harmer (2010) suggested that intrinsic motivation is developed by the activities done inside the classroom, these activities are more commonly motivated by teaching methods or teacher´s activities designed for the class where students take part in.

In the same way, Harmer (2011) states that intrinsic motivation is the one that comes from a sense of pleasure when English learners are enjoying the learning process with the decision to act by themselves, this motivation will depend of the interior desire to achieve and overcome any academic problem.

On the other hand, the same author suggested that extrinsic motivation is the consequence of any possible factors that come from outside, for example the need to pass an evaluation, expected to receive future rewards, or even punishments resulting from academic behavior.

Okon (2013) considered that motivation can be found in two points of view, intrinsic and extrinsic. Intrinsic motivation, represents the desire of a learner in discover his/her real interest in acquisition of a second language; and extrinsic motivation is represented by the outside factors which motivate the learner to get involved in the process learning, however the author remarked intrinsic and extrinsic are two types of motivation that exist somewhat separately from one another.

Additionally, Heinzmann (2013) suggested that extrinsic motivation is evidenced with language practice, and also has increased its own reputation of sources from outside in order to engage students using instrumental motivations that may correlate more with extrinsic regulation, and less with target language competence than integrative orientation.

Moreover, motivation can be increased by the interaction of language development with improvement of the performance in the classroom, as well as the author remarks that intrinsic motivation immediate between achievement and the language affinities.

Activities or strategies that motivate students to learn English

Regarding, Gao (2010) suggests some activities and strategies that motivate students to learn English. In his study the author cites examples such as Chinese learners who can develop their interest in English with individual elements in their displayed strategy use.

Many English learners prefer to develop a set of strategies to enhance their process of learning such as enjoying English songs and listening to English on the radio, watching television and movies as well. But at the same time some students in order to motivate themselves joined in English competitions; these activities encourage them to communicate with native and non – native English speakers. In other cases, students are encouraged and also instructed by their teachers in some others activities like reading and speaking.

Furthermore, Littlejohn & Hicks (2000) suggest some learning strategies to maintain the student´s interest in the acquisition of an English language. However, in their study they mentioned the importance of pair work, because working in pairs is believed to be highly motivating for the students, because in this way they are able to help each other and share ideas at the moment that they are working in pairs simultaneously. At the same time, it is considered that results of pair work are not very trustworthy because it can lead to students' misbehavior and give them chance to get distracted.

Concerning that students know exactly what they have to do before they begin any pair work activity, it is well understood that preparing patterned practice could be done with some interactive writing, especially in classes that have numerous students, some students may seem reluctant to participate orally and contribute to the lessons. However, a negative factor of this strategy, can be the possibility to make mistakes, in front of each other, the results can be a lack of their own confidence.

Communicative Language teaching (CLT)

Communicative language teaching (CLT) was motivated and expanded by academic ideas through communicative language, its principal promotor was held by Chomsky at the early 1980s, who strongly believed in the efficacy of a nature interaction in communicative language that represented the goal of study. It is elemental to remark that CLT was increased by the demand of language learning that almost all of European migration had the opportunity to study English as a foreign language.

Regarding the Communicative Language Teaching, Larsen (2000) claims that the main reason for this approach is to foster communication, making the goal of language teaching the development of communicative competence through varied activities aimed at improving language productive skills. The author makes emphasis on the fact that during the implementation of CLT, it is well known that students must be involved in meaning-focused communicative tasks, in order to get plentiful exposure to English language.

Furthermore, Harmer (2015) reveals that activities in CLT   should involve students in realistic communication, where successful achievement of communicative task is important as the accuracy of their language use; likewise, the author also reflects on that CLT involves more than communication, making a real achievement between people and practice. He emphasizes the importance of attaining a good communicative competence which involves an adequate mastery of language according to the situation and circumstance where the target language is used.

Cooperative language learning

Historically, cooperative learning is described as part of an approach of teaching that use of cooperative activities in order to involve pairs or groups in small size of learners that interact

in the class organized by the teacher who looks for exchange information between students, with a principal characteristic that is motivated to intensify the learning status of the class.

Richards & Rodgers (2014) express that Cooperative Language Learning emphasizes cooperative activities designed for the classroom that involves pair work or small groups of learners.

In simple terms, cooperative learning occurs when a shared goal is developed successfully by a group of students who work together in the same path in order to increase the level of interaction with others working as a team. This sort of activities can be done at the moment that the students are sharing ideas, comparing thoughts and giving feedback with everybody in order to have a complete interaction.

Moreover, Murdoch & Wilson (2004) claim that learning in the classroom evidences a cooperative English work at the moment that students are able to meet each other, also decide who they are working with, making easier for them the collaborate with the group and the classroom as well.

Content-based instruction

To begin with a clear definition and concrete model of Content Based Instruction (CBI) it is essential to be stated that the most important developers of this approach. Brinton, Snow, & Wesche, (1989) who reported that CBI is focused on the topic or subject that it is been studied on the language itself, where learners are considerably exposed into language that are engaged in an automatic learning.

Burns & Richards (2012) state that it is an approach that organizes a subject matters around the instructions to a language teaching rather than more traditional focus on only skills; it may involve a total adaption of a content course that allows second language students to take part

at the moment that they are learning the language. In addition, the authors remark that Content-Based instruction involves a language teacher, who has to be a good knower of both the subject contents and have the high degree of language competence.

Likewise, Content-Based instruction is described to come in different sizes and shapes driven in varying curricular objectives, as remarked by Lyster (2007, p. 6), who also wrote that "a range of Content-based instructional settings along a continuum varying from content driven language programs such as total and partial immersion, to language-driven content programs, which include language classes either based on thematic units or with frequent use of content for language practice."

Task-Based Language Teaching

Concerning acquisition of a second language, Task-based language learning has positive acceptation by educators from different areas because it is focused on the use of authentic and real language asking students to do tasks with meaningful representation in order to use the target language, this approach was developed in India by Prabhu (1980) who concentrate his attention in his students on linguistic area. Additionally, Willis (1996) argued that Task based language teaching was developed since it drew on several principles that formed part of the communicative language teaching movement.

Robinson (2011) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching and learning. This method draws several principles that form part of the communicative language teaching movement from the 1980s. In other words, the emphasis is placed on providing the opportunities for an opportune feedback for student´s language production.

The main characteristics that describe real communication trough learning language are:

Firstly, activities in which language is needed for carrying out tasks with meaningful learning, when communication is emphasized based in elements that become the purpose of the activity.

Secondly, where learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.

Thirdly activities engage the interaction in task designed for learners.

Finally, learners need to achieve in real life and have pedagogical purpose to the classroom.

The author agreed that all the activities should involve communication for effective language learning to promote a meaningful process. Likewise, it is expected that all the activities and tasks can be needed to achieve in real life or those that have a pedagogical purpose in the classroom. Finally, the difficulty of a task depends on a range of factors including the previous experience of the learner.

In the same way, Harmer (2015) suggest that Task-based learning is formed by the completion of a task done by students who are focused on learning languages forms; this makes the learning process a meaningful tasks ; they are likely focused on language where students have to develop a problem that they have to solve instead of language or function to be learnt, as example the author reports that after a class performance some activities that must be developed such as pre-task which involve vocabulary and questions. Likewise task-based learning is considered a sort of deep – ending strategy, where students receive some task activities that must be completed where the teacher discusses the language used. Mistake corrections, should be done together with an opportune feedback; in addition, the mistakes made by students signal a part of the language acquisition process, as a necessary indicator of the successful learning of a target language through an attempt to use it productively.

Grammar Translation Method

The grammar–translation method was originated in the early 1500s for the purpose of learning and teaching Latin, and was gradually substituted by languages such as: English, French, and Italian, it came to be learned as a purely academic subject. Some of its remarkable exponents such as Seidenstücke, Plötz, Ollendorf & Meidinger demonstrated that the way of studying a language was based on the translation and the analysis of the syntax and the characteristic of the language.

Richards & Rodgers (2014) state that Grammar Translation is a way of studying a language through detailed investigation of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language, consequently the goal of a froing language study is the examination of grammar and literature in order to develop an intellectual discipline as a result of foreign language analysis, the authors consider that language learning is more that memorizing rules instead handle the morphology and syntax of the foreign language.

Particularly, Nagaraj (2008) claims that the first language maintains the reference system at the moment of the acquisition of the second language as a result of the study of grammar in language learning, where rules of grammar in translation sentences become part of structure into a target language and vice versa.

A distinctive feature of this method as the author claims is the necessity to concentrate on translating the sentence, where practice is provided by translation into a mother language and the students are required to achieve high standards in translation. In addition, it is taken into account the importance of managing a very effective knowledge of vocabulary through memorizing the

bilingual lists worlds following as a reference their meanings that have to be taken into account during the detailed reading of texts and for developing writing activities.

Total physical response

Freeman (2000) suggested that Total Physical Response was developed to encourage students to study beyond foreign languages in order to persist in their study, so students can reduce stress and anxiety at the moment that they speak the language.

Moreover, there are some different ways to bring down anxiety, it is taken into account that language learning reduces anxiety when the activities are considered enjoyable and fun, the use of humors skits and kinesthetic activities can make feel pleasant and comfortable at the same time. Additionally, Richards & Rodgers (2014) cited that it was considered as a language teaching method that attempts to teach language through physical activity, also the authors confirm that this method was developed by a professor of psychology in California James Asher who believed that Total Physical Response involved fun class activities in different fields of study. However, this method is effective for beginner students who still do not have a wide range of vocabulary knowledge. This fact constitutes one of the shortcomings of this method.

The roles of a teacher

Harmer (2007) argued that the roles of a teacher can have some particular characteristics. He suggested that teachers can act as a controller when they are in charge of the class so they can lead the activity that they have designed. On the other hand, a teacher can be described as a Controller when teachers organize drills, read aloud and exemplify the qualities in front of the classroom. Also teachers adopt role as a prompter when they want to help students taking the initiative in the class, so students will be sure and secure at the moment when taking decisions is necessary. However, these activities must be done sensitively and encouragingly because not all

the learners will feel comfortable with those, wise choice would be the best option in order to avoid risky results. Teachers also become participants at the moment that they are taking part in a discussion. The activities developed in this profile are several, nevertheless the author cites some important ones such as role-play and group decision making activities where the students are the active part of the activity and teachers are joined in order to give them feedback or correct mistakes. The next role of a teacher is known as Resource when students need to know information in the middle of an activity about where to look for something, even though students look for the most important resources and they use their teacher as a resource.

Brown (2000) states that sometimes teachers adopt the role of master - controller by taking control over every moment in the class, and also by determining what language forms should be used, or what students are expected to do and to speak in class. However, the role of teachers as a controller can be assumed in negative form because students will consider those teachers are limiting their freedom of expression and making it impossible to fully express themselves. This profile of a teacher, as the author suggests, offers more qualities and roles that a real educator should have. For example, Brown adds the role of a teacher as Director, which basically means that teacher engages the students into spontaneous language performance in order to keep flowing English skills efficiently. In addition, the roles of a teacher can go even further. It can be added to this list the role of a teacher as a Manager, it refers to the fact when the lesson plans, and courses are structured adequately. Furthermore, teacher can be also considered as Facilitator when it is necessary to facilitate the process of learning or in order to help students clarifying their doubts and finding the shortcuts in the process of acquisition of a second language.

Students are allowed to approach teachers and look for available advice or counsel that turns teachers as a good resource of information, stimulating every time more and more students in the interaction between teachers and environment.

To continue with the research, some previous studies related to motivation applied in learning and teaching English has been analyzed properly. These studies contributed with ideas and experiences gathered by other researchers in order to support these theories with higher scientific contents.

The study conducted by Ahmed, Aftab, & Yaqoob, (2015). Aims to find out the reasons behind low motivation in English language learners, the causes distance between the students and teachers, and the factors of difficulties in classroom conditions for students at undergraduate level. The numbers of participants of this study were 199 female students at undergraduate level, the method used in this study was a questionnaire that the researchers used as a tool of investigation in order to examine the impact of motivational factors upon learning foreign language.

The results obtained in the study were 36.18% respondents agreed that it was very difficult for a student to perform in a difficult classroom environment and 35.17% people strongly agreed upon this, while 17% strongly disagreed and 11.55% disagreed.

The authors concluded that the majority of students were not able to speak English fluently. The communication between teachers and students failed; also at the moment that teachers apply the same practices where the learning process becomes monotonous and repetitive; and this does not help motivate students to learn during the class also it   becomes repetitive and do not help to motivate students in English language class.

A second study conducted by Long, Ming & Chen (2013) was done in China in order to measure student´s interest in learning the English language, measuring attitudes to English-speaking people, integrative, instrumental and motivational intensity, student's goals and different attributions, in their study stated that 45 junior middle school students were studied, in a second place the authors of this research argued the different method of motivation of education in concordance for each student who has different experience and personalities, working the teacher with flexible and effective method to help their students learning English. In a third place according the survey, when the study was analyzed the researchers concluded that motivation was the essential in student´s learning English in junior middle school, their interest in English affects their English learning and achievements.

In conclusion the authors provided that many students had strong instrumental motivation in their English learning and most of them prefer short term goals to long term goals, of course all the teachers and students must spare no effort to work hard in the process of teaching and learning.

A third study was made by Bernaus, Wilson & Gardner (2009) in Spain with a purpose to investigate two principal objectives; the first one was to analyze the student motivation and achievement in English. The second one was to establish the relation between a teacher´s ability to motivate the students in the classroom.

The participants were 31 teachers in Catalonia (Spain) and the 694 students in their classes, who were handled a series of questionnaires designed to identify the strategies used by the teachers in the EFL class, in order to make the distinction between traditional and innovative strategies researchers included in the questionnaires some classroom observation based on the EFL teaching experience.

The results obtained in this study were based on the use of teaching strategies as viewed by both the teacher and the students, also the level of the teacher's motivation, as a result the authors claimed in four factors based on mean scores in each class;

Factor 1 The pattern of loading indicated that high levels of English Achievement were obtained in classes with high levels of integration.

Factor II was defined by five measured classes, in which the students felt that both innovative and traditional strategies were used frequently and evidenced favorable attitudes toward the Learning Situation and high levels of Motivation.

Factor III was defined by two measures in classes where the teachers reported using Traditional Strategies.

Factor IV was also defined by two variables in classes where teachers reported using Innovative Strategies tended to have lower levels of Language Anxiety than other classes.

The authors concluded that each factor must be studied according to its independent perception; in Factor I teacher motivation is essential in use of strategies perceived by the students who can influence their attitudes toward the learning situation and motivation. Factor II is recognized by students and teachers the use of traditional strategies, however in these classes there is a tendency for this to be related to lower levels of English achievement. Factor III teacher's perceptions of innovate increases all the time and the language anxiety turns low, because their interest of assessment in based on class activities and the strategies used in the class. Factor IV It is seen more complex that normally when it comes to language learning the role of the teacher and the use of strategies.

A fourth study by Chang (2013) was done in Taiwan with the purpose to investigate inner motivation and anxiety, foreign language learning motivation and anxiety found that it affected

their students, also foreign language learning motivation and anxiety affect learners at technical university on Taiwan.

The method applied to this study consisted of a 16-item Foreign Language Learning Motivation Scale, a 24-item Foreign Language Classroom Anxiety Scale, and demographic information questionnaires. The researcher administered to participants questionnaires in the Chinese language based on Foreign Language Learning Motivation and the Foreign Language Classroom Anxiety in order to avoid unnecessary misreading and miscomprehension in terms of questionnaire contents.

The results of this research were cataloged according to gender. The male group had more numerous and data. The result was a highly standardized path to establish the links between the factors of anxiety and learning motivation. In female groups there was a moderately standardized path of coefficients between the factors of anxiety and learning motivation. In others words, anxiety had a moderate impact on learning motivation in the female group. The result showed that the impact that anxiety has on English learning motivation with regard to gender was undeniable, especially for the male group. Nevertheless, in both the male and female groups, English learning motivation was prone to instrumental motivation.

Finally, fifth studies realized by Padmapriya & Srinivas (2015), who suggested three specific objectives; the first one referred to understanding the real problem faced by the students while learning English. The second one was to study the role of intrinsic and extrinsic motivational factors and institutional governance factors in students learning. The third one based on the self-confidence of the student on English language. The subjects who participated in this research were 80 students and 20 faculty members. The method used for this research was five point scale questionnaire in order to find out the degree of relationship between the views of

students and teachers on some of the institutional governance factors, also to justify the importance of intrinsic and extrinsic motivational factors on students learning and self-confidence on English language as well.

The authors concluded that most of the time it is necessary for better learning do not motivate directly students because the results could be harmful and have opposite outcomes, it should be appropriate for teachers to motivate their learners indirectly in order to build positive levels of trust, self-confidence and remove anxiety that students use to develop in learning English.

As stated above, the main purpose of the present research is to see how the motivational factors influence the students learning of the English language; and to offer some solutions that may help the student to improve their English learning standard. It can be concluded that the researchers believed that students can be motivated to learn English when the governance takes due care to strengthen the institutional factors related to student and teacher motivation.

Chapter II: Method

The following research was developed in two stages: the first stage consisted in gathering the bibliographic material used during this investigation that came from different sources such as English embassies, University depositories and online web pages which contains truthful academic sources; during the second stage the results were described and interpreted for quantitative research.

Setting and Participants

The research investigation was carried in Riobamba City, province of Chimborazo. It was successfully accomplished; there were twenty participants from each year of education giving 100 students who were chosen in an aleatory form, those represents the sample of this investigation. Those students were attending the first, second and third years of bachelorette education.

Procedure

The following research was based on literature reviewed and a qualitative research, both important stages that become vital for this investigation. What concerns about literature review it was analyzed theoretical support on the following topics; motivation to learn English, intrinsic motivation, extrinsic motivation, activities or strategies that motivate students to learn English, teaching approaches and methods, communicative language teaching, cooperative language learning, content-based instruction, task-based language learning, translation method, total physical response.

It was necessary to collect in bibliographical index cards the information of authors, years, publication, edition, concepts and definitions from national and international books, journals, electronic depositories, in order to corroborate the veracity of this research, some of

them has been arranged according APA 6th Edition that will be described at the end of this research.

During the second stage of the present investigation work, teachers allowed the researcher to participate as a guess during the English classes, and it was possible to apply some questions to their students in order to fill observation classes questionnaire. The method applied in this study was quantitative. For this survey it was essential to handle student's motivational instruments questionnaire some were filled in their classes.

In addition, it was necessary to apply direct observation of classes, during which were filled observation questionnaire that corroborated the preferences of students and activities of teachers' subjects of this research.

The results obtained from the students surveyed through student´s questionnaire were entered in accounting software that showed trustworthy results, that were transformed into graphic of percentage and interpreted in a bar and circular percentage graphs.

With all the information tabulated in eight charts and represented in bars graphics of circular ones, the first, second and third graphic cite the interest of learning and motivation to acquire the second language, in graphics, in graphics fourth and fifth refers aspects of motivation and activities that motive to learn English.

On the other hand, in the sixth and seventh graph it is interpreted the attitude and role of a teacher; finally in the eighth concerning aspects that hinder English learning.
All of the graphs were supported and analyzed with accuracy and confidence required for this research; in addition, all of the questioners are saved in the authors custody as a backup if the results were necessary to present.

Chapter III: Result and Discussion

*Description, Analysis, and Interpretation of Results*

The section below provides quantitative analysis applied to students who became essential subject of investigation, from Riobamba city, province of Chimborazo. The total results obtained in the investigation that was carried out in the five courses, were taken into account in total 100 students from first, second and third courses of bachelorette education.

Each graph in this section analyzes factors concerning English student motivation to learn the English language that includes the methodology and strategies used from teachers who applied them in their own classrooms according the responses of student's questioners and observations.

Quantitative Analysis

What do you think motivates students to learn English?

Do you like to learn English?

Graph 1

7%

93%

YES

NO
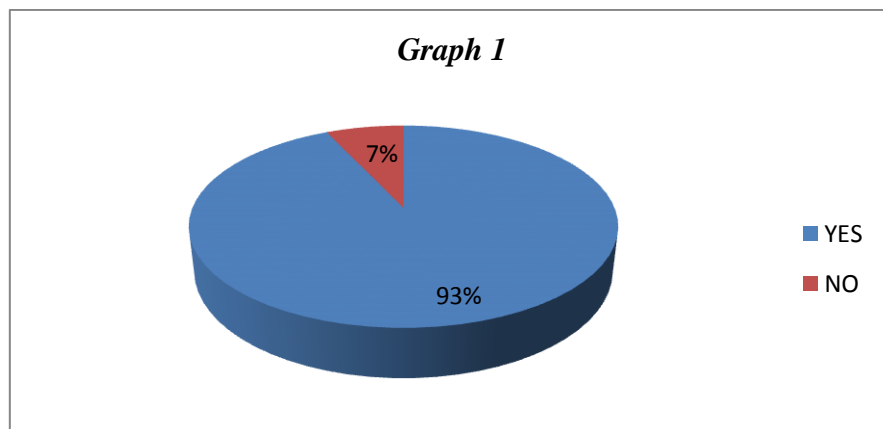
Source: Unidad Educativa San Vicente de Paúl - Riobamba
Author: José Luis Andrade Mendoza

In accordance with the results observed in the graph above 93% of the students liked the English language. These results were evidenced and based on students testimony who believed that English is more important than a regular class. The argument that motivate them are several such as the fact that English is the most widely used global language, and it is used not only in

the books; the desire to learn it depends on and influenced by the way how the English teacher

focuses on the interest of the students. Additionally, the results show that most of the students

agreed that there is a concordance between the interest, or motivation, to learn the target language

and the class activities that teacher used during the lesson period. The English classes become

more attractive because teachers make inferences with the real experiences and most of the time

the activities done in the classroom are integrated with fun and quick warm ups.

   On the other hand, only 7% of the students didn´t like the foreign language, this minority

of students think that English teachers make the subject difficult every time and they do not

explain the language correctly. I also believe that the main reason for this problem is based on the

lack of interest that is not well conducted. The most remarkable arguments that students answered

in this grade were based on the difficulty in all of the different skills of the foreign language and

the lack of interest and the low motivation at the moment that they have to study a foreign

language. It is evidenced that students do not understand English language because they do not

feel comfortable with the subject and the methodology acquired in the class.

   These results could be more positive if the students' level would be higher in their

performance; however, during the observation classes it was evidenced that more than 20 percent

of the students had difficulties at the moment that they had to accomplish their activities in the

class, because they were not correctly motivated.

   Regarding, Harmer (2010) aimed intrinsic motivation is the kind of motivation generated

in the classroom, this motivation could be improved by teacher's method during the English class

and also students take part in with possibility of success or failure.

2. Are you motivated to learn English in class?

Graph 2

NO
8%

YES
92%
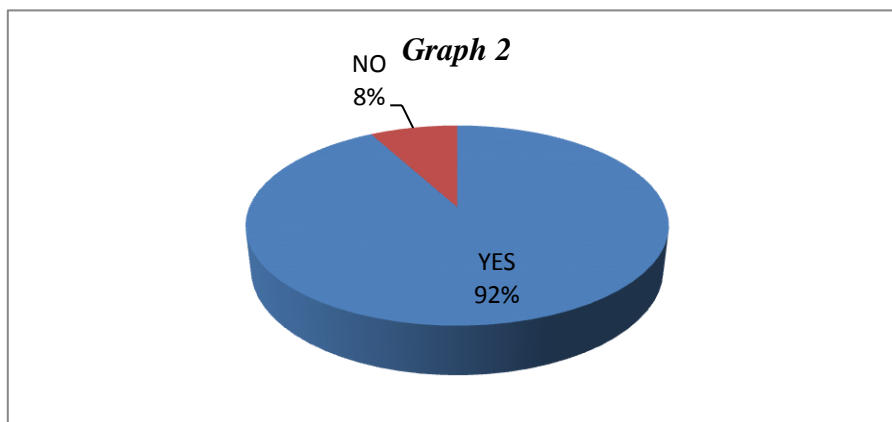
Source: Unidad Educativa San Vicente de Paúl - Riobamba
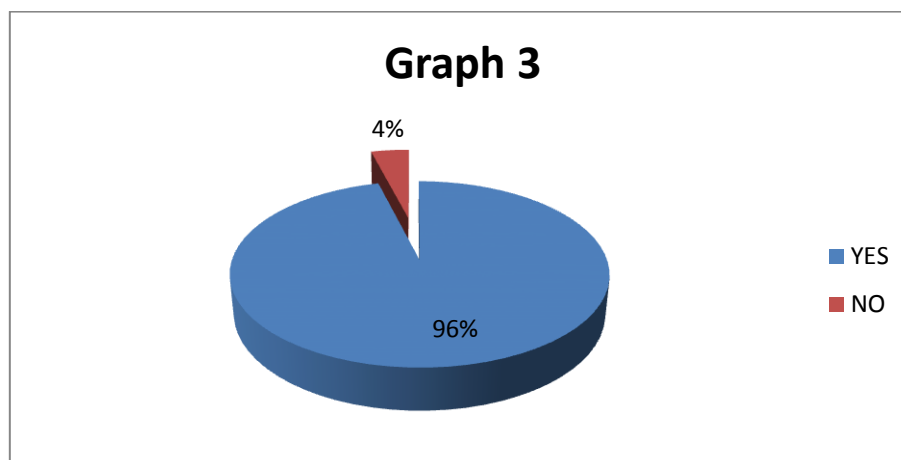Author: José Luis Andrade Mendoza

In the Graph number two, the results reveal that 92% of surveyed students are motivated to learn English; this result is due to positive initiatives that teachers apply in the class, furthermore students expressed that their motivation comes from the energy that teachers have in their classes; they prefer to learn English trough games, laughter and activities that interact themselves.

However, only 8% of students mentioned that they did not feel motivated to learn English; this result is based as a consequence on negative experiences in the class, the expectation of a new language makes students make mistakes that causes a negative feeling toward English teachers and the language as well. The possible causes for these results as manifested by students that activities in the classroom are always repetitive and cause them to get easily bored. As a consequence, the lack of knowledge of the language changes the students' attention and reduces their motivation.

Harmer, (2010) stated that teachers must display an appropriate quality in mastery of the English language in order to develop confidence and excellent abilities in their students. English

students really need to feel that teachers care about them as a result of these actions students will feel supported as long as they can be motivated to learn and valued for their results.

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

Graph 3

Source: Unidad Educativa San Vicente de Paúl - Riobamba
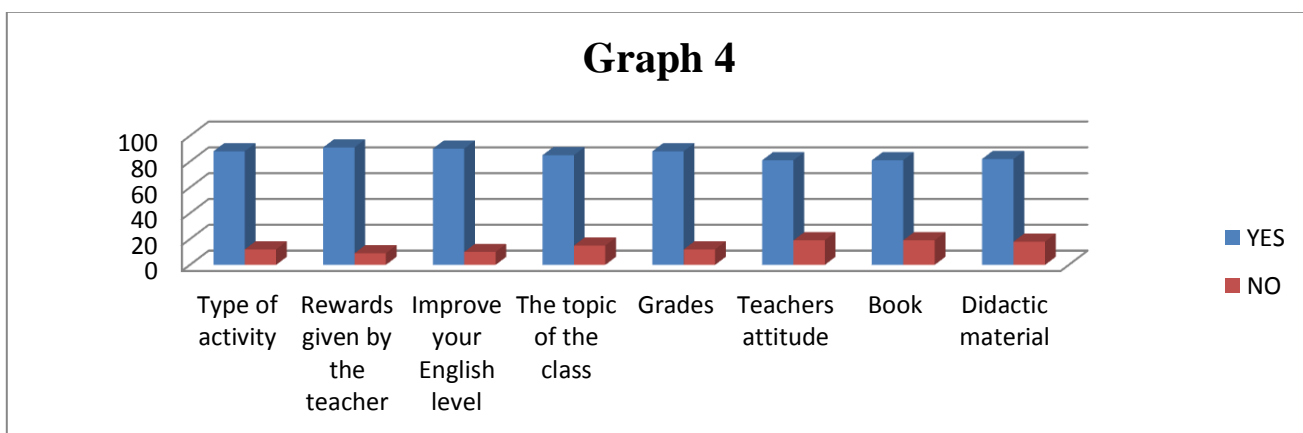Author: José Luis Andrade Mendoza

As it can be seen in the graph 3, 96 % of the students reported that they liked their teacher´s way of teaching English. Similarly, students in this research commented that teachers make interesting and easy the English class with their activities designed for the class. Also students understand the English language faster. A small group agreed that the teachers are not rude and have plenty of patience during the English classes, besides it is evidenced that teachers at San Vicente de Paúl translate their orders and activities into their mother tongue that at the end of the class represents positive help in their learning process.

As it was mentioned previously, the motivation found in students was based on the methodology that teachers applied in their classes. As an example, it could be mentioned that students associate their classes as a game where everyone participates and nobody loses, with simple examples and clear pronunciation that make understandable and creative the development of the class.

As a matter of fact the observation in the classroom evidenced that 4 out of 5 classrooms demonstrated that the activities done in the classroom were successfully accomplished; moreover almost 80 % of the students who participated in this survey displayed a lot of interest with the explanation given by their teacher, interacted with their classmates, and exhibited interest in their proposition as well, the perspective about this is evident in the high percentage of satisfaction, creating a positive learning environment.

Nevertheless, only 4% considered that they do not like their teacher's way of teaching English. In contrast to the result of the observation class they were almost 20 % percent of students who seemed to do different activities according the lesson plan class design, also interrupted their workmates at the moment to complete the activities designed in their workbook.

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

Graph 4

Source: Unidad Educativa San Vicente de Paúl - Riobamba
Author: José Luis Andrade Mendoza

It can be observed in graph 4 that 88% of students considered that the type of activity motivates them in the class, in contrast, 12 % of students believe that they don´t feel motivated.

These results demonstrate that students would feel more comfortable working with activities that encourage them to work in the English area. In fact, the observation carried out at San Vicente de Paúl confirmed that students feel motivated according to the activity done in the

28

class, as a result of the remarkable willingness from teachers who wants to teach the language correctly.

Regarding that, Harmer (2010) mentioned that students get involved and feel interested or stimulated at the same time when the topics we (or they) bring into the classroom, also they will learn more successfully and they enjoy the activities at the same time.

Surprisingly 91% of students prefer rewards given by the teacher. This is due to most of students are so interested in receiving rewards in a form of extra points for participation in the classroom, that at the end of the month will be accumulated to improve its equivalent in their final score. However, only 9% do not like rewards that teachers give to students because they consider that the activities designed are too complex to be done and time is very short shifting the opportunity to earn extra marks and those activities are completed only by students who have a higher performance of English level. About rewards through English classes, Harmer (2011) claims that a good example of a reward is when students find their extrinsic motivation for the necessity of pass an exam or the hope to get any kind of stimulus from teachers.

In the same manner, it is analyzed how well is has improved the English level at San Vicente de Paúl that represents 90% of students surveyed who feels that their English level has improved considerably, however the 10% of students who believed that their English level has not improved over time. It was evidenced thought the observation class that teachers are friendly by nature it is notable that all students are treated equally in order to avoid preferences with anybody.

Adjacent to this point, the result obtained from the topic of the class were 85% considered that the topic of the class is the main trigger to keep the attention of students also it is considered one of the most decisive at the moment to carry on the class, on the other hand 15% cited that it

was not important what the topic were, in fact the teacher is the guide who can conduct the meaningful class with them also the motivation is created by the teacher or themselves. Harmer (2010) expressed that it is considered, excellent teaching technique to design a variety of activities and topics and check the correct period of time so the student will take part in the activity also they will be motivated to complete these.

Considering grading academic performance, 88% of students agreed that grading their development in the classroom are the motivator that improves their skills not only to acquire a simple grade in fact it becomes a personal challenge that everyone prefer to overcome, in spite of these 12% cited that grades are not so important. However, during two observations students really cared when their teacher said that they had to complete the activities in order to get 3 extra point, the results were that all of the students solved successfully the activity in the class making clear evidence that all students really care of their scores.

Referring why it is important to grade a level of knowledge and how to motivate a learner Moore (2012) stated that the most effective technique in any given situation depends on such variables as the grade level, the students, the learning activity, and the teacher.

As an important aspect to consider in this research, is the teacher´s attitude. 81% of students mentioned that teacher´s interest has been positive factor of motivation, it is emphasized that teachers must promote interpersonal relation with their learners, also must pay attention to student's problems finally it is also necessary to develop a good attitude towards the students' concerns.

On the opposite side, 19% of students said that teacher's attitude is not important at the moment to motivate the class. However, it is necessary to display appropriate teacher qualities so students can have confidence in teacher´s abilities and professionalism.

Richards & Rodgers (2001) stated that the attitude of a teacher plays an active and direct role in the classroom; it is the teacher who decides what to teach during his or her class making comfortable with a directive of content.

Equally important, it is necessary to remark that the attitude of teachers were always positive in order to promote interpersonal relationships during their English classes, to illustrate better it was noticeable at the moment that teachers shared their own experiences and reflected what would be useful in their lives through communication between students and them.

In relation to the text book, 81% of the students interviewed consider that the book is good enough in their study, and feel motivated because that material comes from an international editorial "Cambridge University Press" and gives them a brand associated with respect, however only 19% of students considered that the English book is only an extra material that guide them and the teacher is the most important actor in their process of acquisition of a foreign language. It was possible to observethat students of San Vicente de Paúl work not only with Cambridge guide and work book, in fact they work with a government book which is considered as an extra material and they are used in the class as an extra material or common named as a workbook.

Concerning didactic material, 82% of students considered that it is one of the bases for learning a foreign language because it is very necessary to reach different sources of information. However, 18% of interviewed students manifested that the didactic material used in the class is not very important for them. Nevertheless, it was evidenced though the direct observation during the class that all the courses who participated in this research developed more abilities at the moment that the teachers brought different didactic materials such as videos, audios and posters, the students seemed more motivated and their attention was centered in the teacher´s explanation.

In the same way Harmer (2011) emphasized the imperative importance of using different resources in education; the author argued that it is necessary to mention two things about the material.

Firstly, teachers do not know everything about the language, and secondly, learners must go further, what really matters are to encourage students to use resource material for them, and to become more independent in their learning generally.

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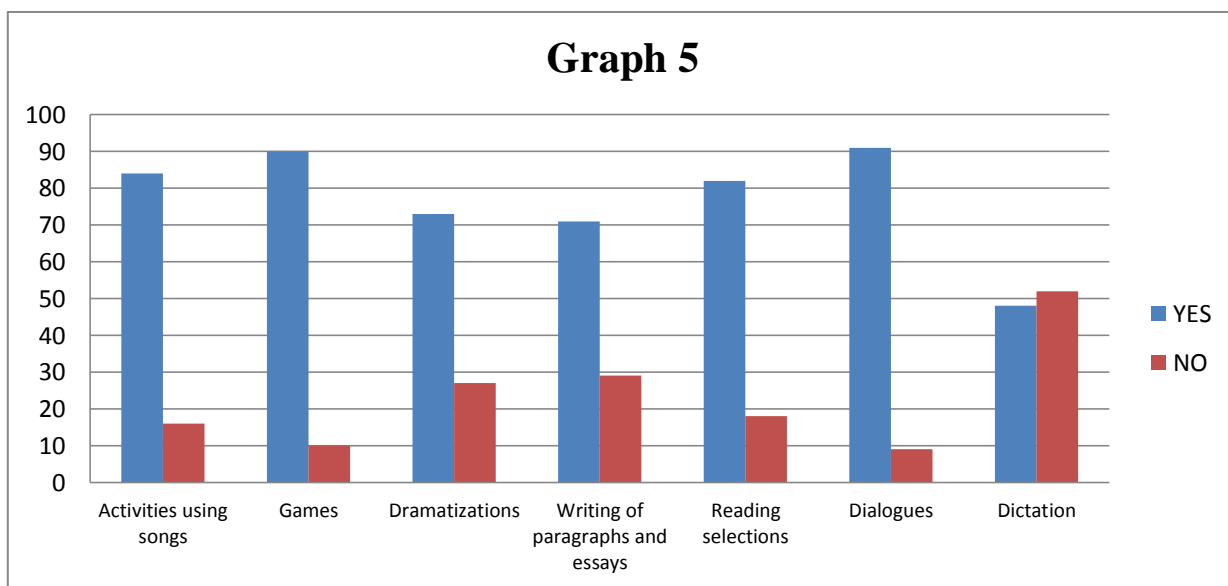
Graph 5

Source: Unidad Educativa San Vicente de Paúl - Riobamba
Author: José Luis Andrade Mendoza

Graph 5 displays results based on the activities that motivate students to learn English. This bar graph puts on view the following results: Activities involving songs are preferred by 84% however 16% of students do not like those activities; Games that are considered the most favorite ones with 90% of acceptation and only 10% of students demonstrated low interest about in these activities.

73% of students said that dramatizations are assimilated in a positive way. On the other hand, 27% agreed that these activities are not suitable for teenagers. Regarding the writing of

paragraphs and essays 71% of students manifested that this type of activity can be acceptable during the classes; on the other hand, 29% of students have troubles and difficulties with this English skill. Consequently, they did not feel comfortable when performing them.

Concerning Reading selections 82% of students who participated in this survey expressed that they felt satisfied with this activity which is common in regular classes in order to increase the student´s interest about reading for pleasure, meanwhile 18% stated that their interest was focused on different activities which do not involve reading.

91% of students consider that dialogues have an excellent acceptance, according to this research. Learners believe that the interaction with each other is important than activities which are necessary to be done solo; on the contrary, 9% of the students said that it was difficult to work with dialogues because they had some difficulties in pronunciation, intonation, stress of the words and phonology.

With this regard, it was found that 42% of students are interested in dictation activities because they find themselves with a challenging activity; however, 52% of the expectation for students who strongly believed less motivated to accomplish correctly the activity.

As is well known that activities described above students demonstrated that they enjoy their progress because they realize that their progress goes in a positive path, besides this type of learning challenge students linguistic, cognitive and social interaction in order to maintain their interest and ensure that the results are effective.

Thinking beyond than scoring a class teachers should understand that students live in a world where sounds, images, words, and ideas come at them in a constant stream from many different sources, that make their interest and motivation focused in different ways that break the traditional learning.

Harmer (2010) stated that motivation is generated at the moment that happens inside the classroom; the reason could be done by the teacher's methods and the activities that students take part in, or their perception of their success or failure. In the same manner, Halliwell (2004) argued that activities that wake students up and stimulate them are in a positive sense, however we should avoid activities that make them feel in a negative sense because the results would be the lose sight of their goals and their motivation.

6. What is your teacher's attitude in class?
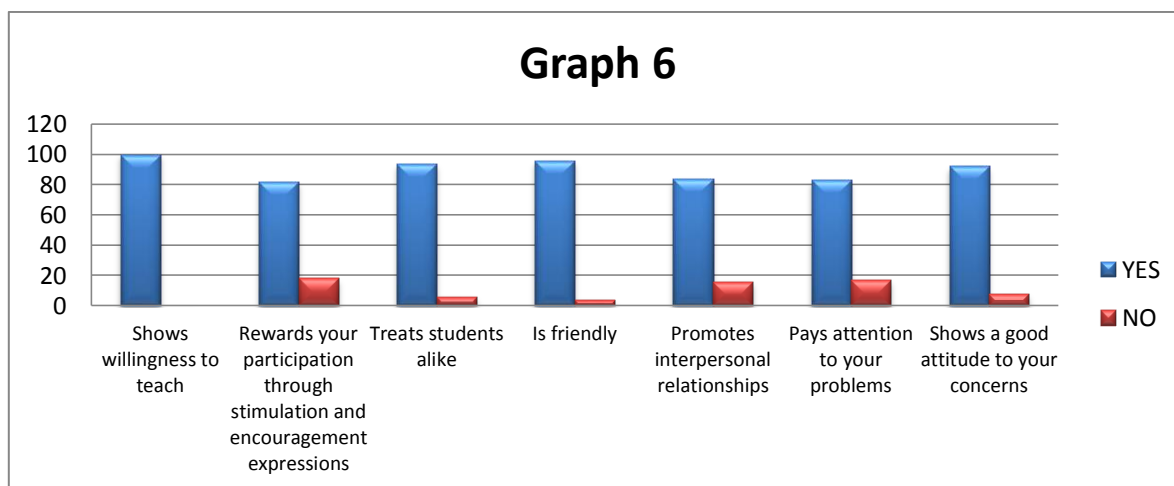
Source: Unidad Educativa San Vicente de Paúl - Riobamba
Author: José Luis Andrade Mendoza

Graph 6 demonstrates the teacher's attitude toward the class in general woke up in the researcher a wild interest about teacher's performance. Below are offered interesting results taken from student's questionnaire at San Vicente de Paul showed that: First and foremost the astonishing result about willingness to teach with a 100% that means an excellent relation between teachers and students that represents an acceptation of teacher´s methodology, lesson plan, class activities and interpersonal relation with each other.

Furthermore, 82% of students said that the teacher rewards through stimulation phrases and encouragement expressions are really important and contribute to more active class

participation; 18% of students in this survey said that teachers do not stimulate them enough for their participation in the class.

In the same way, 94% of student stated that teachers treat students alike. However, 6% manifested that they did not agree with these results because teachers most of the time do not pay attention to the responses of the students.

According to this survey, 96% of students said that their teachers are considered as friendly; however only 4% of students said that their teachers are not friendly enough.

Importantly, 84% of students believed that teachers promote interpersonal relationships during their regular classes, meanwhile 16% manifested that during their English classes it is not common that teachers work in promoting interpersonal relationships, this is due to the lack of communication or even to the monotony in the class.

As it was already stated, teaching involves not only cognitive skill; in fact, teachers use their own judgment in order to help students who are under pressure, 83% of students in this sample expressed that teachers focused more on their problems in order to help them to solve those, it meant that both time and patience might be joined in a teachers life.

In spite of this, 17% of learners manifested that teachers did not pay attention to their problems; these results are due to lack of interest that some teachers do not focus on their students problem.

Finally, 92% of students stated that teachers had positive attitude to their concerns, meanwhile 8% of students believed that not all the time teachers showed an excellent attitude when students had some doubts or difficulties.

As a manner of fact, the results obtained in this question students indicated that successful teaching comes joined with positive results, it is certain that teachers can change their students'

performance through positive motivation, interact with students and get involved with their concerns and doubts can make a difference in a student´s life, and definitely the success will happen.

It is often heard and said that communication between teacher and the students is the most important condition that helps both sides to arrive to a wise solution. Moreover, efficient communication has always been considered as a very positive aspect.

If teachers have a positive attitude to their own teaching, together with considering the students´ needs and interests, the whole environment can be improved and thus, lead to a more efficient teaching-learning process.

Brown (2000) stated that teacher and their attitude might be described for their own discipline and hardworking, in order to make learning easier for students, at this point it is visible the posture of students interest also the individual work of teachers when they are in front of the class keeping greater attention from students.

7. What is the role of your teacher in class?
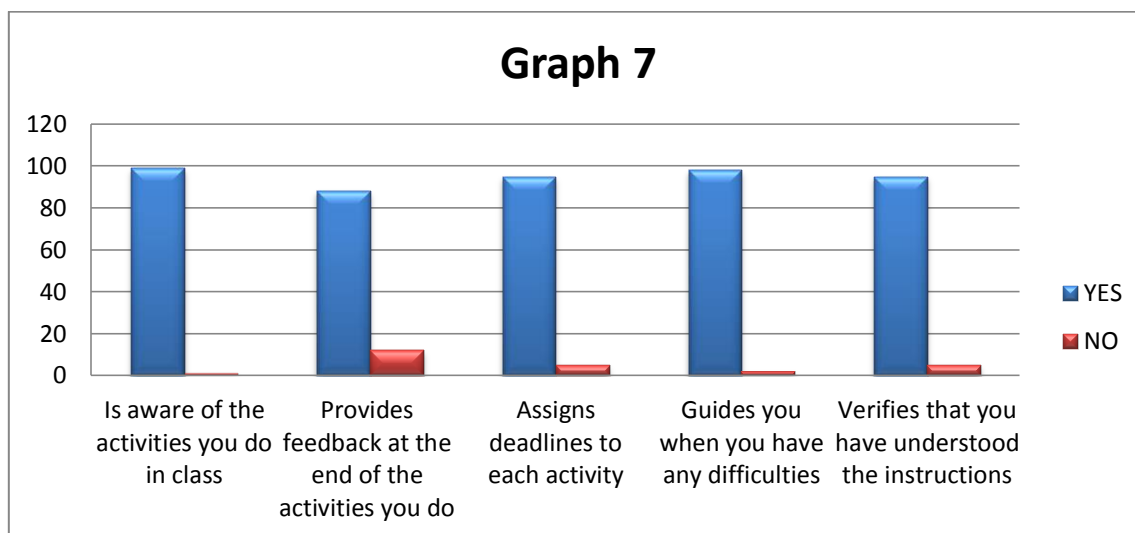
Source: Unidad Educativa San Vicente de Paúl - Riobamba
Author: José Luis Andrade Mendoza

Concerning graph 7, it evidences the results that show the crucial role of teacher for effective learning process, which gives priority to teacher characteristics and their development in the class are described below:

Firstly, it is assumed that 99% of students believed that teachers are aware of the activities done in class, however only 1% argued the opposite which represented insignificant contradictory result; secondly, 88% illustrated that teachers provided feedback at the end of the activities done by students.

Thirdly, 95% of students mentioned that teachers assigned deadlines to each activity, nevertheless 5% of them said that teachers do not pay the enough attention to their activities, fourthly 98% of learners illustrated that teachers guided them when they have any difficulties, in contrast 2% of students said that difficulties are solved by students without any help or support from the teacher.

Finally, 95% of students who participated in this research indicated that teachers verified that their instructions are understood. Only 5% of the students manifested that teacher does not usually verify whether the instructions are correctly understood.

The fact is that teachers must adopt different roles, building the correct trust and interaction that involve them with their students, it is necessary that teachers of this millennium must be leaders on the classroom and their educative institution, in order to gain the respect of the students and bright with their own example, for instance, it is necessary that teachers pay more attention to activities designed for the class, at the same time, teachers must show a high percentage of concern and care for their students' progress.

Alternatively, and according to experienced evidence in an observation class demonstrated that teaching is hard work, that needs to create a challenging environment in order

to build up student´s self-stem, the expectation to achieve positive communication make teaching seemed to have less to do with knowledge and skills and more with our attitude toward students, subject, and work.

Brown (2000) stated that teachers work as a resource in order to motivate students and to take control over their progress, also to increase their interaction as long as they come and share their knowledge with the students.

Harmer (2007) stated that learners feel motivated when teachers work with them in order to correct their mistakes and join in the activity taking part in the same target.

8. Mark with an X the aspects that hinder your English learning.
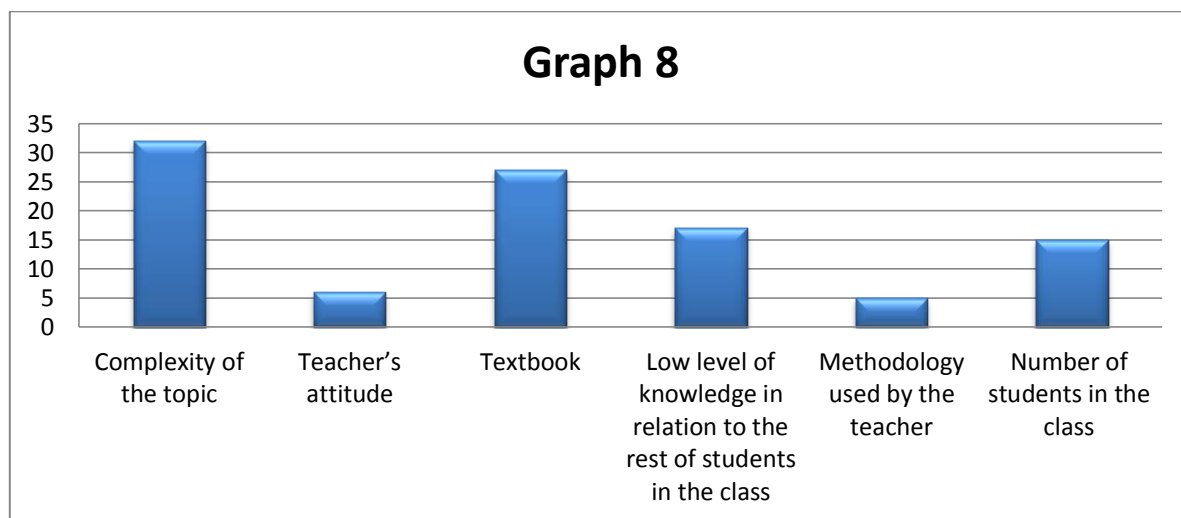
Graph 8

Source: Unidad Educativa San Vicente de Paúl - Riobamba
Author: José Luis Andrade Mendoza

With regard to the aspects that hinder English learning, the graph above shows that 32% of students believed that their problem was based on the complexity of the topic; the most notorious reasons are that students do not like the activities designed by teachers and it becomes difficult to solve them, as a result, most of students lose the concentration and get bored easily.

This is corroborated by observation carried in the 5 different classrooms that this questionnaire was taken.

On the other hand, the results obtained about the teacher's attitude were very negative. 6% of the sample students manifested that the problem is based on the low interest that students have in the development of the class activities, that are carried out by teachers who do not care about the learners needs. Regarding the textbook, 27% of surveyed students mentioned that they have had some problems with a government English book because the information is not clear and they get confused at the time to do their homework. There were found some other possible reasons that explain the low level of student´s knowledge in relation to the rest of students in the class, to explain it better it can be given this example: Students do not like reading and writing, and most of the time they do not care about what kind of didactic material they use, because they do not feel motivated to work in the class or simply they do not understand what does the content say, this problem is observed at basic and bachelorette levels.

17 % of the students who participated in this research believe that their work in the class had some breaks and they did not go anywhere, this result is due to absence of interest in the English language, that comes from themselves and English teachers with their curriculum design that seem to be more difficult to accomplish, as a result of this sometimes students do not work motivated and consider boring and repetitive the English classes.

5% of students mentioned that the methodology used by teacher is not pleasant at the moment that teachers teach their classes; this very low result demonstrated that methodology in the classroom must not be the same and teacher should innovate their methods of teaching English.

Finally, 15% of students who participated in this survey said that the numbers of students in the class represents too much work for teachers because the class is not personalized.

Conclusions

The following conclusions are based according these results obtained thought the research done to students who participated in a survey, it is concluded that motivation represents a main key factor of interesting results in student´s academic life, and builds their character in order to overcome any problem in the future.

It was demonstrated that 75% of students enjoy learning English as a second language, this result is due to appropriate motivation that English teachers use in the classroom, and this represents an important strategy applied during process of learning the target language. Additionally it is revealed that motivation in the class become the engine of great results.

It is evidenced that 84% of students prefer activities that involves songs, English music is considered as pleasant to accomplish in the class, and those tasks keep students attention in order to develop their concentration in listening and speaking skills.

In most instances, 83% of students who participated in this research do not have problems with communication with their teachers. However, 17% reflected the absence of communication between teachers and students.

It was found that 87% of students agreed that the reasons for lack of the desire to study a foreign language are: the complexity of the topics in the students' book and difficulties at the moment to accomplish activities that teachers apply in the class.

This research demonstrates that 73% of students are motivated in English activities that involve dramatizations. This sort of activities awake the cooperative work and the interest in winning the activity as result students do not realize that they have been studying the language.

Recommendations

Based on the conclusions arrived along the present research it is possible to make some recommendations in order to make the result more effective for the teaching – learning process. It is recommended to analyze weaknesses that surround students' attitude and motivation in the classroom in order to apply positive strategies that can increase motivation for teachers and students at the same time.

Teachers should use more than English music in the class, in fact there are diverse class activities, that students consider more attractive such as: games, dramatizations, songs; these activities create positive teaching environment and make classes more enjoyable and attractive at the same time.

It is essential the improvement in communication between students and teachers; it should be focused trough better understanding in the classroom, so it is necessary to design new tools in order to promote interpersonal relationships.

It is of a great value that some changes should be applied for the better English learning in order to avoid lack of desire to study the target language, it is vital the implementation of interactive activities where students and teachers work as a team. In addition, the implementation of an update curriculum designs for better performance of the English class.

It is important to motivate students who consider that dramatization in activities are useless, or less attractive. The creativity of teachers and students should be improved in order to create varied and dynamically class. Teachers need to avoid routine in the class it is necessary to apply different strategies that make attractive the time that students learn the target language, as a result of this changes more students will be able to keep the attention in the class though activities that increase their desire and improvement their English level.

REFERENCES

Abdelrahim, I., & Humaida I. (2012). Motivation to learn English among college students in Sudan. *Canadian Center of Science and Education,* 5(8), 49- 54.

Ahmed, M., Aftab, M., & Yaqoob, H. (2015). Students' motivation toward English language learning at undergraduate level. *Advances in Language and Literacy Studies, 6* (3), 230- 238.

Bernaus M., Wilson A., & Gardner R. (2009). Teachers' motivation, classroom strategy use, students' motivation and second language achievement. *University of Western Ontario*, USA (12). 25- 36

Brown, H. D. (2000). *Teaching by Principles (2nd ed.).* San Francisco California: Pearson Logman.

Burns, A., & Richards J. (2012), *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*, United States, New York: Cambridge University Press.

Chang Ch. (2013). The study on motivation and anxiety of English learning of students at a Taiwan Technical University, *European Centre for Research Training and Development.* 1(1) UK 24- 41.

Freeman, D. L. (2000), *Techniques and Principles in Language Teaching*, United Kingdom: Oxford University Press

Gao, X. (2010). *Strategic Language Learning: The Roles of Agency and Context,* Bristol UK: MPG Books.

Hadzantonis M. (2012). *English Language Pedagogies for a Northeast Asian Context: Developing and Contextually Framing the Transition Theory*. New York: Routledge.

Harmer J. (2015). *The Practice of English language Teaching (5th ed.).* New York: Longman

    Pearson

Harmer, J. (2007). *The Practice of English Language Teaching (4th ed.).* San Francisco

    California: Pearson Logman.

Heinzmann S. (2013). *Young Language Learners' Motivation and Attitudes: Longitudinal,*

    comparative and explanatory perspectives. New York: Bloomsbury Academic.

Larsen, D. (2000). *Techniques and principles in Language teaching (2 nd ed.).* New York. Oxford

    University Press.

Littlejohn A. & Hicks D. (2000) *Cambridge English for Schools 1 Teacher's book.* New York*:*

    Cambridge University Press.

Long CH., Ming Z., & Chen L. (2013). The study of student motivation on English learning in

    Junior Middle School. College of Foreign Languages, Yunnan Agricultural University,

    China*,* 6(9), 136- 143

Lyster, R. (2007). *Learning and Teaching Languages Through Content*: A Counterbalanced

    Approach, Amsterdam: John Benjamins Publishing Co.

Murdoch, K. & Wilson J. (2004). *How to Succeed with Cooperative Learning,* Carlon South

    Victoria, Australia: Curriculum Corporation.

Nagaraj, G. (2008). *English Language Teaching: Approaches, Methods.* India: Orient Longman

    Private Limited.

Okon, K. (2013). *Teaching English Effectively: with special focus on learners' interests*.

    Hamburg: Academic Publishing

Padmapriya, P., & Srinivas, P. (2015). Motivation and Institutional Governance – A Key to Learn

    English

Language. *International Journal for Innovative Research in Science & Technology, 1,* 25-

30.

Richards, J. C., & Rodgers T. S (2014). *Approaches and Methods in Language Teaching.* United

Kingdom: University Printing House, Cambridge.

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?

Activities	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:_____

_____