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English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

AUTOR: Velasteguí Molina, Débora Irene

DIRECTORA: Arias Córdova, María Olivia, Mgs

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María Olivia Arias Córdova

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Velasteguí Molina Débora Irene

1600275497

Dedication

This thesis is dedicated to God because he has provided me with life, faith, skills and abilities and a never ending support when things were difficult.

I dedicated this thesis to my parents who supported me throughout the years of my studies. They provided support every day in the form of daily care, expressions of concern and encouragement both when my studies were going well and when they were not going well.

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Abstract

This research study focuses on "English language students and their motivation to learn this language." The purpose of this study is to learn about students' perceptions in relation to their motivation to learn English inside the classroom by answering the following questions: What do you think motivates students to learn English? And, what do you think hinders students to learn English?

This study was conducted by using a mixed methods approach involving both quantitative and qualitative procedures. To achieve the objectives of this research, the sample consist of one hundred students from five different classrooms which include 8th, 9th, and 10th of basic education and 11th and 12th of secondary education. Class observations and surveys were considered as well as instruments to perform this study.

The results show that factors such as complexity of the topic, lack of interest, text difficulty and large classes of students contribute to the demotivation to learn English. On the other hand, teachers who care about their students and select group activities generate a lot of motivation to learn English.

KEY WORDS: English learning, motivation, public high schools, students.

Resumen

Este estudio de investigación se centra en "los estudiantes del idioma inglés y su motivación para aprender este idioma." El propósito de este estudio es conocer las percepciones de los estudiantes en relación con su motivación para aprender Inglés en el aula respondiendo a las siguientes preguntas: ¿Qué motiva a los estudiantes para aprender Inglés? Y ¿qué obstaculiza que los estudiantes aprendan Inglés?

Este estudio se llevó a cabo mediante el uso de un enfoque de métodos mixtos que involucra ambos procedimientos cuantitativos y cualitativos. Para lograr los objetivos de esta investigación, la muestra consiste en cien estudiantes, de cinco aulas diferentes, que incluyen octavo, noveno, décimo, primero y segundo de bachillerato. Observaciones de clase y las encuestas se consideraron así como los instrumentos para llevar a cabo este estudio.

Los resultados revelaron que los factores tales como la complejidad del tema, falta de interés, la dificultad del texto y las clases grandes de estudiantes contribuyen a la desmotivación para aprender Inglés. Por otro lado, los maestros que se preocupan por sus estudiantes y las actividades de grupo seleccionadas generan mucha motivación para aprender Inglés.

PALABRAS CLAVE: aprendizaje Inglés, motivación, escuelas secundarias públicas, estudiantes.

Introduction

When students want to learn a new language, success is much higher when they are motivated because when students want to travel abroad or learn another language, extrinsic and intrinsic desires provide the necessary motivation. This study looks from the student's point of view, what makes them interested in learning English. This research also looks at possible causes of what demotivates students. For instance, this study intends to examine what students' perceptions are in relation to their motivation to learn English inside the classroom. We sought to answer the following questions: What do you think motivates students to learn English? And what do you think hinders students to learn English?

There are not many studies on this topic, specifically about Ecuadorian high school students. It is important to develop the current research in order to determine whether students feel motivated to speak English in class or not, and what are the things that influence that motivation.

The first part of the study looked at the very nature of motivation. Researchers have carefully examined both intrinsic and extrinsic motivation. While both kinds of motivation are found to be important in learning English, it is the intrinsic motivation that causes students to study English over a longer period of time.

The objective of this study is to find out, from students, the specific factors in the classroom that motivate them to learn English. Topics include the students themselves, the materials and texts used, the attitude of teachers, the dynamics within the classroom and strategies and approaches used by teachers. Finally, students were asked specific questions about what demotivates them to learn English.

Previous research examined for this study include activities and strategies in the classroom, teaching approaches and methods and the roles of the teachers. There is agreement among researchers, including Herrell and Jordan (2011) that low stress classroom activities such as communication games increase student motivation to learn. Students in our survey confirmed this by listing group activities such as singing and dialogues as popular activities.

Farrell and Jacobs (2010) found that teaching approaches and methods that include student participation such as role playing and simulations also improved student motivation. Richards (2006) found that when student felt they were actually communicating in English, the motivation increased.

The roles played by teachers were very significant factors in improving motivation. Yunus, Osman and Ishak, (2011) found in a university study in Malaysia that a positive student-teacher relationship resulted in increased motivation of students significantly.

The beneficiaries of this study will be teachers, students, education establishments and people who are involved in the educational field related to English Language. Additionally, this study could be an important contribution to the authorities of education in Ecuador, so that they can develop an English Curriculum according to students' needs and give emphasis to speak the target language.

One of the major contributions of this study to the knowledge of teaching is the fact that interpersonal relationships are extremely important in class. While there is much to be said for using good strategies and approaches, this study will indicate several important characteristics of the value of interpersonal relationships.

There were some methodological limitations during the development of the present study. The first one was scarce number of observations to the English teachers. Another was the surveyed participants only were students. It should have included English teachers.

A second limitation was the contact time allowed to me to observe each teacher and ask any questions. So, number of observation times was very limited and it was difficult to clarify any questions I may have had about the students, materials or motivation issues in the class.

A recommendations for future studies would be to include a short questionnaire for the teachers about motivating their students.

Chapter I: Literature Review

This section provides a scientific overview of some of the most outstanding aspects of motivation that influence high school students to participate during the learning process.

Motivation is the key to all human action. Consequently, when we want people to do something, we must understand what makes them want to do it. Motivation is a very complicated concept which, at the basic level, includes intrinsic and extrinsic factors. Researchers have discovered that in the area of education, many factors cause students to want to learn. Researchers have also discovered that some factors cause students to “turn off” or resist learning a subject.

This literature review will look at many factors affecting motivation for learning including activities or strategies to learn, teaching approaches and methods used by teachers, the roles of the teachers themselves and a look inside the concept of motivation by understanding intrinsic and extrinsic motivation. More than a dozen books were consulted which summarized research on motivation. Additionally, five journals containing research summaries were examined. This information is helpful to teachers who wish to understand how their learning activities or strategies, teaching approaches and even their roles as a teacher affects the motivation of their students.

Motivation to learn English

According to Harmer (2011) a variety of factors can create a desire to learn. This desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act. Larson and Keiper (2013) explain that extrinsic and intrinsic motivation can both be used effectively in the classroom. When you help your student understand how the content and activities are useful and beneficial, you promote their motivation to learn. Creating a classroom environment that exudes your enthusiasm for learning your subject, as well as your interest, care and concern for your students’ learning will both help develop your students’ motivation to learn.

The good teacher will want all students to be highly motivated to learn English. Teachers constantly look for ways to increase the desire of their students to learn. It would be helpful for all teachers to understand the concepts within motivation. What are the parts of motivation and how do they work in causing students to do well in their studies?

An analysis of the nature of motivation shows that there are two kinds of motivation in each person. Motivation which comes from the outside is called extrinsic and motivation which is inside each person is called intrinsic. Harmer (2011) explains these two concepts by saying extrinsic motivation in learners is caused by a number of outside factors including the need to pass an exam, job security, the hope of financial reward, or the possibility of future travel. Regarding intrinsic motivation, in contrast to extrinsic motivation, come from within the individual. Thus a student might be motivated by enjoyment of the learning process itself or by a desire to make themselves to feel better. Although, both kinds of motivation are important and can be helpful in encouraging students to learn, Harmer (2011) emphasizes that the best motivation resides within the individual acquired in the classroom.

A slightly different way of looking at motivation is expressed by Larson and Keiper (2013). The location of where the motivation is given is not important. They explain that extrinsic motivation is external factors such as rewards both tangible and intangible. This might come in the form of paying money (tangible) for doing something or simply praising (intangible) a student for good work. It must be remembered that external rewards might also be the absence of something such as the lack of punishment. An example of this would be a teacher telling a student he does not need to stay after class if he completes all his work.

Larson and Keiper (2013) view intrinsic motivation simply as a student doing something because they get personal satisfaction from doing it. This is the idea that a student learns

something or does something because the learner enjoys it and it makes him or her feel good.

Usually, this type of motivation continues for a longer period of time and is stronger than giving an external reward such as money.

Both Harmer (2011) and Larson (2013) make two important points to be considered. One is that both extrinsic and intrinsic motivation is important for learning. The second point is that the strongest motivation that lasts the longest is intrinsic motivation. So while a teacher may look first to some extrinsic rewards such as marks or praise, he/she will want to find ways for the student to love the topic and feel very good about learning it and using it.

There is a difference between Harmer (2011) and Larson (2013) in explaining the variance between extrinsic and intrinsic motivation. Both Harmer (2011) and Larson (2013) make the distinction based on where the motivation comes from. Harmer (2011) says it is either inside or outside the classroom while Larson (2013) says the motivation is outside or inside the individual.

Activities or strategies that motivate students to learn English

Strategies and activities are basic to the operation of any classroom. Strategies are usually considered as the tactic of instruction while activities are the specific actions of the students at any time. For example, role play (strategy) may be used to teach students how to interview (activity) another person. The teacher selects a strategy and an activity to best motivate students. There are many possible combinations of strategies and activities that teachers can use.

An example of both a strategy and an activity is presented by Herrell and Jordan (2011) to encourage students to use new vocabulary in context and provide a low stress environment. The strategy is role playing. Students need to use the new vocabulary while talking to their classmates

in different ways. A major goal is to apply the new vocabulary words in different contexts without feeling the pressure to get everything exactly correct.

A variation of role playing is the concept of communication games. Harrell and Jordan (2011) explain that communication games provide wide flexibility to the teacher in that they can be used at many grade levels with almost any vocabulary and in a low stress environment. These games provide a real world experience for students to practice their new vocabulary.

The wide variety of strategies available to teachers is highlighted by Harrell and Jordan (2011) that help motivate different students with diverse learning styles. Some students learn better through cognitive strategies which includes students making their own materials. Other students do better by thinking about their own thinking process (metacognitive). And of course those who love to work with others and exchange ideas prefer social/affective strategies. To maximize the motivation of students, teachers need to carefully select the correct strategies or use a wide variety of strategies.

There are a number of points that are common to both Herrell, Jordan (2011) and Herrera (2010). For example, they both recognize that teachers need to be familiar with many different strategies because students learn in many different ways. Both emphasize that a low stress environment in the classroom will facilitate learning. Additionally, strategies that include application of the new information to real life situations have more positive results. In summary, motivation for students to learn can be greatly increased by matching the strategies to student needs.

The differences between Herrell and Jordan (2011) and Herrera (2010) are slight. Herrera (2010) tends to emphasize only strategies while Herrell and Jordan (2011) discuss both strategies and activities. Moreover, Herrera (2010) makes the point that the different strategies concentrate

on hands, head and other people. In contrast, Herrell and Jordan (2011) are more general in their suggestions. Nonetheless, both studies are useful to teachers who want to encourage motivation in students to apply their new knowledge in a real world context in a low stress environment.

Teaching approaches and methods

Good and effective teaching methods, for the most part, try to involve the learner and bring the real world to life for the student. There is a clear effort to make the learner apply what is taught to experiences that are familiar to the student. The more a method causes the student to see the point of the lessons, the greater the motivation of the student to learn.

Communicative language teaching

The entire point of the communicative language method is practical communication from the student to the desired audience. Farrell and Jacobs (2010) summarize the purpose of the communicative methods as the student finally being able to produce real communication with others when they want. The communicative method may employ role playing and simulations as practice for students. In any case, the students are taught to practice real communication rather than just to do grammatical exercises.

A similar position was stated by Richards (2006) when he suggested that the real goal of teaching a second language was communicative competence. Richards (2006) explained in detail how the traditional roles of the teacher and students need to change to make the communicative approach effective. The responsibility for learning is shifted more to the students and the teacher moves from the giver of information to the monitor of the communicative process. Another major change characteristic of the communicative approach is that emphasis is not on complete accuracy in using the new language. Rather, the emphasis is on practical use even if errors are made.

There is wide agreement between the studies of Richards (2006) and that of Farrell and Jacobs (2010) about the nature of and the effectiveness of the communicative approach. The major difference appears to be that Richards (2006) emphasizes the required role changes in the teacher and the students to make the system work effectively. This author even suggests that if there are problems with the communicative approach, it is probably because the required role changes have not been made. Farrell and Jacobs (2010) appear to place more emphasis on course content.

Cooperative language learning

As the name suggests, students need to be organized in groups of at least two up to a complete classroom of students to be in cooperative learning. In short, it is students working together for a clearly defined purpose.

According to Jolliffe (2007) cooperative learning has two key elements; positive interdependence and individual accountability. Positive interdependence is when all students are involved in completing the assigned work. Everybody in the class must work together. Individual accountability stresses that no student can just stand by and do nothing because doing nothing is not allowed.

The case for cooperative learning as stated by Shindler (2010) centers around five reasons why this learning approach is so powerful. Examples include such things as studies which show it is more effective than individual or competitive approaches, it meets a wide variety of student learning styles and it teaches strong interpersonal relation skills which the student can use all their life.

Both Shindler (2010) and Jolliffe (2007) comment on the fact that the role of the teacher is different when they manage a cooperative learning lesson. Shindler (2010) says the more

difficult role of the teacher is worth the effort but it does require a major approach change for the teacher. Jolliffe (2007) says the teacher must understand the concept of team work to make cooperative learning work well.

In spite of the extra work for teachers, both researchers strongly agree that cooperative learning results in significant academic growth for students. Additionally, students learn life skills such as cooperation and how group dynamics work. Once teachers have been trained to do cooperative language learning, they have a very strong tool to teach students.

Content based instruction

Content based instruction is the simple idea of using other subject content as the basis of studying L2. For example, math may be taught to children using L2. Students learn two subjects at the same time and they learn to apply the new language to a second subject. This makes L2 study very practical for them which provides additional motivation.

Richards and Rogers (2014) make the point that content based instruction automatically make students responsible for their own learning. An example might be if you want to understand your math, you must understand English because the math will be taught in English. Richards and Rogers (2014) summarize this approach by indicating students learn (L2) by doing.

The research done by Myonghee (2006) lists three strong rationales for using content based learning. Studying L2 by doing something, practicing L2 by studying another subject and the fact that the “other subject” can provide the basis of motivation are all strong rationales to justify using content based learning. The teacher just needs to be careful in selecting the other subject so that the student has enough L2 to understand directions and perform basic assignments.

There are really no major differences between the findings of Richards and Rogers (2014) and Myounghee (2006), but rather the studies just place emphasis on different benefits of using

content based instruction. Richards and Rogers (2014) stress that the student benefits as making them autonomous and exploratory learners. Myounghee (2006) places the emphasis on why content based learning is so powerful in making students better, stronger and more creative learners. In both cases, the students are better served with the content based approach simply because application of L2 is part of the learning process. Successful application of L2 nearly always leads to better retention, faster learning and a greater sense of satisfaction on the part of students.

Task-based language learning

Task-based language learning varies from content based language learning in that task-based requires students finish a project or task while content based just requires studying another subject using L2.

Nunan (2005) explains that the task students are asked to do may be either a spoken one or one that is written. A major advantage of setting a task is that it gives the student a clear goal or purpose. Students then do whatever is required to complete the task including using L2 as needed. The motivation part of task-based learning comes from the fact that students want to complete the project and so they will use whatever part of L2 is necessary to do this.

A very complete definition of task-based learning is given by Lee, Pang, Walker, Chow and Li (2008). They list five characteristics of the concept of “task”. They explain that all five characteristics must be present to have a task. These characteristics are purpose, context, mode of thinking and doing, a finished product and it requires the learner to have specific skills and knowledge. The listing of these characteristics help to define exactly what students need to do to complete a task.

Both studies make it clear that task-based learning is not complicated to understand. They both simply explain the approach as students being given a task and then completing it. The concept of what makes a task a task is very clear. Teachers can easily be taught how to use this method. They will also quickly see how it motivates students.

There are no basic differences in the studies as presented.

Translation method

The oldest and most traditional of the teaching approaches is the translation method. It started as early as 1840, and is extremely teacher centered. Since the teacher simply teaches the lesson from the book, it is the least complicated of the approaches for the teacher. Students simply memorize the lesson.

Richards and Rogers (2007) make it clear that grammar is the most important characteristic in L2 according to the translation method. The teachers always start by explaining the grammar rules and check to see if students understand them. The second important factor is that L1 is the basis of everything. The translation of L2 must be done in terms of L1. Vocabulary is selected from the textbook and no vocabulary from real life situations is important. Reading and writing are very important but no practical applications are made. In short, teachers have everything they need in the textbook.

The eight aspects of the translation method are listed by Nagaraj (2005). This list presents a clear definition of the translation method in detail. Teacher centered, memorizing vocabulary lists, stressing accuracy and rules and basing everything on the mother tongue are all common characteristics of the translation method. Nevertheless, reading and writing are considered important, but speaking and listening are not stressed.

Only the presentation of the main points is different in the two studies. The characteristics themselves are not different. The translation method is based on grammar, the textbook, vocabulary from the text and student memorization.

Total physical response

The Total Physical Response method (TPR) is a teaching approach that appeared fifty years ago. This theory was developed by Asher (2003) who explains that the memory is enhanced through association with physical movement. A class that is using TPR has students moving around all the time because students are following directions to do different commands from the teacher or from each other. The idea is that students connect the vocabulary and instructions to movement responding to the instructions.

Gordon (2007) summarizes TPR as linking speaking and action. A command is given and a student, or the class, responds to the command. The idea is similar to first language learning for a small child who responds to the parent's commands to do something. TPR allows students to use L2 at a younger age and with more confidence. TPR is effective because it works with the brain and the actions of the learner make a strong connection which increases memory of the words.

The history of TPR is explained by Norland and Pruett-Said (2006). These authors explain why TPR is an effective method to teach L2. Among other factors, TPR reduces anxiety in students, makes a connection to concrete things so the right brain is used and is used by a wide age range of learners. The teacher can immediately determine if students understand the vocabulary or command because the student will either do the command correctly or not. Reinforcement of learning is the physical action of the student.

Both researchers link speaking and action together as an important part of TPR. For instance, these studies show that learning a new language can increase the personal confidence of the learner. Also, the researchers imply that speaking the language is not helped too much by TPR.

The major difference in the two studies is the point of view from which TPR is explained. Norland and Pruett-Said (2006) explains TPR from a historical point of view. They talk about the inventor of TPR and why he thinks his invention works well. Gordon (2007) discusses the theory of TPR and how the process works in the human mind. Both studies result in an excellent explanation of TPR but from different points of view.

Roles of the teacher

There are many roles that teachers play in the classroom. Different researchers have selected different ways of classifying how we see the teacher. Sometimes it is difficult to compare the results of studies because of the different classifications systems.

Sharif and Rashid (2008), see the role of teachers as either interpersonal or as pedagogical. The interpersonal role of the teacher is when the students are seen as having such characteristics social, spiritual and emotional needs. When the teachers see students in this way, the teacher becomes the counselor or personal guide of the students.

A second role of the teacher according to Sharif and Rashid (2008) is pedagogical. This is the more traditional role of the teacher which includes curriculum developer, researcher and instructor. In this role, the teacher must conduct research, direct learning and determine objectives. In short, the teacher teaches and is not concerned about the personal aspects of students.

Harmer (2013), realizes the primary role of the teacher as a facilitator. He is very specific about the exact kind of facilitator when he says teachers facilitate as an organizer, an assessor or an observer. Harmer (2013) indicates that all the facilitator roles are important with none of the three being more valuable than the others. All three kinds of facilitation help students progress through their studies.

Researchers note that teachers play many different roles in the classroom. The difference comes in how they see teachers working with emphasis on their various roles. Sharif and Rashid (2008) place emphasis on teachers working with students as people or with instructional techniques. Harmer (2013) perceives the role of teachers specifically as a certain type of teacher depending on what they are doing at the moment in the classroom. The role of the teacher is very important in the educational process because the success of students is affected significantly by how well the teachers play their roles.

So far we have been looking at scientific information about motivation as reported in books covering the topic. Now attention will be given to motivation studies that are reported in five educational journals. These studies focus on particular situations or settings with one exception.

In the first study, which is the exception, we will look at information which comes from a group of primary sources, so this study becomes a secondary source. This study is a secondary study because the authors reviewed a number of primary studies and made some conclusions based on what they found in the research literature. The purpose of this study is to look at the basic (intrinsic and extrinsic) concepts of motivation.

Al Othman and Shuqair (2013) wanted to learn what motivates students in the Gulf countries to learn English. They read a group of studies and summarized these studies to draw

conclusion. So, this study is considered a secondary source study or it is sometimes called an inductive study.

The study confirmed that many other primary studies found motivation to be very important in expediting students to learn English. Both intrinsic and extrinsic motivation is important but intrinsic is the longest lasting and strongest type of motivation in encouraging student to learn English. They also found that certain activities increase motivation more than others.

Al Othman and Shuqair (2013) concluded that motivation is very important in learning English but found that Kuwaiti teachers were not giving good attention to the concept. The researchers are hopeful that in the future Kuwaiti teachers will give more attention to the concept of motivation.

Secondly, in a study conducted by Bahous, Bacha and Nabhani (2011) wanted to know what hinders students in learning English in the classroom. In other words, the purpose of the study was to see what obstacles the students and teachers saw that kept them from being motivated to learn English.

The methodology used in this study is very unusual in that it mixes qualitative and quantitative approaches. A number of students were given questionnaires and then a smaller number of these students were interviewed. The results from the questionnaires and the notes from the interviews were both used to reach conclusions in the study. Teachers were also asked to respond by answering four questions in writing. Even though the questions were in the form of a questionnaire, the number of questions (4) would not make that part of the study a quantitative study.

Because both students and teachers responded with answers, there are two sets of results from this study. Students believe that the main obstacles that hinder learning English include lack of connection between learning English and their professional study. One third of the students did not believe that the English program helped them with critical thinking, listening comprehension or with their speaking. Many of the students found the writing so difficult that they asked for more reading so they wouldn't be required to write so much.

Teachers stated that the major obstacles to learning English included very weak English background on the part of the students. Teachers also noted that students often know the rules of English grammar and sentence structure but can't make proper application of these rules. Teachers didn't seem to realize that generating motivation in the classroom was a major part of their responsibility.

Bahous, Bacha and Nabhani (2011) conclude that this study shows that both students and teachers agree motivation to learn English is important. However, they disagree on what should be done to improve motivation. Students want more interesting materials. They also want the English courses to be re-organized to include more language skills. Finally, they want the teachers to analyze their weaknesses and make the courses help them with those weaknesses. Teachers believe the problem is simply the students, their attitude and their weak skills.

The third study looks at the basic concept of motivation in a slightly different way by dividing the theory into integrative and instrumental motivation. Integrative motivation is defined as that motivation which causes learners to want to become a part of another culture while instrumental motivation is the kind that helps the learner to acquire some benefit such as money or a job. Rehman, Bilal, Sheikh, Bibi and Nawaz (2014) want to know how motivation specifically applies to students in Pakistan.

Specifically, the purpose of this study is to determine which kind of motivation is most popular among Pakistani students. Moreover, which kind of motivation will be the strongest in getting students to learn English?

The method used in this study is quantitative where 10 of the 20 questions in the questionnaire were about integrative motivation and the other 10 were about instrumental motivation. The Likert scale of likes and dislikes was used to measure student's answers. A total of 25 female students and 25 male students from a private college were included in the study.

The results of this study were very clear. A total of 70% of the students were instrumentally motivated. They wanted good grades, a good job or a better future. Only 24% were interactively motivated. They wanted to go outside their country, move to the upper class or they just loved English.

The work of Rehman, Bilal, Sheikh, Bibi and Nawaz (2014) concludes that to motivate Pakistani students, the teachers need to keep telling student how the course of English will improve their lives in the future. The message needs to be "study English for your own personal benefit". Basically, Pakistani students are extrinsically motivated.

A fourth study looks at the effects of the relationship between teacher and students. Yunus, Osman and Ishak (2011) studied this topic in Malaysia.

The principle purpose of the study was to determine how the relationship between teacher and the students affects motivation of the student. What do teachers who have just finished their teacher training but have not yet taught classes as a job believe about this topic?

A qualitative approach was used to interview six teachers who were just ready for their first job. The interview consisted of 21 questions which were divided into four topics only for purposes of analysis. The answers were collected, organized and reported. Many of the answers

were given in terms of how the new teachers remembered their own experiences in school as students.

The results of the study generally concluded that teacher-student relationships are important for improved motivation of students. Specifically, results included liking the teacher made the student work harder, when students like the teacher classroom discipline is better and students score higher marks when they like the teacher. A strong positive relationship during school often results in long lasting relationships even after the student graduates. An additional finding was that when teachers feel under pressure, they become more difficult in the classroom and students like them less. As students like them less, the teacher becomes more difficult and so on.

This study concludes that teacher-student relations are important but it is not so simple. Many factors come into play, but the personality of the teacher is one of those that can't be controlled as easily. All teachers need to be aware of how important their relationship is with students and that they are responsible to control as much of the relationship as possible.

The last study examines the question of why are adult, ESL, immigrant students motivated to study advanced courses in English. Igoudin (2008) conducted the study in Long Beach College in California.

The purpose of the study was to classify the motivation of adult ESL students by using integrative and instrumental categories of motivation. Igoudin was a teacher of these students and wanted to know why they came to his class. The students were voluntary participants in ESL studies.

The methodology of this study was qualitative in interview form. Ten students in the voluntary ESL class were interviewed. They had a wide variety of backgrounds including the

number of years they were living in the US. All interviews were taped and then transformed into written form. The participants were also observed in six class of English language instruction.

The findings of the study are a little complicated because the participants came from such a wide variety of backgrounds with a wide variety of reasons for enrolling in the class.

Integration was a highly ranked motivational reason for coming. They wanted to assimilate into the surrounding culture. However, equally important were instrumental reasons for enrolling in the class because they wanted a job or a better job or wanted to enroll in school. The conclusion was that the line between instrumental and integrative motivation was often blurred.

Finally, the motivation for adult learning of English as Second Language (ESL) is as varied as the number of adults themselves because they have so many different reasons for wanting to learn English. Moreover, fluctuation in motivation varied a lot for many of the students because certain life goals were met and the need for more English decreased.

Chapter II: Method

Setting and Participants

This study was conducted in Puyo in the Amazon region of Ecuador. The student population of the high school is more than 1,500 students. This study includes 100 participants aged 12-16 years. Although the school serves some indigenous population, the number of indigenous students in the study was nearly zero.

Specifically, the students who responded to the questionnaires were equally divided between male and female. Students attend three English lessons per week. There were 20 students selected from grades 8th, 9th 10th, 11th and 12th for a total of 100 students.

Procedure

The first step was to gather the information for the literature on this topic. First of all, the information regarding extrinsic and intrinsic motivation was considered. In the same way, activities or strategies that motivate students to learn English were reviewed. Additionally, aspects such as teaching approaches and methods, communicative language learning, cooperative language learning, content - based instruction, task - based instruction, translation method, total physical response and the roles of a teacher were collected from primary resources such as books and the internet. In addition, secondary resources such as journals and review articles were used. Then several previous studies were investigated on the internet in order to find and select only those which were more relevant to motivation in the classroom.

This study was conducted by using a mixed methods approach involving both quantitative and qualitative procedures. The qualitative research was used for the narrative information in all of the process. The quantitative research was used to analyze the results, and to present them in statistic graphs. A completion and open - ended questionnaire was applied to one hundred

students in order to obtain information concerning their opinion about the aspects that motivate them to learn English. Observation sheets were used to gather information from a total of five classes in order to obtain further information about the strategies and activities the teachers applied at the high school.

The questionnaire consisted of eight major questions in order to obtain information concerning their opinion about the aspects that motivate them to learn English.

The tabulation process for seven of the eight questions was the same. The number of students who answered a “yes” to each point was calculated as a percentage and reported in graph form. The eighth chart was tabulated differently because students could indicate as many responses as they felt necessary. Specifically, 100 students gave 183 responses to items they considered demotivating in their class experience.

The study centered around eight key questions regarding motivation. In most cases students were presented suggested possible answers and they simply marked these choices as “yes” or “no”. In the case of the eighth question which asked about possible demotivating characteristics, they could mark as many as applied to their situation.

Finally, students had to complete the questionnaire. Once the data was tabulated, it was classified according to the answers students gave individually. The information was organized in different excel tables for each question of the study and was interpreted in detail comparing and contrasting it with the literature review.

Chapter III: Results and Discussion

Description, Analysis and Interpretation of Results

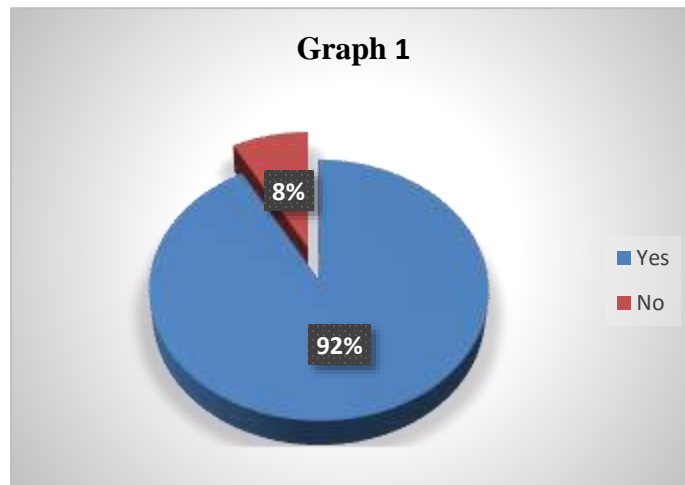
This section includes interpretation and analysis of the study. The information comes from the results of one hundred questionnaires given to 20 students in each grade 8th, 9th, 10th, 11th and 12th. Student responses were tabulated and written comments were read and grouped into similar ideas. Class observations were also considered.

Qualitative and Quantitative Analysis

This section presents the description, analysis and interpretation of the results obtained in relation to the students' motivation to learn the English Language. The information acquired from students' questionnaires was quantified. The results are presented in form of pie charts and graphs which were useful to develop the analysis of this study.

What do you think motivates students to learn English?

Do you like to learn English?



Author: Velasteguí Molina Débora Irene.

Source: Students' questionnaire and observation sheets.

Graph number 1 shows that 92% of the students like to learn English. Student's answers to the question of why do you like to learn English indicate that they are aware of the world picture.

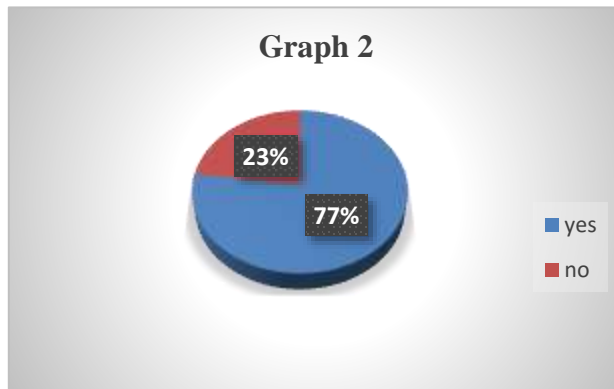
For example, many students said they want to travel and knowledge of English will allow them to travel most any place in the world. Other students believe that English will give them advantages in future education both in where they study and what they will study. Finally, several students said that understanding songs and movies in English was a real enjoyment.

On the contrary, only 8% of the students said they didn't like to study English. From their comments, it was difficult to understand the real reasons why they don't like to study English at all.

The class observation confirms the answers students gave to this question. Nearly every student in the class appeared to be happy to study English. The cooperation with the teacher was excellent and students were giving a very good effort to learn English.

Researchers have found that student who study English for personal benefit (intrinsic motivation) tend to be more highly motivated than those who study for some immediate reward (extrinsic motivation) such as good marks. Harmer (2011) says that real motivation comes from within each individual. Larson and Keiper (2013) agree when they note that the idea is that a student learns something or does something because they enjoy it and it makes them feel good. So, when the interview results show that students want to study English for education reasons, travel advantages and to better enjoy music and movies, they are confirming the intrinsic motivation concept mentioned by these researchers.

Are you motivated to learn English in class?



Author: Velasteguí Molina Débora Irene.

Source: Students' questionnaire and observation sheets.

About three quarters (77%) of the students said they were motivated to learn English in class. On the other hand, 23% were not motivated to learn English.

Students gave a wide variety of answers for being motivated to learn English. Many of the answers had to do with more future educational opportunities, travel abroad and the possibilities of getting a better job. Students also stated that interactive class activities with their friend was a good experience. Finally, enjoying another culture through music and movies was mentioned.

On the other hand, 23% of the students were not motivated to learn. This group came from classes where there was lack of order and focus. The interview questions and written responses indicate several common answers as to why students were not motivated. One is bad behavior in a class and the second is that "tools" for teaching and learning such as computers or projectors were not available.

Direct class observations reveal that many comments were related to the attitude of the teacher toward the class. Being friendly, patient and showing a caring attitude also was mentioned by students who felt motivated to learn English in the class.

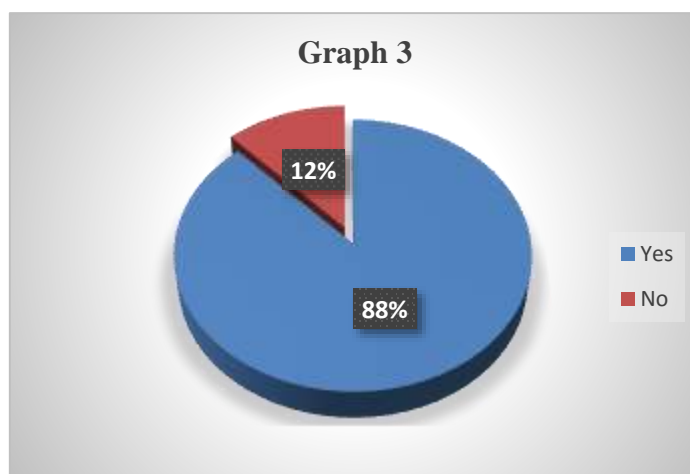
Regarding motivation, Sharif and Rashid (2008) noted that the teacher plays two roles in any class; interpersonal and pedagogical. According to the student answers, it is the interpersonal

skills of the teacher that does the most to make students feel motivated. The teacher playing the role of counselor and guide in the class is very important in making students feel motivated. When teachers fail to play this role well, the class becomes disorderly and students lose their focus resulting in reduced motivation to learn English.

The point made by Harmer (2013) supports the point above in a slightly different way. The author describes the primary role of the teacher as that of facilitator. According to student comments in the questionnaire, the teacher who is successful as a facilitator is the one who has more motivated students.

Interestingly enough, few students commented on particular teaching strategies as contributing to their motivation. Rather, it is the teacher who makes the difference.

Do you like how your teacher teaches?



Author: Velasteguí Molina Débora Irene.

Source: Students' questionnaire and observation sheets.

Eighty eight percent of the students like the way their teacher teaches English. Students mention that when the teacher shows patience, understanding and is serious about his/her work as a teacher, they appreciate these characteristics. Students also frequently mention that if the teacher is well prepared each day and repeats the lesson until students understand, this increases

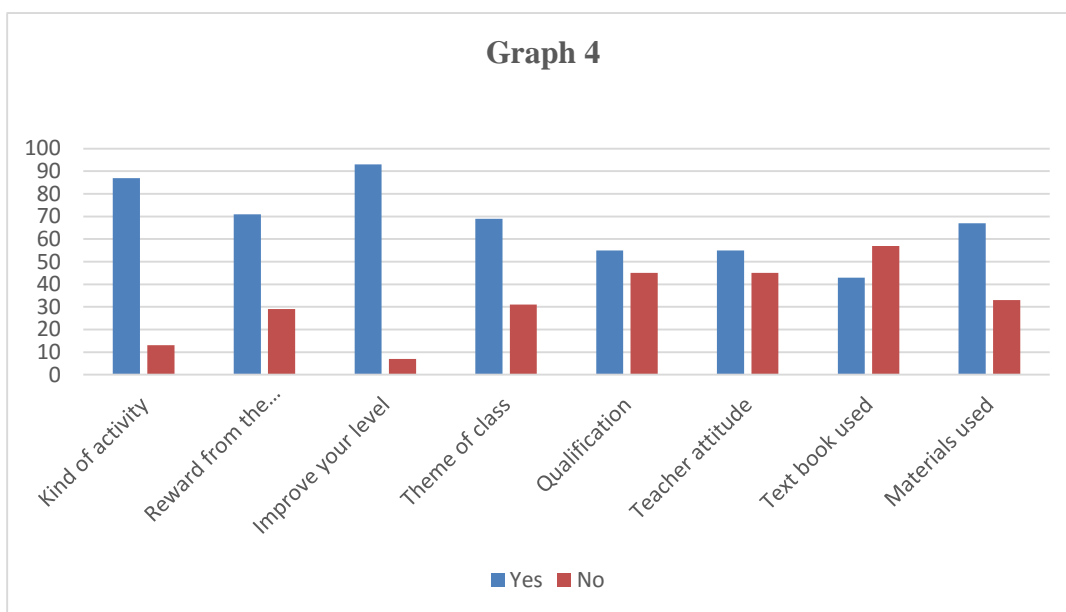
the chances of higher marks and their motivation to learn. Their responses indicate that they want the teacher to be a caring person who promotes a good relationship between teacher and student.

However, almost 12% of the students said that they did not like how their teacher teaches. These students were usually those who found English very difficult and were not comfortable in class, doing homework or projects because their skills in vocabulary, grammar and speaking were weak

Class observation confirms that the weaker students are the ones who thought their teacher did not teach well. Class observation also indicates that teachers who gain respect rather than demand it, are the most effective. When students respect the teacher, they accept his/her instruction much more easily.

Finally, the answers of students in question number three agree with the study by Yunus, Osman and Ishak (2011). They found that when students like the teacher, classroom discipline is better and students score higher marks. Teachers need to be aware of how important their relationship is with students and that they are responsible to control as much of the relationship as possible.

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



Author: Velasteguí Molina Débora Irene.

Source: Students' questionnaire and observation sheets.

Graph 4 shows that the aspect that motivate them the most was to know that their level of English would be improved by attending the class. This was true for 93% of the students. Also, the kind of activities in the class was motivating for 87% of the students. Student comments indicated that activities which were more group oriented were the most popular. The third most motivating aspect was rewards from the teacher (71%). Rewards could either come in the form of good marks or simply praise from the teacher. The fourth most motivating aspect was the theme of the class with 69% of the students mentioning this point. Student comments indicated that the theme should include topics related to their own experience, not some idea with which they had no relationship. The fifth most motivating aspect, with 67%, was the materials used in class. The sixth and seventh most motivating factors were the attitude of the teacher and the qualification system used in the class. Both were mentioned by 55% of the students. Teachers should be positive and the qualification system in the class should be fair for all students. A big problem

with motivation came from the kind of textbook used. Only forty three percent of the students like the textbook.

Class observation confirms that many students seem to want to improve their level. Also, it was obvious that group activities were enjoyed by many students. On the other hand, when students were asked to open their text books for an activity, they appeared not to be very enthusiastic about this because either the exercise was too difficult or the examples used were difficult for the students to relate to.

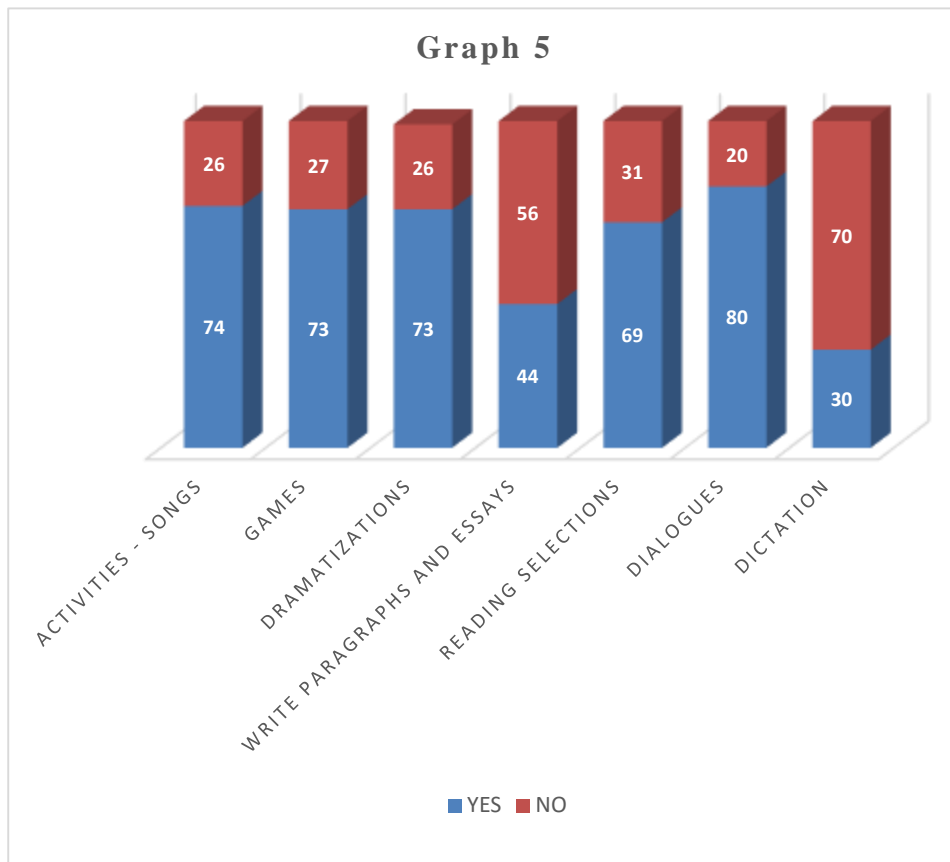
The kinds of activities in the classroom which students like include cooperative learning. Shindler, (2010) found this to be true in his research. In addition to students liking the approach, the research shows that it is very good for retention of English.

Rehman, Bilal, Sheikh, Bibi and Nawaz (2014) found that students believe a higher level of English will improve their lives in many ways. This was true of students in our study when they rated “improve their level of English” as the most motivating reason to study English.

The fact that students found the textbook to be demotivating possibly has to do with how the textbook was used in the class. Jolliffe (2007) and Shindler (2010) both make it clear in their research that cooperative learning is highly motivating for most students. Unless the textbook is carefully used, the students see it as the opposite of cooperative learning and they conclude the text is boring.

Bahous, Bacha and Nabhani (2011) who studied student motivation in Beirut, Lebanon also found that students complained that they needed more interesting books and materials to increase their motivation. Textbooks that follow the traditional grammar method of instruction are often viewed as boring.

Which of the following activities motivate you to learn English?



Author: Velasteguí Molina Débora Irene.

Source: Students' questionnaire and observation sheets.

Students clearly had favorite motivating activities in class which helped them to learn English. The most motivating activity was doing dialogues with 80% of the students listing this activity. There were three activities which were tied for the second most motivating class activity. Songs, games and dramatization were selected by 73% of the students. It is interesting to note that all of the top four activities selected by students were group oriented and required active participation of the students.

Reading selected passages was chosen by 69% of the students. Some of the student comments suggested that the topic and level of the reading were very important. High level reading about boring topics were, of course, the least motivating.

The least motivating activities had to do with writing at 44% and taking dictation at 30%. Both of these activities are done individually and require the application of very complicated skills.

Observation in these classes confirm the fact that they do not like to write. Even when the teacher asked for a short written exercise that was not more than one paragraph, students became very tense and their questions indicated they were not sure how to write.

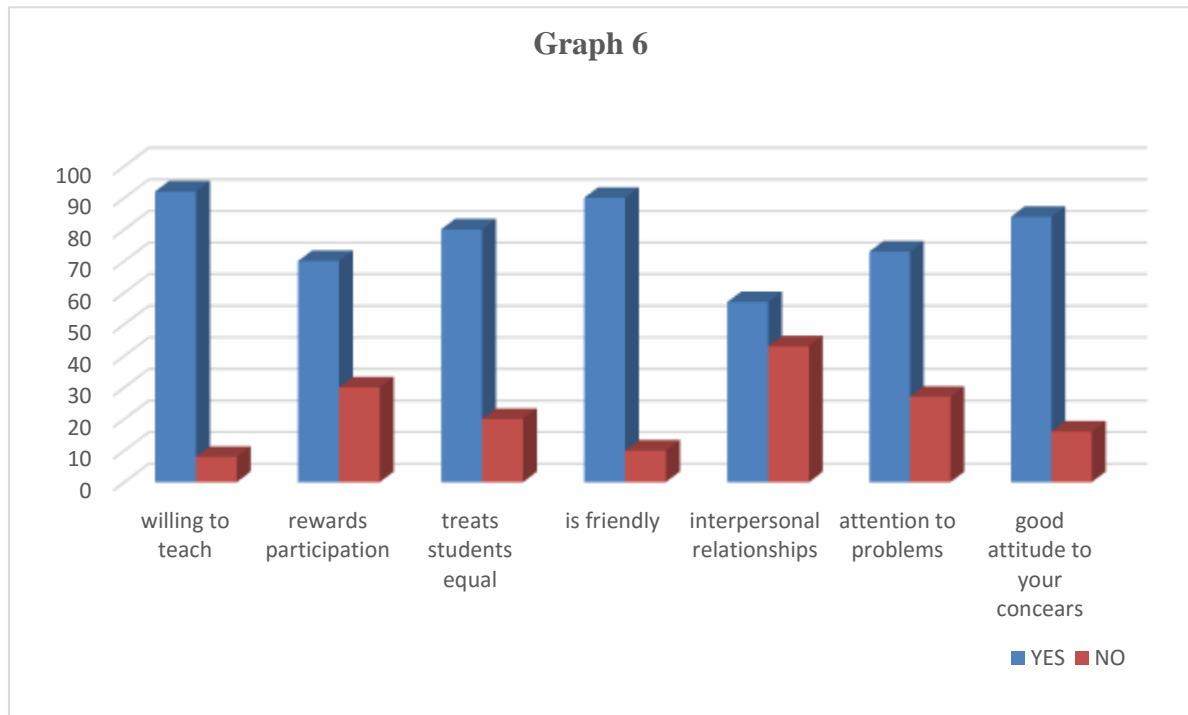
Once again, the research of Shindler (2010) and Jolliffe (2007) indicate the power of cooperative learning. All four of the most motivating activities required cooperative work on the part of students.

In addition, the research of Gordon (2007) on total physical response (TPR), suggests that speaking and activities are highly motivating. Students put into practice the English they have learned by singing, acting and playing games. This gives them a sense of accomplishment which is highly motivating.

The research done by Richards (2006) indicates that students must be involved in the learning process. The author says that the emphasis should be placed on student participation and not on 100% accuracy of the use of English. Richards (2006) also makes another distinction when he says that the role of the teacher changes from the focus on the teacher to the focus on the role of students. Students participating in dialogues, singing songs and playing games forces the focus to be on student activity.

On the other hand, the research of Nagaraj (2005) and Richards and Rogers (2007) on the translation method make it clear that grammar, memorizing vocabulary and writing are not highly motivating even though it is a very systematic way to learn.

What is the attitude of your teacher in class?



Author: Velasteguí Molina Débora Irene.

Source: Students' questionnaire and observation sheets.

When students were asked what is important about your teacher's attitude in class that motivates you, 92% said that seeing the teacher actually willing to teach and work hard was very important. Almost as important at 90%, was the fact that the teacher was friendly to them. Nothing is as powerful in motivating as a hard working and friendly teacher.

Showing concern for the students (84%) and treating students equally (80%) also were important motivating attitudes a teacher should have. Attention to student problems (73%) and rewarding participation were also important attitudes.

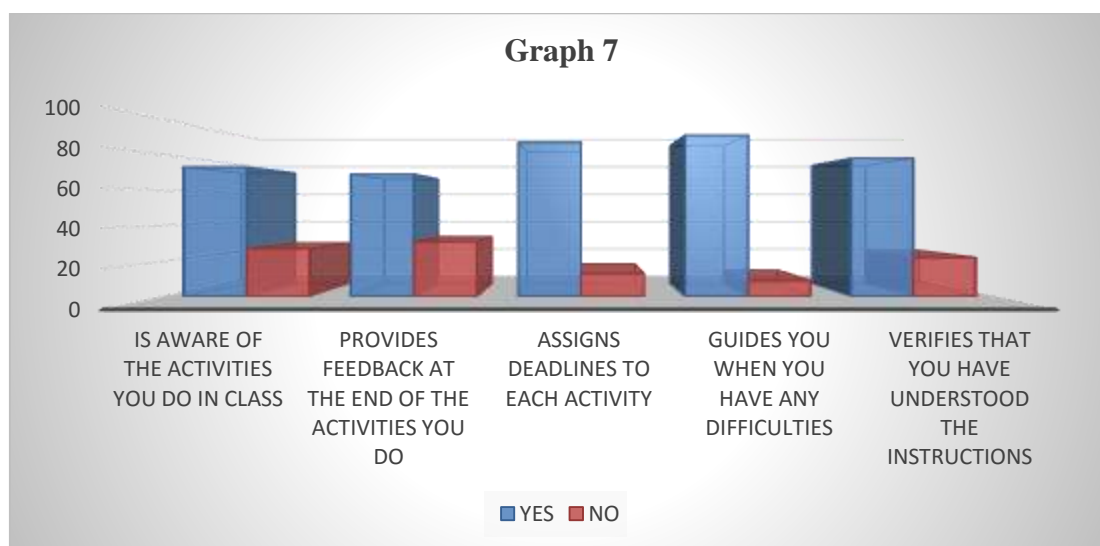
The students did not see the teacher responsibility to be to develop interpersonal relationships in the class as very important because only 57% of the students marked this response.

Class observations confirm that teachers in all five classes were very friendly to the students and related well to them. Students responded very positively to the warm attitude expressed by their teachers. Teachers worked very hard to make sure that students were learning and were able to do the exercises assigned in the class.

Research has been done on the topic of teacher-student relationships and how a positive relationship increases motivation. Yunus, Osman and Ishak (2011) researched on motivation in Malaysia. They found that when students liked the teacher, they worked harder and made higher marks. Student answers in this survey confirm what Yunus, Osman and Ishak (2011) found in so far as they expressed appreciation for teachers who worked hard and cared about them as students. Students want a teacher who pays attention to equal treatment of all students as well as paying attention to their individual problems.

Sharif and Rashid (2008) saw the interpersonal responsibility of the teacher with students as significant in the classroom. Student responses in the questionnaire agree with their findings.

What is the role of your teacher in class?



Author: Velasteguí Molina Débora Irene.

Source: Students' questionnaire and observation sheets.

Students have a very strong and clear idea of what they expect a teacher to do in the classroom. Ninety one percent of them want the teacher to give guidance when they have difficulties. A very close second responsibility with 87% of the students confirming this is to control time by making deadlines clear. Student comments indicated they want a strong helper who controls the class.

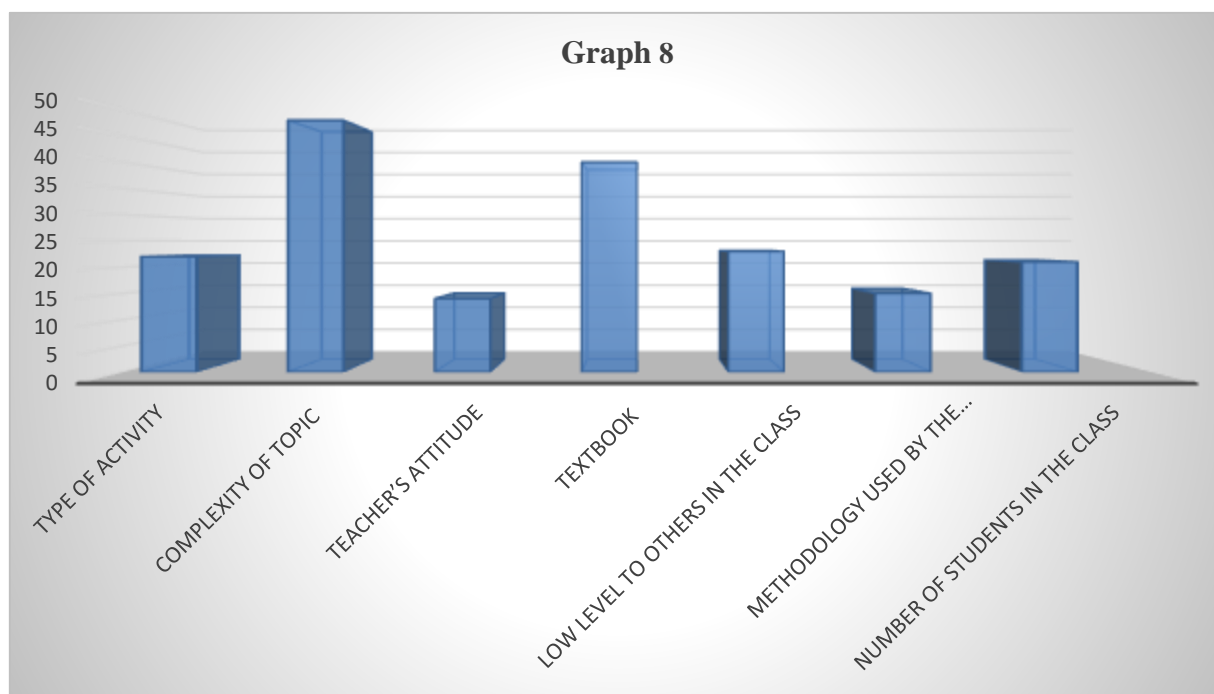
The remaining three responsibilities of teachers in the eyes of the student is to verify understanding at 78% and be aware of what students are doing at 73%. Both of these responsibilities suggest the teacher is expected to pay personal attention to the student. Finally, 69% of the students see the teacher as the one to provide feedback.

Observing how students see the role of their teacher is a bit more difficult. However, it was clear that teachers were there to guide students and they set clear time limits on each class activity. Students' answers to the questionnaire reflected that they noticed these aspects from their teacher.

Harmer (2013) suggests that the primary role of the teacher is to be a facilitator. This author sees the teacher as organizer, processor and observer. This is exactly what the students in the survey are saying when they look to their teacher as guide, manager of class time and anticipating what will go on in class.

A slightly different view from Sharif and Rashid (2008) explains that the role of teachers are seen as either interpersonal or as pedagogical. This view differs from Harmer in that the role can be one of two approaches; pedagogical or interpersonal. Harmer chooses not to include the interpersonal role. Clearly, the students in the survey see the role of their teacher more in the interpersonal way. Students say in several ways, "please watch for me and give me guidance and feedback".

Which aspects hinder your English learning?



Author: Velasteguí Molina Débora Irene.

Source: Students' questionnaire and observation sheets.

Students were asked to identify aspects which hindered their motivation to learn English. A total of 48 students said that the complexity of the subject hindered their learning. (The numbers here are not percent since students could list more than one aspect.) When asked to explain why they marked this characteristic, most students did not give a clear answer. They said things like “it is difficult” or “sometimes we forget”. The textbook was listed as a hindrance by 40 students. Again, the same problem was present when students were asked to explain why they marked this item. “There are hard words there” and “it is high to my level” were common explanations when they felt the text was too difficult.

Three aspects had nearly the same number of students indicate they were demotivating. Twenty three students listed their low level in the class in English as a demotivation while 22

students said the type of activities in the class were a problem. Finally, 15 students complained about the large size of the class as demotivating.

The observations confirm that teachers had a good relationship with most students. The methodologies they were using were appropriate for the kind of lessons they were teaching. However, as soon as teachers gave more difficult assignments such as writing a paragraph or reading a paragraph aloud in class, the students began to close down and showed considerably less interest in the class. Students found that using their text book did not help them to feel more comfortable in their writing and reading from the text book was even more frustrating for them.

Student responses indicate that complex English and poor textbooks were demotivating. The study of Bahou, Bacha, and Nabhani, (2011) also found that interesting textbooks written at the level of the student is very important in motivating students. On the other hand, when the level of the textbook is not appropriate or interesting, students find the textbook very demotivating.

Finally, student comments confirm the fact that good teacher attitude is not a demotivating factor. The research of Yunus, Osman, and Ishak, (2011) in Lebanon confirm this.

Conclusions

The results of this research show that most of the students have positive attitudes to study English. They felt motivated to study English because of different situations such as traveling abroad, future education opportunities, the possibility of getting a better job, and job stability.

Another clear conclusion is that most student like and respect their English teachers. English teachers generally appear friendly and helpful to students. Students see their teachers are excellent guides who are well prepared to teach every day.

Students have strong understanding as to what motivates and demotivates them in class. Improving their level of English is very important to most students. They are also motivated by class activities that include group work such as dialogues, singing and role playing. They also know that writing and dictation exercises are difficult and they find these activities somewhat demotivating.

Students want and respect teachers who control the class. Setting clear time limits for class activities and monitoring student progress are important teacher responsibilities that students appreciate. Students want teachers who constantly verify their work and encourage them to do better.

Finally, students stated that some of the factors that hindered the English learning was the complexity of the subject, the low level they posses, the textbook and large class size. Especially demotivating are long writing assignments and reading topics they can not relate to.

Recommendations

First, teachers need to be aware that students come to English class with a positive attitude to learn English. Friendly and caring teachers can contribute to positive class attitudes of students. They can also promote the positive attitude of students by selecting good methods and strategies including class activities carefully by being sure to include a lot of group work.

A second recommendation is for teachers to make students aware of the importance of studying English for their future. Teachers may wish to have discussions about entering a good university, getting a good job and enjoying music from another culture. It is very important for teachers to constantly remind students of the practical reasons for studying English because without the reminder, they will forget.

Finally, the third recommendation is that teachers must be provided the opportunity to attend workshops that teach good class strategies to improve student motivation. Student have indicated in this study that they are motivated by group activities such as role playing, dialogues and songs. Changing from traditional teacher center activities to group activities requires teacher training. This is also true for any kind of cooperative learning where the teacher directs the activity rather than just present the lesson.

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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.

Informative data: Please fill in the information below

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