



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

**TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS**

English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

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CENTRO UNIVERSITARIO LOJA

2016

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Loja, octubre de 2016

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DEDICATION

To my beloved parents, sister, uncle and grandfather who have been always by my side helping me and encouraging me to continue with my professional career. They are the motor of my inspiration and all I ever need to be happy. I love you so much.

To my husband who has been my rock throughout all this process, you will always be my miracle. I love you.

Estefanía

ACKNOWLEDGMENT

Firstly, I would like to thank God, for giving me the strength to carry on and for giving me the blessing to live another day, to my teachers who taught me through this time how to reach my goals and give the best of me.

I would like to express my most heartfelt gratitude to my aunt Alexandra Zúñiga who helped me in the development of this thesis.

My appreciation and gratitude to my tutor, Mgs. Alba Bitalina Vargas Saritama, for all her support and guidance regarding this thesis.

Estefanía

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ABSTRACT

This study analyzes different English language students and their motivation to learn the language in an Ecuadorian public high school. Its purpose is to learn about students' motivation to learn English inside the classroom by answering the following questions: What do you think motivates students to learn English? What do you think hinders students to learn English?

To achieve the aim of this study, a questionnaire and an observation sheet were applied to know if the students felt motivated to learn English. The sample included twenty students from five different English classrooms of a public high school located in Loja city. The data was analyzed using the qualitative and quantitative approach.

Interestingly enough, the results revealed that most of the students who participated in this study felt motivated to learn English, because they want to learn this second language in order to study abroad after they finish their high school studies. On the other hand, one of the aspects that mostly hinders students' motivation to learn English is the size of the classroom, arguing that they do not feel comfortable learning in a classroom with more than thirty students.

Key words: extrinsic motivation, intrinsic motivation, English as a Foreign

Language, language learning.

RESUMEN

El siguiente estudio analiza a diferentes estudiantes de inglés y su motivación para aprender la lengua en un colegio público de Ecuador. Su propósito es aprender acerca de la motivación de los estudiantes para aprender inglés en el aula al responder las siguientes preguntas: ¿Qué cree usted que motiva a los estudiantes a aprender inglés?, ¿Qué cree usted que impide a los estudiantes a aprender inglés?

Para alcanzar el objetivo de este estudio, un cuestionario y una hoja de observación fue aplicado para saber si los estudiantes se sintieron motivados a aprender inglés. La muestra incluyó a veinte estudiantes de cinco diferentes aulas de inglés de un colegio público localizado en la ciudad de Loja. Los datos fueron analizados usando los enfoques cualitativo y cuantitativo.

Curiosamente, los resultados revelaron que la mayoría de estudiantes se sienten motivados a aprender inglés, ya que ellos quieren aprender inglés con el fin de poder estudiar en el extranjero una vez que acaben el colegio. Por otro lado, una de los aspectos que impide a los estudiantes a aprender inglés es el tamaño de la clase, argumentando que ellos no se sienten cómodos aprendiendo inglés en una clase con más de treinta estudiantes.

Palabras clave: motivación extrínseca, motivación intrínseca, inglés como lengua extranjera, aprendizaje de lenguas.

INTRODUCTION

Motivate students to learn a new language other than their own will always be a subject of controversy in many countries, since it involves a wide range of psychosociological and linguistic factors. The Ecuadorian government has introduced different changes in the English curriculum in order to facilitate the impact of those factors. For example the national English program has been updated, a new evaluation system has been adopted, and continuous training courses for teacher's professional development has been implemented in order to improve English teaching and learning in public and private high schools. English learning in our country is a problem that concerns teachers, students, parents and educational authorities. Therefore, it is important to research about the factors that stimulate and those that hinders its learning in high schools.

Second language acquisition (SLA) theorists tend to group motivation together with various aspects of personality and emotion as "affective" factors that play a role in language acquisition (Dulay et al. 1982; Stern 1983; Ellis 1985). However, it is not possible to give a simple definition of *motivation*, considering that many ideologists have viewed this term differently; for example Brophy (2004) states that when the professor teaches the right things the right way, motivation appears.

It is important to highlight that motivation is the motor that makes a person move to reach goals or something. Brown (2000) makes a distinction between two types of motivation namely, instrumental versus integrative motivation. Likewise, Gardner et al. (cited in Al-Tamimi & Shuib, 2009, p.32) define instrumental motivation as "learning a language because of some more or less clearly perceived utility it might have for the learner". On the other hand, researchers like Gardner (1983, p.203);

Wilkins (1972, p.184) have explained and clarified what is meant by an 'integrative motivation' as: "learning a language because the learner wishes to identify himself with or become integrated into the society of the target language". Therefore, a learner is integratively motivated when he or she is interested in knowing more of the culture and values of the foreign language group to communicate with the speakers of the languages to live in the country concerned (Wilkins, 1972).

The present study was conducted to search on English language students and their motivation to learn the language. The findings will help to comprehend what students consider motivates them to learn English and what they think hinders their desire to learn this language in order to take them into account when learning it.

Previous studies have been conducted around the world to investigate how motivation influences students' learning which are related to the topic of this research from different point of views.

Luu (2012) aimed a study to discover learning motivation at University for Natural Resources and Environment to find out whether motivation has any impact on students' English learning in order that English teaching together with learning at the school can improve. Two hundred and ninety students and seven English teachers were invited to take part in the questionnaire survey.

The findings demonstrated that the students have positive feelings towards English learning and motivational activities. They were both extrinsically and intrinsically motivated in the English subject. Although, they had many difficulties in succeeding in the English subject and their English learning was mainly influenced by their personal ways of studying and by the learning curriculum with difficult textbooks. Additionally, it was discovered by the teachers' questionnaires that their attitudes as well as their perceptions toward teaching English are positive since they all find the

necessity of motivation in improving students' English performance. Meanwhile, student's attitude in the University for Natural Resources and Environment toward English learning are positive since they know how important it is the role of English in their life. Nonetheless, they are not feeling motivated because of study goals and lack of appropriate learning strategies, which is an influence in their second language learning.

Kassim and Ghazi (2000) examined the motivation of 180 university-bound Lebanese students to learn English as a foreign language (EFL). Data were gathered through using a modified version of the motivation scale developed by Wen (1997). The findings revealed that integrative motivation, effort, expectancy, and self-estimation of ability were internally related determinants of motivation for learning EFL. The findings also revealed that female students were more motivated than their male counterparts.

Given the importance of motivation as a factor in the success of learning English as a foreign language which is proved by the information mentioned above, the results obtained in this study will benefit public and private high schools, due to the fact that they can understand better the role of intrinsic and extrinsic motivation to address their planning and teaching in a more suitable way to achieve the desire goals.

Notwithstanding, there were two main limitations in this study. The first limitation was the size of the sample, which was too small to have a broader view of this phenomenon. And the second limitation was that teachers were not interviewed during this study to know their point of view about this issue, since the research only took into account the student's opinions, for future studies it should be useful to bear in mind the teachers' opinions, too.

CHAPTER I: LITERATURE REVIEW

Motivation to Learn English

The importance of motivation in enhancing its learning is undeniable, especially in the context of teaching English as a foreign language, where learners are not exposed to the language outside of the classroom. Concerning the term motivation Brown (2001) states that one of the most complicated problems of second language learning and teaching has been to define and apply the construct of motivation in the classroom. Guay et al (2010, p.712) defines motivation as “the reasons underlying behavior”, while Broussard and Garrison (2004, p.106) define motivation as “the attribute that moves us to do or not to do something”. Likewise, Brophy (2004, p.7) explains “behavior reinforcement theories and need theories both describe motivated actions as reactive to pressures, either from extrinsic incentives or from internally felt needs”.

Researchers on the field propose two types of motivation: intrinsic motivation and the extrinsic motivation. Concerning the first type of motivation Harmer (2007) affirms that intrinsic motivation is the kind of motivation that is generated by what happens inside the classroom; this could be the teacher’s methods, the activities that students take part in, or their perception of their success or failure. Furthermore, Brown (2001) explains that intrinsically motivated activities are the ones for which there is no apparent reward except the activity itself. Besides, intrinsically motivated behaviors are aimed at bringing certain internally rewarding consequences, namely, feelings of competence and self-determination. This same author assures that a convincing stockpile of research on motivation strongly favors intrinsic drives, especially for long-term retention.

For example, Harmer (2007) claims that one way of helping students to sustain their motivation is to give them some agency which means that students should take

some responsibility for themselves, and that they should be the ‘doers’ in class rather than being a talker. The same author claims that while it may be relatively easy to be extrinsically motivated (that is to have a desire to do something), sustaining that motivation can be more problematic, and students can become bored, or they may find the subject more difficult than they thought it was going to be.

The second type of motivation is extrinsic motivation which according to Brown (2001) extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self, where typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback, and that behaviors initiated solely to avoid punishment are also extrinsically motivated. Correspondingly, Harmer (2007) affirms that the desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act. For an adult this may involve enrolling in an English class, while for a teenager it is more important focusing in one subject he likes the most rather than another who seems not so important for his future. Therefore, this kind of motivation comes from outside the classroom and may be influenced by a number of external factors such as the attitude of society, family and peers to the subject in question, and of come from the variety of suitable teaching materials, resources and the way how teaching is performed in the class.

In fact, both intrinsic and extrinsic motivations have a great impact on the success of English language learning; therefore, teachers have to look for a wide range of activities and strategies in order to create learning environments where learners feel both intrinsically and extrinsically motivated to learn English.

Activities or Strategies that Motivate Students to Learn English

Educational field researchers affirm that an ESL/EFL classroom without

motivation will never be a class where students will learn. Similarly, Richards and Rodgers (2001) explain that the type of activity or strategy used in the classroom is important in order to motivate the student. For example, interactive games are often used in audio-lingual courses for motivation and to provide a change of pace from pattern-practice drills. Besides, a possible way of stimulating learners to talk might be to provide them with extensive exposure to authentic language through audiovisual stimuli and with opportunities to use the language. Likewise, teachers should integrate strategy instruction into interactive activities, providing a wealth of information about communicative strategies to raise learners' awareness about their own learning styles so that they can tailor their strategies to the requirements of learning tasks.

These same authors emphasize the importance of bringing classroom activities into the real world; thus, real communication can be fostered among the learners. For example, games, in general, are seen as useful classroom materials, since "games by their very nature, focus the student on what it is they are doing and use the language as a tool for reaching the goal rather than as a goal in itself" (Terrell 1982, p. 121). Also, these authors comment about the method used by the German scholar Franke (1884) where he states that a language could be best taught by using it actively in the classroom. He affirms that speaking begins with systematic attention to pronunciation and that known words could be used to teach new vocabulary, using mime, demonstration and pictures. Furthermore, the authors named above explain in more detail some activities and materials used in an English classroom. For example, the use of tape recorders and audiovisual equipment often have central roles in an audio-lingual course, especially if the teacher is not a native speaker of the target language the tape recorder provides accurate models for dialogues and drills. Also, dialogues and drills are used in audio-lingual classroom practices for repetition and memorization, since

dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. Finally, both authors agree that other good activities to use with English learners where they can feel more motivated are pair and group work, during this activity the teacher is suggested to encourage students to use and practice functions and forms, and learners can share information regarding any topic given by the teacher.

On the other hand, Brown (2001) highlights the importance of lowering student inhibition through effective communication and by making them feel comfortable in the classroom. As a matter of fact, he states how serious it is to focus on building students' self-confidence by telling students explicitly (verbally and nonverbally) that you as teacher do indeed believe in them, and by encourage them to list their strengths of what they know or have accomplished so far in the course. Besides, he states the importance of helping students to develop intrinsic motivation by reminding them the rewards that they can achieve when learning English.

Likewise, it is useful to promote cooperative learning by directing students to share their knowledge; play down competition among students; and get the class to think of themselves as a team. And equally important is to get students to set their own goals by encouraging students to go beyond the classroom goals; have students make lists of what they have accomplished on their own in a particular week; get students to make specific time commitments at home to study the language; and give them "extra credit" work. Furthermore, teachers must consider that students learn through technology, therefore the planning of activities and strategies must be accompanied by the appropriate use of updated technology. All of these strategies are based on language teaching approaches and methods and are aimed to foster student's positive feelings towards learning English.

Teaching Approaches and Methods

Regarding this topic, it is interesting what the following authors highlight. Asher (1982), consider that *methods* are the combination of techniques that are used and plasticized by the teachers in the classrooms in order to teach their students; meanwhile, approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching.

Equally important is what Harmer (2001) explains about motivation and teaching approaches and methods; it is accepted for most field of learning that motivation is essential to success: that we have to want to do something to succeed at it, and without such motivation we will almost certainly fail to make the necessary effort. Besides, it is vital that both teacher and students have some confidence in the way teaching and learning take place. When either loses their confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely to occur.

Regarding English teaching different methods have arisen through history among them are:

Communicative Language Teaching

Larsen-Freeman (2000) states that Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. He also asserts that the goals of teachers who use CLT is to enable students to communicate in the target language. To do this students need knowledge of the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions.

Besides, this same author expresses that the role of the teacher who uses CLT is to facilitate communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an adviser, answering students' questions and monitoring their performance. (Littlewood, 1981).

Additionally, Harmer (2007) claims that CLT is not just about the language, in other words, it is about how it is used. One of its principles is that students get enough exposure to language, this way they can have more opportunities for language use, and if they are motivated then language learning will take care of itself. Moreover, this same author affirms that CLT has had a thoroughly beneficial effect since it reminded teachers that people learn languages not so that they know *about* them, but so that they can communicate *with* them.

Cooperative Language Learning

According to Brown (2001) it is useful that students work together in pairs and groups, since they share information and come to each other's' aid. They need to realize they are a "team" whose players must work together in order to achieve goals successfully. However, Cooperative Learning (CL) does not merely imply collaboration. To be sure, in a cooperative classroom the students and teachers work together to pursue goals and objectives. But cooperative learning according to Oxford (1997, p. 443) "is more structures, more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups". Equally important is what Dishon and O'Leary (1984) explains about this approach, they consider that students who work in cooperative groups learn important social skills that facilitate cooperation. With these skills, students relate appropriately to others who are different from them in terms of social background physical condition, intellectual skill,

or social proficiency. Students learn also not only to tolerate individual differences, but to value them as well.

Content-based Instruction.

Brinton, Snow, and Wesche (1989) describe CBI as the concurrent study of language and subject matter with the form and sequence of language presentation dictated by content material. Similarly, Richards (2006) defines content as the information or subject matter that we learn or communicate through language. He explains that people can learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself. Furthermore, Brown (2001) manifests that when language becomes the medium to convey informational content of interest and relevance to the learner, then learners are pointed toward matters of intrinsic concern, and therefore CB classrooms may yield and increase in intrinsic motivation and empowerment, since students are focused on subject matter that is important to their lives.

Task-based Language Learning

Harmer (2007) considers that Task-based language learning is a natural extension of communicative language teaching. In TBL, the emphasis is on the task rather than the language, where students perform real-life tasks such as getting information about bus timetables, or making a presentation on a certain topic, and after the task has been completed, they can look at the language they have used and work in any imperfections that have arisen like correcting grammatical mistakes or thinking about aspects of style. In other words, instead of language study learning to a task, the task itself is the main focus and jumping-off point for (possible) subsequent study later. In fact, this approach puts communicative activities at the heart of learning, and as a result a TBL syllabus might well be a list of task and activities, not a list of language.

He also manifests that TBL, like a communicative methodology, has allowed teachers and students to concentrate on how we achieve things with language, and how we can use language for certain tasks.

On the other hand Brown (2001) affirms that there are a number of different interpretations in the literature on what, exactly, a task is. What these various understandings all emphasize, however, is the centrality of the task itself in a language course and, for TB teaching as an overall approach, the importance of organizing a course around communicative tasks that learners need to engage in outside the classroom. He states that in task-based instruction; the priority is not the bits and pieces of language, but rather the functional purposes for which language must be used. While content-based instruction focuses on subject matter content, task-based instruction focuses on a whole set of real-world task.

Translation Method

Concerning Translation method Lightbown and Spada (2006) explain that the grammar translation approach has its origins in the teaching of classical languages where students were presented with vocabulary lists, often accompanied by translation equivalents, and grammar rules. The original purpose of this approach was to help students read literature rather than to develop fluency in the spoken language. That is why, in grammar translation approaches, there is a considerable use of reading and writing, as learners translate texts from one language to another and grammar rules are taught explicitly.

In a similar fashion, Brown (2001) states that in the nineteenth century the Classical Method came to be known as the grammar translation method. Remarkably, the Grammar Translation Method withstood attempts at the turn of the twentieth century to “reform” language-teaching methodology, and to this day it is practiced in too many

educational contexts. In addition, this author explains why grammar translations remain so popular. It requires few specialized skills on the part of teachers. Tests of grammar rules and of translations are easy to construct and can be objectively scored. However, many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translations, and rote exercises.

Total physical response

Total physical response is a method created by James Asher. He sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue. Moreover, Richards and Rodgers (2001) affirm that TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. TPR is linked to the "trace theory" of memory in psychology (e.g., Katona 1940), which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Also, retracing can be done verbally and/or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

In the same way Lightbown and Spada (2006) express that in TPR classes, students- children or adults-participate in activities in which they hear a series of commands in the target language, for example, 'stand up', 'put the book on the table', 'walk to the door'. At a more advanced level, they may act out skits as the teacher provides a description of an event or encounter. Also, for a substantial number of hours

of instruction, students are not required to say anything. They simply listen and show their comprehension by their actions. As a result when students begin to speak, they take over the role of the teacher and give commands as well as following them. This same authors claim that in TPR instruction, the vocabulary and structures learners are exposed to are carefully graded and organized. The material gradually increases in complexity so that each new lesson builds on the ones before.

Likewise, Asher's research showed that students could develop quite advanced levels of comprehension in the language without engaging in oral practice. It is clear that there is limitations to the kind of language students learn to produce in such an environment. Nevertheless, Asher's research shows that, for beginners, this kind of active listening gives learners a good start. It allows them to build up a considerable knowledge of the new language without feeling the nervousness that often accompanies the first attempts to speak it.

By all means the effectiveness or no of the different EFL teaching methods depend on the role of teachers who are responsible of creating enhancing learning environments that motivate English learning.

The Roles of a Teacher

The teachers have a great role in enhancing the students' motivation while the students are learning another language. In fact, motivating students is among the biggest challenges English language teachers encounter in every classroom. Harmer (2001) explains that within the classroom the role as teachers may change from one activity to another, or from one stage of an activity to another. If teachers were fluent at making these changes the effectiveness is greatly enhanced. Yet in one sense any role which the teacher adopts and which is designed to help students learn is to some extent facilitative. After all, all roles aim to facilitate students' progress in some way or other.

Additionally, the author mentioned that it is useful to adopt more precise terms to refer these types of roles. The first type is called *controller*. When teachers act as *controllers* they are in charge of the class and of the activity-taking place in a way that is substantially different from a situation where students are working on their own in groups. During this role *controllers* take the roll, tell students things, organize drills, read aloud, and in various other ways, exemplify the qualities of a teacher-fronted classroom. In the second role the teacher acts as an *organizer*, this author states that one of the most important roles that teachers have to perform is that of organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

The third term this same author suggests a teacher to put emphasis on is *Assessor*. Learners expect their teachers indicate them whether or not they are getting their English right. Therefore, the teacher has to act as an *assessor*, offering feedback, correction, and grading students in more than one way, as a matter of fact the teacher is the one who says if the student passes to the next level or not. Hence, the teacher must be sensitive to the student's possible reactions to his or her assessment, for the student it would be better if the assessment is given with sensitivity and support.

The last term is *prompter*. In case learners lose the thread of what is going on or they forget a word they want to use during a dialogue or writing, we may gently push them forward in a discreet and supportive way. For example, occasionally the teacher can offer the students words or phrases as a suggestion, consequently, they can feel helped, rather than feeling any kind of pressure over them.

In a similar fashion, Harmer (2007) mentions that part of a good teacher's art is the ability to adopt a number of different roles in the class, depending on what the

students are doing. However, being a controller may work for grammar explanations and other information presentation, for instance, but it is less effective for activities where students are working together cooperatively on a project. Some other times, teachers may need to act as feedback providers (helping students to evaluate their performance) or as assessors (telling students how well they have done or giving them grades, etc. Ultimately, part of a teacher's personality, therefore, is their ability to perform all these roles at different times, but with the same care and ease whichever role they are involved with. This flexibility will help them to facilitate the many different stages and facets of learning.

By the same token, the authors Richards and Lockhart (1996) explain more different roles teachers' need in the classroom in order to enhance students' motivation to learn English. For example *counselor* where the teacher is encouraged to identify students who are having problems and learning difficulties, and to offer individual counsel to students who need it. Also, the role of being a *manager* is important because the teacher needs to manage the environment in the classroom and the student's behavior in a way that will maximize learning. Moreover, *quality controller* is another role that focus on the quality of language in the classroom, where the teacher corrects language use in order to reinforce it and discourage the incorrect language use. And the last two roles are facilitator and motivator. The first one explains that the teacher's role is to help students discover their own ways of learning and to work independently. The second role describes how the teacher seeks to improve students' confidence and interest in learning and to build a classroom climate that will motivate students.

The topics discussed above provide a better view on how teaching and language process of English language students and their motivation to learn the language can contribute or hinder the acquisition of the language. A great deal of research has been

done in the area of motivation to explain why it is so fundamental to consider in EFL learning. Therefore, in order to have a deeper knowledge, the most important aspect of five studies that are related to the research topic is discussed below.

Guilloteaux and Dörnyei (2008) conducted a study at examining how the teacher's motivational teaching practice affected student motivation as manifested in the students' classroom behavior. The researchers applied snowball sampling and the instruments employed were a classroom observation scheme, a student questionnaire, and a post lesson teacher evaluation scale. The participants included eight boys' schools, five girls' schools, five coed schools with coed learner groups, two coed schools with single-sex learner groups from year one, year two, and year three, and twenty seven language teachers (four male and twenty three female) in Mainland, South Korea.

The results evidenced that student motivation is related to the teacher's motivational practice. However, these authors found out a debate whether teachers would benefit from being specifically trained in the use of motivational strategies as part of pre-service or in-service teacher education programs. To sum up, researchers claimed that the significant positive correlations founded between the teacher and student measures are particularly strong within the context of L2 motivation research, thereby providing powerful evidence that the teacher's motivational practice does matter. However, these findings show that the literature has not reported any empirical evidence concerning the concrete, classroom-specific impact of language teachers' motivational strategies.

Other study was conducted by Pahlavanpoorfard and Soori (2014) to determine the attitudes towards teachers' motivation, and classroom strategy in English Language classrooms in Larestan, Iran. The data gathered was through a questionnaire divided into two parts. The first part consisted on a Likert Type

questionnaire with seven options, and the second part was a mini-AMTB questionnaire that had been modified by the Gardner, MacIntyre (1993) and Bernaus, Gardner (2008). The participants included 235 students. They were EFL students' from 3 public and 3 private high schools studying their last year of secondary education, whose ages were sixteen to seventeen years old.

The findings of this study explain that the students investigated had positive attitudes towards Traditional and Innovative Strategies frequently used in the classroom because they could notice a relation between the ways motivated teachers teach English, the degree their students perceive them as strategies used in the classroom and the students' motivation to learn English. According educational experts, teacher's motivation plays an essential role in the teaching or learning a second language. On the other hand, there were some students who liked to learn English with Traditional Strategies rather than Innovative ones, and at the same time there were students who preferred to study with only Innovative Strategies. Besides, the researchers concluded and suggested that teachers should use Innovative strategies to reduce anxiety among the students, since in the classes where the teachers used Innovative Strategies, the students had lower levels of Language Anxiety than the classes the teachers used the Traditional Strategies.

The third study was conducted by Wong (2014) who wanted to determine the motivation to learn English of newly arrived Hong Kong students. The sample included one hundred nine NAHK secondary school students who accepted the invitation to join this study. Fifty-three were girls and fifty-six were boys. All were aged thirteen to nineteen and had lived in Hong Kong for less than three years. The methods used were qualitative and quantitative. The instrument used was a questionnaire that included

items on different motivational constructs at different levels, based on the conceptual framework of Dornyei (1998). Also, data collected from the questionnaire was analyzed using SPSS. Descriptive analyses (means and standard deviations) were mainly used to project participants' motivation and learning strategies for English study.

The results indicates that public exam known as The Hong Kong Certificate of Education Examination (HKCEE) is the main source of motivation to learn English for NAHK students, and it simultaneously enhances the influence of other factors on motivation to learn English. To summarize, this study established that Hong Kong upper secondary school students overall have stronger motivation, very likely because of their need for further studies and career aspirations. Therefore, ESL teachers should use somewhat differentiated strategies to motivate different forms of secondary students. Also, the author mentioned previously states that if teachers are leading examination classes, teachers can better motivate the NAHK students by simply focusing more on the practical values of learning English.

The fourth study was performed by Al-Khasawneh and Al-Omari (2015). Its purpose was to determine Shanghai pupils' motivation towards learning English and the perceived influence of important others. The participants of this study included fifty-one EFL high school students. The participants consisted of thirty-three male students and eighteen female students. The participants' age ranged from seventeen to eighteen years old. The investigation employed a modified version of Gardner's (1985) AMTB (Attitude, Motivation Test Battery) questionnaire. This questionnaire was based on six hundred ten responses and sixty-four interviews.

Additionally, this study sought to explore the strength and nature of EFL learning motivation amongst secondary school pupils in Shanghai and the extent to which the pupils reported that important others (parents, teachers and parents)

influenced their motivation. Besides, Shanghai was chosen as this is the home of the second author, and a focus on Shanghai enabled the researchers to obtain questionnaire data from a cross-section of school types to form a representative sample of the Shanghai school population together with some interview data. Moreover, the recent economic growth of Shanghai also makes Shanghai an interesting city to focus on given its position as one of the key drivers in China's growing status as a major world economy and the implications that this has for pupils regarding the importance of learning English.

The findings indicate that the Chinese pupils in this sample were quite well motivated towards learning English; but taken overall, their EFL language motivation was not as high as for some other school subjects. As a group, these pupils tended to be dominated by extrinsic reasons for learning English, particularly those concerning their future career, the importance of English as an international language and the need to do well in English as part of the NCEE. Therefore, the researchers concluded that the influence of important others on students EFL learning motivation tend to be slightly positive; consequently, these findings contribute to the emerging interest in the study of EFL learning motivation in China.

The last study was conducted by Kitjaroonchai (2013) to analyze motivation toward English language learning of students in secondary and high schools in education service area office four in Saraburi, Thailand. The sample for this study consisted of two hundred sixty six students from ten different secondary and high schools. The participants were fifty male and two hundred sixteen female students aged between twelve to nineteen years old, who were in different years of study ranging from grades seven (M.1) to twelve (M.6). Also, these students participated in the Faculty of

Arts and Humanities of Asia-Pacific International University's annual academic services at Kaengkhoi School and at the University for two Sundays.

The researchers gathered quantitative and qualitative data and the instruments employed were a motivational questionnaire and an open-ended question. The motivational questionnaire was adopted from the questionnaire developed by Gardner's (1985) Attitude Motivation Test Battery (AMTB) with the integrative and instrumental orientation scales. And, the open-ended question intended to investigate students' English language learning difficulties, this way the students could express the barriers or difficulties that they experience while learning English. This helped the researcher to better understand their perception while facing challenges. Also, it is worthwhile mentioning that the questionnaire items were translated into Thai since these secondary and high school students perceived all the questions in Thai rather than in English. The questionnaire items in the Thai version were proofread and edited by a well-recognized bilingual translator at the university.

The results of this study were presented in average mean scores indicating the motivational levels based on the criteria of Likert (1932). In comparing the two types of learning motivation: integrative motivation and instrumental motivation, it was found that 97% of the students were motivated to learn English, whereas only 3% had average level of motivation to learn English. Besides, none of the participants indicated low motivation to learn the language. Moreover, these findings affirm that both integrative and instrumental motivation are primary sources of students' motivation toward learning English despite the fact that their instrumental motivation was just a little greater. Therefore, the students perceived English as an essential means for them to get an ideal job, or for them to further their studies, or it makes them more knowledgeable, or it facilitates travel overseas. In consequence, this study results may not represent

similar schools authorized under Office of Basic Education Commission in other regions. However, the researcher is positively confident that the findings are useful and will in one way or another attribute to other related studies and be of value to researchers whose interests dwell on language learning motivation. Also, the author previously mentioned recommends conducting further studies regarding learning motivation and other factors contributing to academic achievement.

CHAPTER II: METHOD

Setting and Participants

The current research was conducted in a public high school located in Loja Ecuador. The sample included five English courses chosen at random. The total number of participants included 100 students aged between thirteen- fifteen years old from basic level and 5 EFL teachers who were observed during the field research.

Procedures

Literature about motivation and EFL was widely research in different sources like books, papers, etc. in order to ground this study in theory. The instruments used in order to gather data about student's opinion about what motivates them and what hinders English learning was a student's questionnaire (Annex A) which included a set of eight questions. An observation sheet (Annex B) was also used which included seven statements related to teachers attitude, role, and activities that motivate the students in the classroom.

The questionnaire was applied to one hundred students of a public high school, and five classes with five different teachers were observed.

After that, the data was organized tabulated and presented in graphs. Then, the results were analyzed by using the qualitative and quantitative approach, they were contrasted with what was observed and with the corresponding theory related to each question and item.

Finally, conclusions were analyzed using quantitative and qualitative methods, and this data was interpreted in order to have a better understanding of the objectives set in the study.

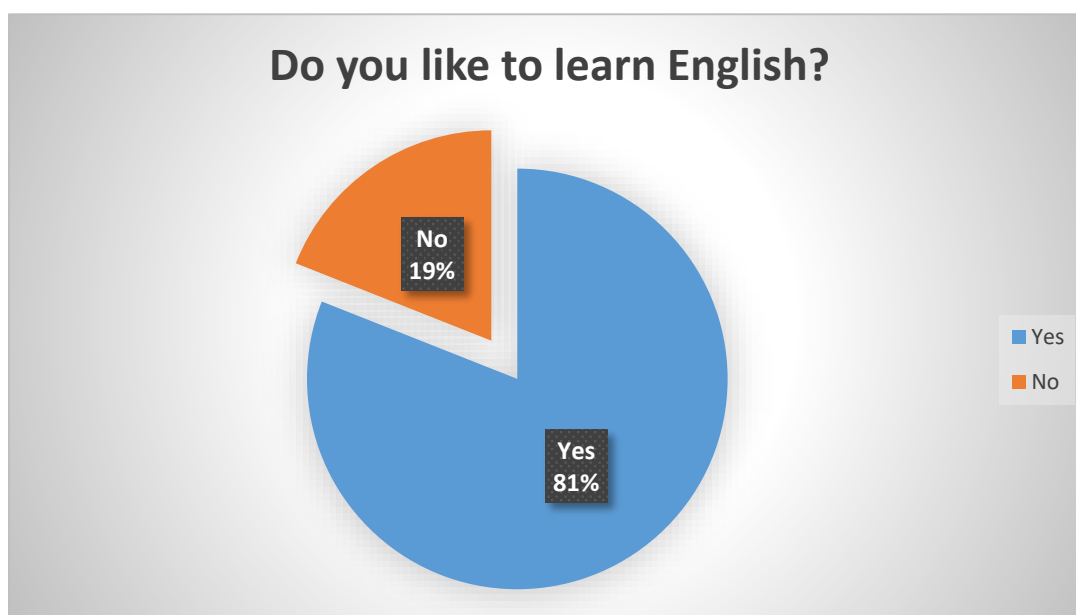
CHAPTER III: RESULT AND DISCUSSION

Description, Analysis, and Interpretations of Results

The following results aim to get a vision on how teachers and students from the participant classrooms are handling with the teaching and learning process of English in Loja.

Quantitative and Qualitative Analysis

What do you think motivates students to learn English?



Graph 1

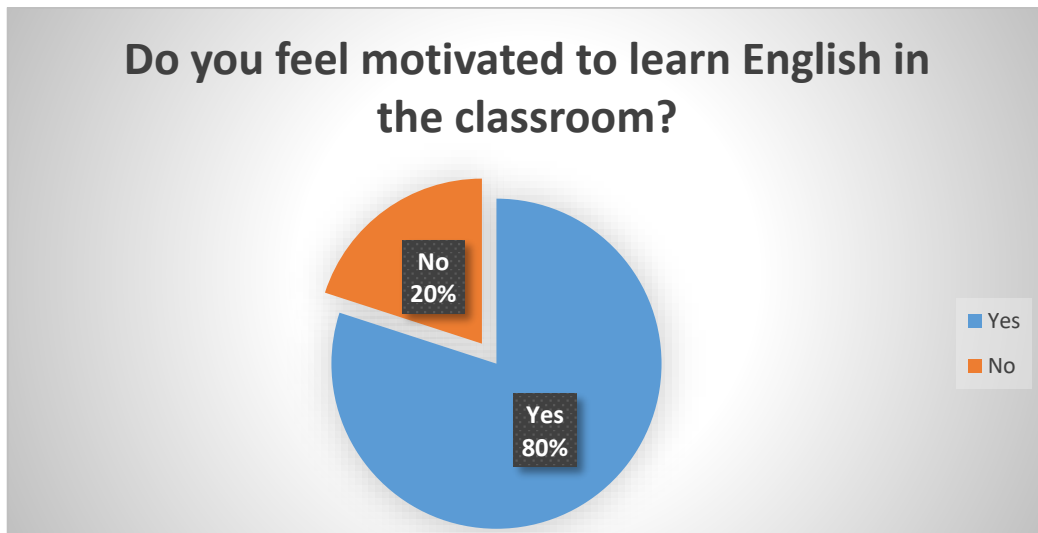
Author: Johanna Estefanía Palacio Ojeda

Source: Students' Questionnaire

Graph 1 indicates that 81% of the students answered they enjoy learning English because they want to travel or study in another country and they are aware that if they do not know how to speak in English, they will not be able to communicate with foreigners. Furthermore, they answered that it is fun to learn other language different from their native language. Meanwhile, only the 19% of the students who answered that they do not like this language because it is too difficult for them to understand and to apply in their daily lives, so they are not interested in learning English.

Undoubtedly, one of the biggest challenges that high schools have faced in their classrooms is the English teaching, especially when students for many reasons do not like to learn English. However, the results show that some students said that they do not like to learn English because they think it is too difficult to understand or because they consider that they will never use it. Furthermore, the majority of students are interested in learning English because it will help them on their future studies, and also they know that if they travel to another country, they can have a good communication with foreigners which favors the willingness to learn this language. Regarding the observation made in this classroom, the majority of students felt comfortable and happy while the teacher was explaining the class, that is why I could perceive the students like to learn English, because they did not complain or bother in the classroom. On the other hand, there were some students who even told the teacher they will never use English in their lives, and they did not want to work or participate during the class.

There are two kinds of motivation that explain why some students are interested in learning English and how to encourage those students who do not like it. These are intrinsic and extrinsic motivation. It is well known that every student learn in a different way, and thanks to Brown (2001) we know that intrinsically motivated behaviors intend to bring internal rewarding consequences, feelings of competence and self-determination to the students, while, extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond students' self-awareness.



Graph 2

Author: Johanna Estefanía Palacio Ojeda

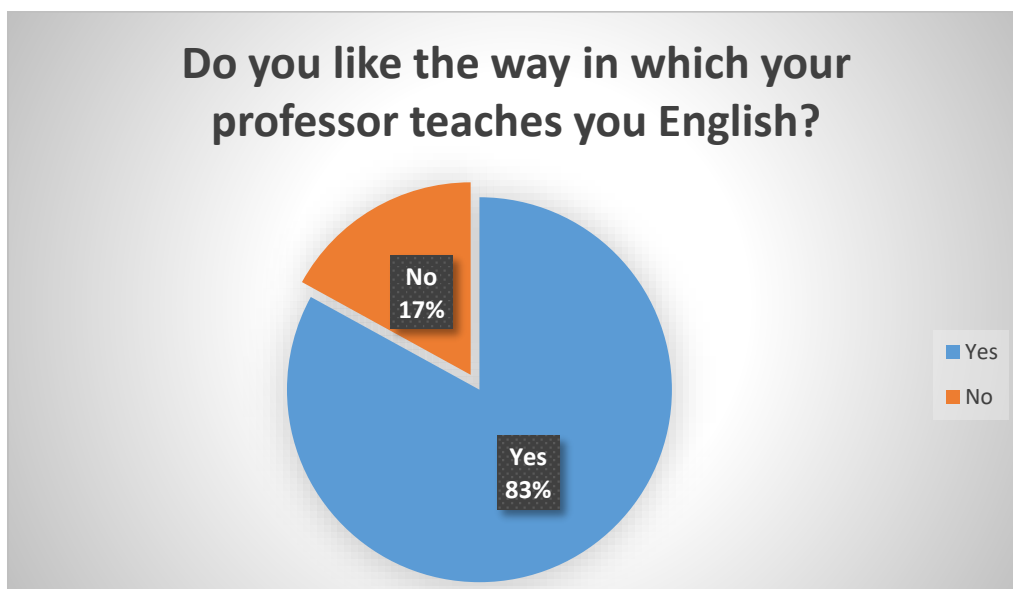
Source: Students' Questionnaire

As it is seen in graph two, 80% of students answered that they agree that it is the teacher who motivates them to learn this language, because she does fun activities in the classroom and she is patient with them. On the contrary, the 20% of students whose feelings are not the same as the rest of classmates argue that English is a language difficult to understand and they blame the teacher arguing that her activities are bored.

These results were confirmed through observation, in fact, the kind of activity the teacher used during the lesson was interesting and engaging for students, not only because they raised their hands, but also because they were actively involved in the teaching-learning-process asking questions throughout the whole activity. In contrast, a small number of students were laughing, talking, and bored during the activity, they all looked apathetic towards taking part in the activity. Furthermore, it was noted that the teacher did not use any reward during the activity, and the students were not indifferent to this, since they were asking for the prize. In addition, the topic of the class was catching according to the 80% of students and, as a result they had several questions they wanted the teacher answer to them. Other aspects that were observed during this

class and that motivate the students to learn English are: teachers' attitude, the textbook and the material. These aspects were used successfully for the 80% of students, while the 20% of students did not have the textbook and the materials given by the teacher were ignored. As a result, the teacher had to tell them that they must change their behavior, otherwise she would need to speak with their parents about it.

These findings, evidence that students confirm that motivation is the key in the process of learning a language. If students like to learn English, positive results will be seen instantly. Learners need to feel that learning English is more than to pass exams; if they want to use what they have learned outside the classroom, they must feel confident in the classroom. These results are aligned with the studies done by Brophy (2004) who claims that it is helpful to view motivation to learn as a schema net-work of connected insights, skills, values, and dispositions that enable students to understand what it means to engage in academic activities with the intention of accomplishing their learning goals and with awareness of the strategies they use in attempting to do so.



Graph 3

Author: Johanna Estefanía Palacio Ojeda

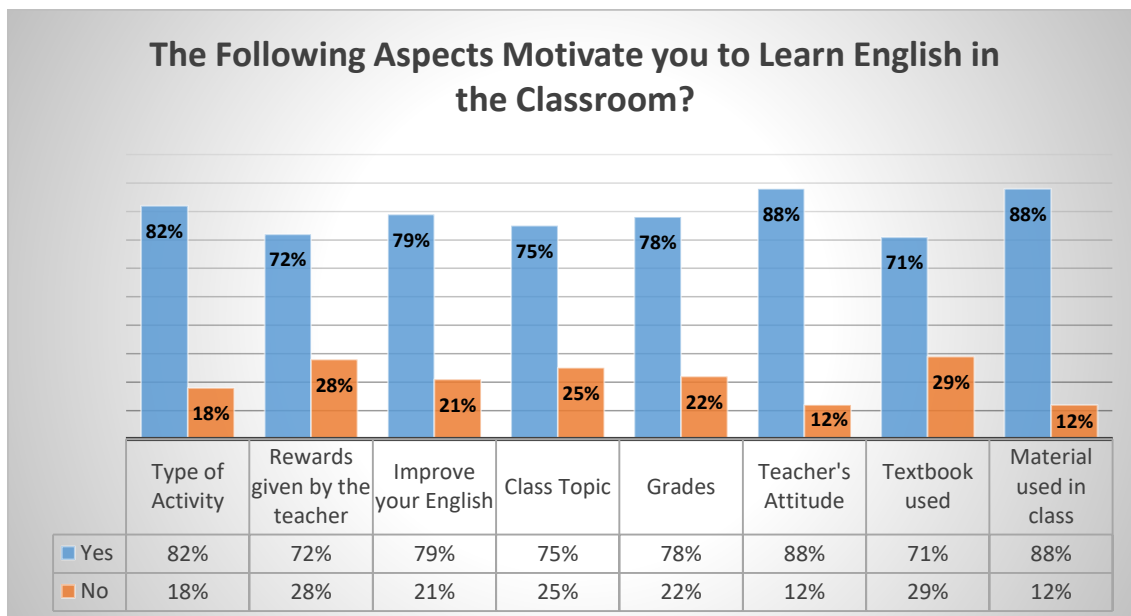
Source: Students' Questionnaire

As graph 3 shows, 83% of students agree they like way how English is being taught to them. But 17% of students do not feel the same towards this question. The majority of them answered on their questionnaire that the teacher knows the subject pretty well and she does not hesitate during the lesson, and as a result the students feel confident with their language learning. On the contrary, some of the reasons why students have answered *no* to this question is because the teacher cannot answer the questions from all of the students in the classroom due to a lack of time, she cannot work with so many students, and she is not patient.

When the observations were performed in the classes that took part of the research, it was interesting to see that the teacher entered the classrooms with a good attitude creating an enhancing learning environment. The class was properly managed. If the students made a joke, she laughed and she even told another joke to them. There were some moments where she had to raise her voice, however, but most of the time, she was patient and she tried her best to make students feel comfortable in the classroom, but Nevertheless, it was seen that some students were not focused or interested to act in class, she even threaten them with calling their parents if they do not behave, still the students did not want to understand.

The way in which teachers approach their teaching in the classroom is a decisive issue in order to have the students' attention and understanding. It is important that the teacher makes the learners feel like in home, always treating them respectfully. Another factor to take into account is what Harmer (1998) has claimed about this topic, explaining that the way the teacher talks to students – the manner in which they interact with them – is one of the crucial skills, but it does not demand technical expertise. It does, however, require teachers to empathize with the people they are talking to.

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



Graph 4

Author: Johanna Estefanía Palacio Ojeda

Source: Students' Questionnaire

Graph 4 presents the results concerning the aspects that motivate students for learning English; thus, 82% of students answered that they feel motivated to learn English thanks to the kind of activity the teacher uses in the classroom. For example, the teacher applied an activity where one student acted in front of the class a specific activity given by the teacher like *jumping the rope*, and their peers had to guess what the name of the activity was. I could notice that some students enjoyed it because they were asking questions to the teacher and among them; they laughed, and remembered how to say some words in English. While, the 18% of students who do not agree with this statement, they did not want to participate; they were bored, and talking about some other things. Regarding this topic, Chen, Darst, and Pangrazi (2001) found that students' interest in the class activities was associated with instant enjoyment, novelty and exploration, then, these authors suggest that students are unlikely to perceive activities as enjoyable and interesting if they also perceive them as overly challenging.

In addition, a 72% of students liked the incentives given by the teacher, at the

end of the activity mentioned above; the teacher gave piece of chocolate to the four students who participated. These findings are aligned with Brown (2001) who considers that one of the greatest tips for teaching a language is to remind the students the rewards they can achieve when learning English, being equally important to encourage students to set their own goals and to go beyond the classroom goals.

Regarding the third statement, 79% of students agree that they are motivated to learn English because they want to improve the level of their second language acquisition, and it happened that during one of the classes one student told her classmate that she should improve her English level in order to discover more than one country around the world, and English will be essential if she wants to ask someone for a direction or help. Whereas the 21% of students do not feel the same way, and they talked openly about it, telling the teacher that they do not want to do anything that day, since English will never be important in their lives. Indeed, Brown (2001) states that in order students improve their English level, they must take charge of their own learning, they can be creative by experimenting with grammar and words, create their own opportunities by using the language inside and outside the classroom, and make their errors work for them and not against them.

The fourth statement registers that the topic of the class is only interesting for the 75% of students, but the remaining 25% of students disagree. However, when I observed the class, I noticed unhappiness in some students' faces when the teacher said that they will learn about past participle, the students complained because grammatical classes are too difficult for them to understand, while on the other hand it was evident that the rest of students were eager to learn, since they took their textbooks without complaining and started to pay attention as faster as they could. According to Harmer (2001) if students are not interested in a topic, or they are unfamiliar with it, they may

be reluctant to engage fully with the activity, and most of all their lack of engagement may be a major obstacle to successful second language learning.

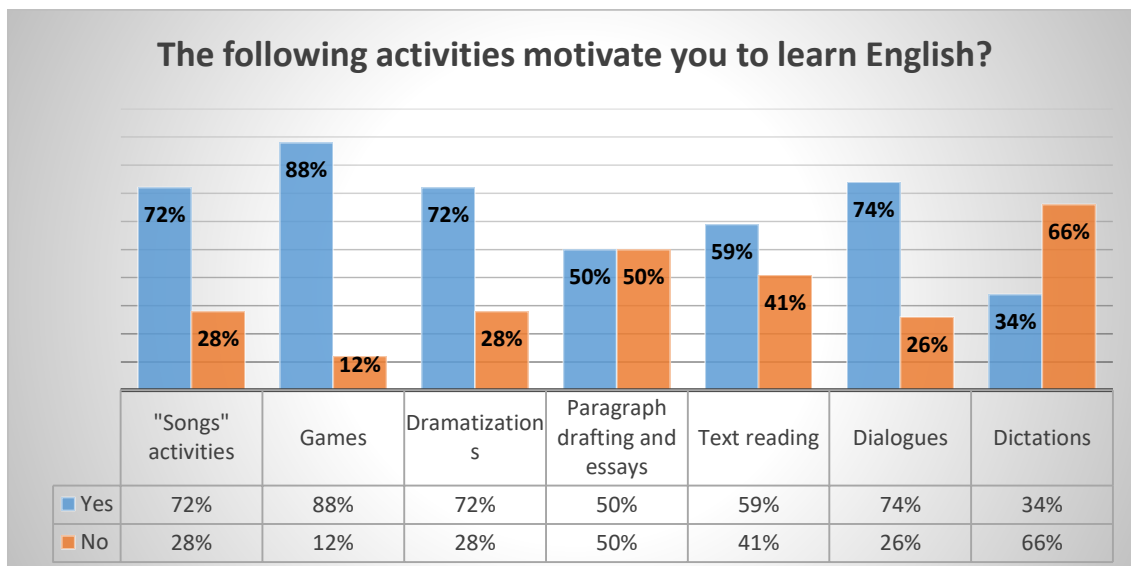
On the fifth statement the students were asked if they are motivated to learn English because of the grades, and a high percentage of students agreed with it. It was clear when the class was about to end and the teacher started to grade the students' classwork, how they beg her to let them finish before she put the grade on it because they did want to have a good grade, which was not the case of the some other students who were laughing during the class hour and three of those students did not have their textbooks, and they simply told the teacher they did not have enough enthusiasm to work on that day. Brophy (2004) gives a good explanation about this topic, he affirms that grades are important for students because they have to see their knowledge reflected in a note in order to fully understand if they are or not learning this second language.

In the sixth statement it can be noticed that 88% of the students feel motivated because of the teacher's attitude in the classroom. The five teachers did not have a bad behavior in the classroom, but rather a good one, where she came into the classroom smiling and greeting; however, there were some students who were reluctant to the teacher's greeting and never stood up, instead they were laughing, talking with a classmate and some of them pretended to be asleep. Because of what was mentioned Harmer (2001) affirms that teachers' attitude could be the cause of disruptive events in the classroom; in other words, a critical aspect in the prevention of problem behavior during the class is the rapport between teacher-students.

On the seventh statement 71% of students feel motivated to learn English by using the textbook, this percentage agrees with what was observed in the classrooms where the majority of students never said a word against the textbooks and always worked pretty well with it. But, the 29% of students complain about it arguing that the books are boring and with no fun activities that can make them feel comfortable learning English. It is for this reason that Brown (2001) argues that the most obvious and most common form of material support for language instruction comes through textbooks. This is why the teacher has to be concerned about giving the textbook a creative use and make the very best use of the textbook he or she is going to work with.

Finally, the last question answered by the students was about the material used in the classroom. The teacher told me previously that she has only few materials she can use often in the classroom; for example, the audiotape that is from great help to improve student's listening skills, the textbook that was mentioned above, worksheets, and cardboards. The author Woolfolk (2005) asserts that teachers can facilitate learning by adapting materials to students' current levels, and by being careful not to overwhelm them, or frustrate them with materials difficult to understand.

In fact, it was noticeable during the observation that all of these statements were involved in the lesson, besides the teacher took with her the lesson plan which she was watching it from time to time in order to have a real order in her class. However, the fact that in the classroom were many students made that the teacher could not pay attention to each one of them, and she got annoyed. As a result, some good students got annoyed too because they could not listen what the teacher was explaining. Nevertheless, after a few minutes she could continue with the class and the students with the negative attitude worked until the end of the class. Therefore they will find their own motivation to keep learning English.



Graph 5

Author: Johanna Estefanía Palacio Ojeda

Source: Students' Questionnaire

Graph 5 describes the type of activities that motivate the students to learn English, where it can be seen that 72% of students like to learn English with “song” activities. This must be considered by teachers in order to include in their plans. On the other hand, only 28% of the students surveyed to not like songs, and it was evidenced in a classroom where the teacher asked the students to work in pairs and gave them a worksheet, many students were pleased with the activity, some of them even knew already the song and started to fill in the blanks, but for the rest of the students it was a boring activity, and even though it was a slow song, these students did not understand anything of the lyric, and soon enough they were bothering the rest of classmates. It is important to highlight what Harmer (2001) has to say about this topic, he states that one of the most useful kinds of activities for teenagers are song lyrics, especially where the song in question is one which the students are very keen on; teachers can choose a song which they like, or which they consider appropriate in terms of topic and student's English level.

The second statement is about classroom games and their influences on students' motivation toward English learning, where Brown (2001) asserts that a game could be any activity that formalizes a technique into one or more units that can be scored. But, the game has to be according student's age and English level as well in order to call their attention and integrate them all into the game. As it is shown in graph 5, more than fifty percent of the students feel motivated to learn English by playing games in the classroom that is 88% percent of the participants, while just a 12% of the participants did not want to deal with anything associated to English. This emphasizes the fact that a wide range of activities must be introduced in the English classes in order to cope the entire student's learning styles and to catch the attention of all the learners.

It can also be seen that 72% of students feel motivated to learn English with dramatization activities, but 28% of students do not like this type of activities. In fact, Brown (2001, p. 184) explains that *drama* is a more formalized form of role-play, with a pre-planned story script. Also, he states that longer dramatizations have shown to have positive effects on language learning.

Regarding the *paragraph and essay activities* it can be seen an equal response from the group of students who think that they motivate and that those activities do not motivate, since 50% of students responded yes and the remaining 50% responded no. During the class observation it was noticed that several students do not like to write in English, they complained about it and their reasons were that they do not know many words in this language in order to create a sentence and then a paragraph, even though the teacher explained to them how to start writing and not confusing during the process, they emphasize that will not do it. Notwithstanding, the rest of students started to write though most of them were always asking questions to the teacher, in fact they all knew their writing was not the best, but they did it without complaining. Indeed, Brown

(2001, p. 344) states that any kind of writing is used as a production mode for learning, reinforcing, or testing grammatical concepts. Moreover, these types of activities offer a series of stimulations in learners, and a significant proportion of classroom writing may be dedicated to both activities.

On the reading activities, it can be seen that there are not many students who answered yes, during one class I could notice that when the teacher asked them to read almost everybody refused, arguing they cannot stand reading. In addition to this, Harmer (2001) affirms that in order to develop students' reading skills, it is important students choose for themselves what they want to read. Furthermore, the role of the teacher during the development of this skill is quite important, the teacher has to persuade the students about the benefits of reading, in this matter, the teacher is going to act as part organizer and part tutor with the students.

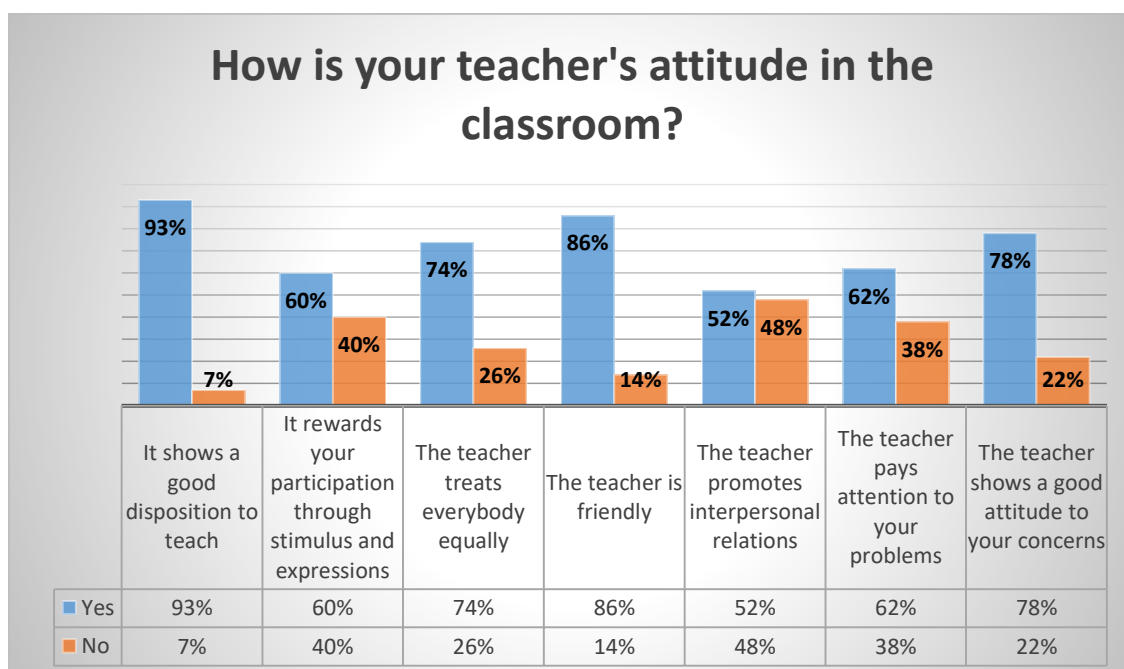
On the sixth statement about using dialogues during an English class, the positive results are considerable against the negatives ones, it is noticeable that some students feel comfortable talking in English, although some of them have a lack of language fluency, they tried their best to be understood. According to Harmer (2001) many students benefit from dialogues because it becomes a real-life encounter as if they were doing it in the real world outside the classroom, either in a business meeting, having a dialogue with someone in a store, or maybe taking the role of a character different from themselves anywhere.

Concerning the last statement about dictation activities 34% of students responded yes, while 66% of students said no. In other words, it is completely different from the rest of activities explained above because this time a highly percent of students answered no to the question, and as the teacher explained to me, the majority of students do not like these type of activities because it puts stress on them the moment they

cannot understand a word and they have to continue writing, otherwise they can be left behind and at the end of the activity they have nothing writing on the paper. In addition, Harmer (2001) states that dialogues can be enjoyable and useful if the teacher applies a correct activity with the dialogue in order to enhance students writing skills. However, it should be used sparingly, otherwise it will lose its main attraction of spontaneity.

Even though I did not see some of the activities I mentioned above, it was visible how students were guided to interchange ideas and apply dialogues where they had to interact with one another. Furthermore, four of the five classes observed displayed that the activities where students interacted with one another were applied effectively. Besides, all the interaction students can have in the classroom would benefit them with their second language acquisition; in the same way it is useful for teachers.

With regard to class activities, Richards and Renandya (2002) explain that teachers should integrate strategy instruction into interactive activities, providing a wealth of information about communicative strategies to raise learners' awareness about their own learning styles so that they can tailor their strategies to the requirements of learning tasks.



Graph 6

Author: Johanna Estefanía Palacio Ojeda

Source: Students' Questionnaire

It is important for teachers to understand that their attitude in the classroom is essential in order to maintain a positive climate in the classroom, it is well known that a negative attitude will only create students unwilling to work. Likewise, the authors Stuart and Phyllis (2004) affirm that attitudes are important because they affect teachers' motivation to engage with their students, which can, in turn, translate into higher student motivation and performance.

Regarding students' opinion about teacher's attitude graph six shows that in the first statement a highly percent of students that is 93% of them agrees that the teacher shows a good disposition in the classroom. And this has to do with the fact that these five teachers during the observations they had quite a good attitude in the classroom, even though there were some students whose behavior were bad, these teachers showed patience and self-control with these students. In relation to this statement, Karabenick and Clemens (2004, p. 56) made an analysis predicated on the assumption that, in addition to the skills and multicultural competencies (e.g., Dilg, 1999; Liston & Zeichner, 1996) required to provide quality instruction for an increasingly diverse student population, teachers' attitudes toward ELLs and bilingual education (Brisk, 1998) are equally important. Furthermore, teachers' attitudes toward ELLs can also affect teachers' receptivity to professional development efforts to improve ELL related capabilities and to dispel unwarranted beliefs about language that can impede attempting new instructional practices that are more conducive to ELL student success.

The graphic in the second statement shows that 60% of students agree the teacher rewards their class participation. According to this statement, it was observed

that the five teachers rewarded their students'; one of the teachers rewarded a student by giving her one point in a partial test the moment she gave a correct answer to a grammar question. Also, another teacher brought candies to the classroom, during this activity the students had to read a text, after reading the teacher started to ask questions and every time a student gave a correct answer, she gave a candy to each one. In addition, Brown (2001) suggests that money, prizes, grades, and even certain types of positive feedback can be good rewards for students depending on the activity they have been working on.

In the third statement, the graph shows that 74% of students feel that the teacher treats all the students as one, but the remaining percent it can become a negative issue and teachers' have to understand better this factor in order to improve teacher-student relation. However, during the observations I could notice that the teachers made a really good effort to have a better relation with the students who had surveyed no in this question, but these students were unwilling to collaborate, they even joked about dropping out of high school if the teacher bothered them too much, which was not the case of the rest of students who hugged the teachers when they were leaving the class.

Harmer (2001) explains that teacher's behavior may itself sometimes be the cause of disruptive events, therefore, the way teachers teaches and the relationship they have with students, can help to prevent problem behavior from ever occurring, teachers must try to work with all of the people in the class.

Regarding the fourth statement it is an important factor that the teacher must be friendly in the class, of course by giving the students some limits that do not allow the students to think they can treat the teacher as another classmate. During the observations three teachers acted this way, they were laughing in the class if something funny came out or they even made some jokes to break the ice before the class started, the other two teachers did not make any joke or laughed during the class, but they were respectful and

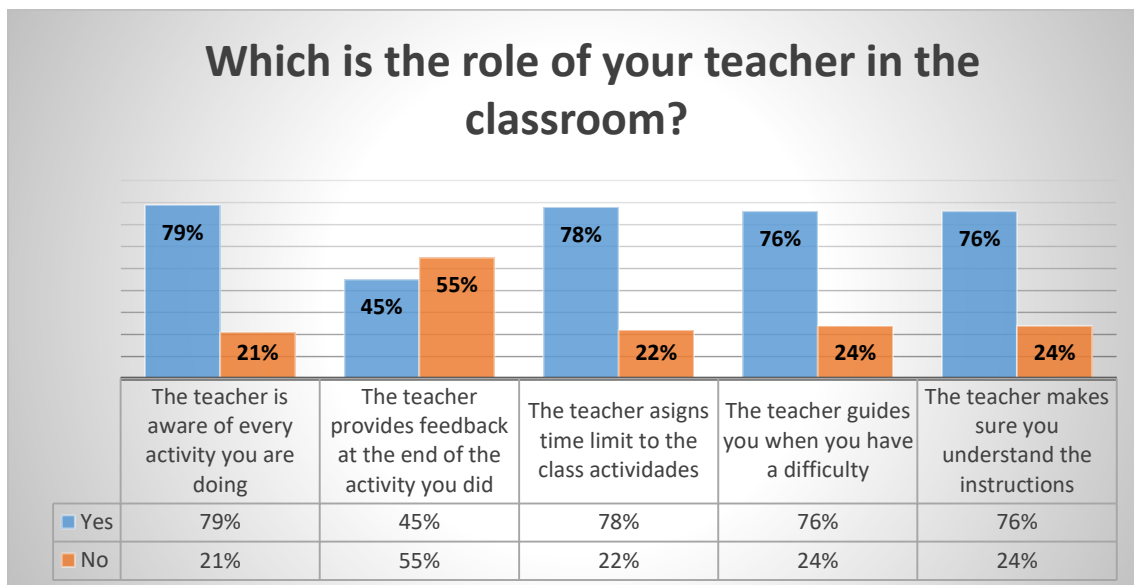
friendly in a different way, when a student raised his hand to ask a question she answered in a good and patient way, and it happened that this teacher made a mistake writing a word on the board and one student noticed it and told her, and she smiled, apologized and corrected the mistake. It is for these reasons that I understand why 78% of students surveyed yes in this question; still it is difficult for me to understand why the rest of students do not agree with their classmates. In fact, Brophy (2004) states that students describe a type of a good teacher is the *friendly* one, however, students also say that they want teachers to articulate and enforce clear standards of behavior. They view this not just as part of the teacher's job but as evidence that the teacher cares about them. (Cabello & Terrell, 1994; Hayes, Ryan, & Zsella, 1994).

The fifth statement from graph six shows different results unlike the results mentioned above, this time 52% of the students feel that the teacher promotes interpersonal relationships among them, while the rest of students do not feel the same about it. In this case I am going to agree with the 48% of students who surveyed no because these students are not mistaken, even though these five teachers were friendly and not disrespectful or rude with them, they could not manage how to promote this interpersonal relation between their students. These teachers tried all the time to create an environment where students do not insult or mocking their classmates, but they need to learn how to manage interpersonal relations in the classroom in order to improve the learning environment. Indeed, Harmer (2001) states that promoting interpersonal relationships among learners is clearly important due to a key factor that is motivation, if learners do not consider that the teacher is promoting this type of relationship in the classroom, they can reject the second language acquisition, and become bored and unwilling to learn English in the future.

In number six statement the majority of answers were *yes*, 62% of students like that the teacher shows concern to their problems, of course this factor depends not only on the teacher, but on the students as well because if they do not talk with the teacher, he or she will never help them. And it was exactly what I observed in three classes where most of the students did not hear what the teacher explained and hence they did not understand what was the classwork about, and they started to ask their classmates, looking for the answers in their textbook, but they never tried to raise their hand and ask for the teacher's help. This is why, it is interesting what Karabenick and Clemens (2004) explain about this topic, arguing that teachers with more concern towards their students are more likely to report approaches to teaching consistent with mastery learning.

The last statement from graph six shows that the majority of students believe that the teacher shows a good attitude towards their concerns, 78% of students agree with this statement, and I also agree with them because I observed how the teachers were always helping them no matter what, as I mentioned in the statement number six above, there were some students who did not ask for teacher's help, however, teachers noticed these problems and they approached to these students in order to help them. Brown (2001) has put more emphasis on this fact, because the teacher cannot be the center of attention in the classroom, teachers have to be emphatic with their students if they want them to improve grades, and improve students self-stem.

During the five classes observed it was clearly evidenced that the teachers had these attitudes with their students, even though they worked hard to make it happen, some students were unwilling to follow the rules or to act in class. While, the rest of students were enthusiastic with the teacher's attitude, and it was visible because they had more than one question to ask them during the class hour.



Graph 7

Author: Johanna Estefanía Palacio Ojeda

Source: Students' Questionnaire

Graph seven shows in the first statement that the majority of students agree that the teacher is watching over them when they are doing any activity. According to these statement, Harmer (2001) explains that it is important that when the teacher observes the students to not be too intrusive by hanging on their every word, by getting too close to them, or by writing things down all the time, in order to not distract them or be disruptive with their activity.

Regarding the second statement, more than half of the students do not agree that the teacher provides feedback at the end of the activity they have made. However, along the five observations it was noticed that teachers gave feedback at the end of the activity, and then it is surprising that this percentage of students have said the opposite. In addition, Harmer (2007, p. 10) states that giving feedback involves praising students for things they do well, and offering them the ability to do things better where they were less successful. Moreover, this author affirms that good learners are prepared to be corrected if it helps them. They are keen to get feedback from the teacher and act upon

what they are told. But this only works where teachers are able to offer constructive criticism rather than castigating them for being wrong.

On the third statement the students responded if the teacher assigns time limit to them in class-activities, which as the graph shows, a highly percent of students agree with this statement because as it was watched during the observations the teachers assigned a time for every activity they did, for example students had to read a text and answer five questions, the teacher gave them 8 minutes, some students finished during that time, but the rest of them had to struggle to find the answers and I could see frustrations in their faces when the teacher asked them to stop. That is why, it is important to assign time limit according to students English level, and giving the sufficient time for every student to finish the activity. In fact, Harmer (2007) asserts that if the teacher sets time limit to an activity the students can get feedback at the end of it, otherwise, the students can have plenty of time, but feedback will be null, since the teacher has to continue with another activity.

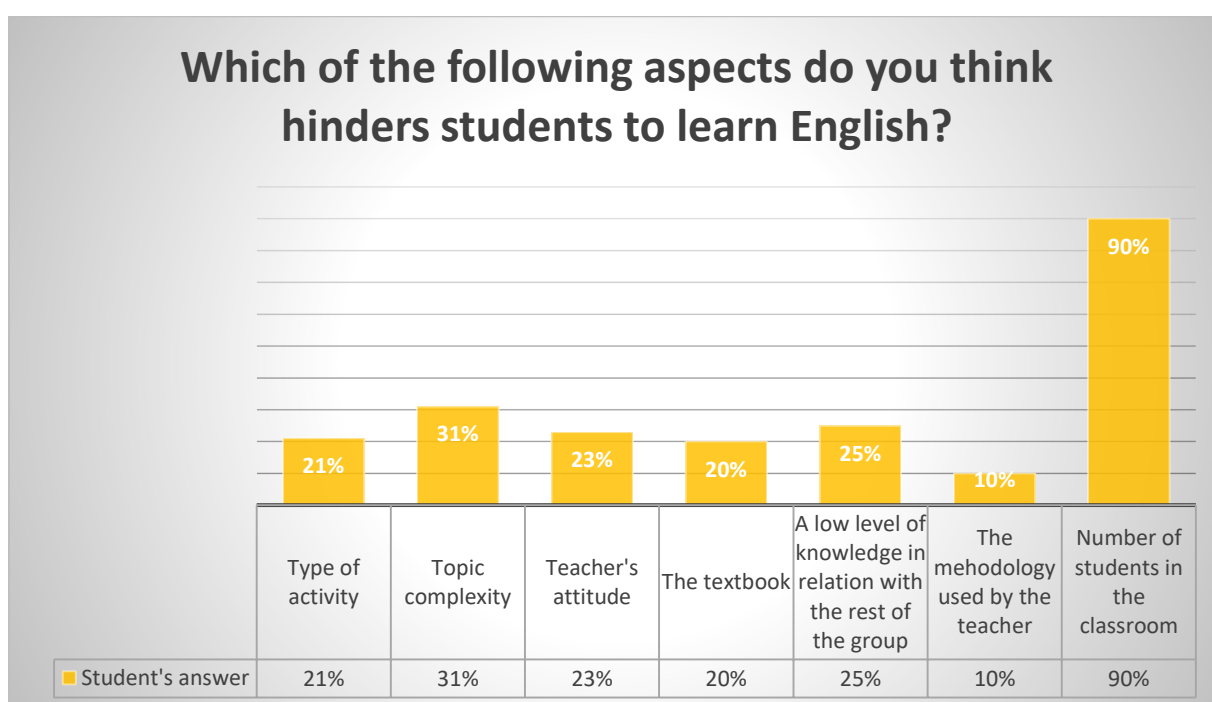
As it is seen in graph seven in the fourth statement the students were asked if the teacher guides them when they have a problem, it can be seen that a great number of students answered *yes* to the question. Indeed, it is highly important that teachers guide students all the time, learners can get lose easily with the topic and who else than the teacher to help them to clear their doubts.

The last statement explains if the teacher verifies all the students have understood the instructions during the class, and Harmer (2007, p. 4) explains that when teachers give instructions, it is important for them to check that the students have understood what they are being asked to do, because the best activity in the world is a waste of time if the students do not understand what it is they are supposed to do. And, this can be achieved either by asking a student to explain the activity after the teacher

has given the instruction or by getting someone to show the other people in the class how the exercise works.

All of these factors were assessed during the observations, where two factors were not used, there were neither feedback used during the five class observations nor time limit for the activities made by the students. Due to this lack of factors, the students spent too much time doing the class activities asked by the teacher, and the only way how the teacher could ask them to stop working was by calling them by their names.

The role of a teacher in the classroom involves more than standing in front of the classroom and talk. The teacher needs to be aware that there is more than one role to be taking into account in order for students to learn successfully. Likewise, Harmer (2001) explains that within the classroom the role as teachers may change from one activity to another, or from one stage of an activity to another. In fact, if teachers are fluent at making these changes the effectiveness could be greatly enhanced while students are learning English.



Graph 8

Author: Johanna Estefanía Palacio Ojeda

Source: Students' Questionnaire

The student's perception regarding Graph eight shows that 21% of students agree that the *type of activity* used in class hinders the way they are learning English. According to Brown (2001) classroom activities are a unified set of student behavior, limited in time, and preceded by some direction from the teacher, with a particular objective, activities like role-plays, drills, games, peer-editing, and much more who are essential for student's second language learning. Explaining the results from this statement, has to be pointed out that even though this percentage is not quite significant, it is a percentage that teachers must worry because it means that the class activities are not being the correct ones for this 21% of students, thus, the teacher has to find other activities appealing to students, since the ones he used are not interesting for all of them.

In the second statement 31% of students answered that *the topic's complexity* hinders their attitude toward English learning. It can be that the teachers are not aware of the student's English level, which apparently it is making students feel uncomfortable and bored with it. In fact, Harmer (2001) states that sometimes teachers' turn an easy topic into a complex topic, hence, it is important to match topics to the level, reserving complex issues for more advanced levels.

In the third statement the graph shows that 23% of students consider that the teacher's attitude in the classroom hinders their motivation to learn English. Harmer (2001) states that teacher's attitude to the language and the task of learning is vital for enhancing learning. An obvious enthusiasm for English and English learning would seem to be prerequisites for a positive classroom atmosphere.

The graph eight shows that in the fourth statement only 20% of students answered that *the text used* in the classroom hinders their motivation toward English learning. In this case, it is also the teacher's duty to use the textbook in a better way to make this 20% of negatives feelings toward the textbook disappear. For example, Brown (2001, p. 137) explain that sometimes, new teachers in their zeal for creating wonderful, marvelous written materials for their students, neglect the standard textbook prescribed by the school curriculum and fail to see that this resource may actually be quite useful. During the observations I could notice that teachers were always using the textbook given by the government, and then maybe these 20% can be mistaken with another aspect, maybe they did not understand the question.

In the fifth statement 25% of students responded that what hinders the way they are learning English is their low level of knowledge regarding the rest of students. This statement explains a fact that is not happening only in this high school, but in different parts of the world, it is a fact that students feel this way towards their classmates who have a better English level than theirs, as a consequence these students are going to face frustration and boredom in the classroom.

In the sixth statement 10% of students responded that what hinders their learning is the *methodology* used by the teacher. This percentage is not significant, but it has to be taken into account in order to improve teachers' pedagogical skills. During the observations, the five teachers made use of more than one method in the classroom, and all the methods were well applied and according to the students' level. Besides, all percentages are important when teachers try to understand better and help their students. However, Richard and Renandya (2002, p. 76, 77) have a deeper explanation on how methodology works for the students. Both authors agree that the syllabus provides the framework, but learning ultimately depends on the interaction between the teacher and

the learners in the classroom, and on the teaching approaches, activities, materials and procedures employed by the teacher. From the perspective of communicative language teaching, learners' needs and wants inform the teaching–learning process, and the emphasis is on using the language in stimulating communicative activities.

Furthermore, the main point to be made in the context of an integrated approach to curriculum development is that teacher training and development is a necessary and ongoing process, involving the exploration of a range of materials, methods and approaches to learner training and evaluation.

The last statement of the graph eight shows a dramatic percentage of students who are being affected by the number of students' in the classroom. For this reason, it is important to mention Brown (2001) points of view in the matter; he states that ideally, language classes should have no more than a dozen people or so. They should be large enough to provide diversity and student interaction and small enough to give students plenty of opportunity to participate and to get individual attention. Unfortunately, educational budgets being as paltry as they are, most language classes are significantly larger. However, an option to deal with these type of classes could be to make each student feel important, assigning students as much interactive work as possible, and optimize the use of pair work and small group, thus learners can feel a part of a community rather than feeling they are lost in the crowd.

Regarding the observations it was seen on two of five classes that what hinders the way the students are learning English is the type of activity, topic's complexity, and the class size, however, on three of five classes it was seen that all of these factors were not an issue in the classroom. That is why it is surprising to see how 90% of students claim that what hinders their motivation to learn English is the number of students' in the classroom, since that was not a major issue during the class observations. In fact, it

was proved through the observation that the students never complained about these factors, however, there were some other students who refused to use the textbook or they complained about the type of activity that the teacher asked them to do at the beginning or at the end of the class.

Now, students face many difficulties to learn English, more specifically, all of the factors mentioned above give an idea on how demotivated are students in the classroom, and how easy they can stop learning if the institution or the teachers do not help them. Furthermore, it is of great importance to analyze that students are feeling more demotivated because of class size rather than the rest of factors already mentioned. That is why UNESCO (2006) explains that large classes are often perceived as one of the major obstacles to ensuring quality education. Indeed, there are many research studies that point to the disadvantages of large classes and advocate small classes as a factor to ensure quality education. In spite of this, it is important that teachers do not feel intimidated by this negative factor they could face in the classroom, rather, it is a good opportunity for teachers to apply new strategies to motivate their students to learn a new language and make them feel they are not wasting their time, this way, their students are going to realize they are opening their minds to better sources of knowledge, and to better life opportunities.

CONCLUSIONS

The majority of students who participated in this study felt motivated to learn English, as it was confirmed through the survey and observations. Among the reasons why they felt willing to learn English were first because they were eager to travel to an English speaking country in order to apply what they have learned, and second because they were inspired by the way that their teacher taught them English, since she or he motivated and guided them through all the learning process.

The results evidence that most of the students agree on the fact that the type of activities applied in the classroom, which create a significant impact in their motivation to learn the language, are musical activities, games, dramatization, dialogues, and pair or group work. Thus, it is important to use those activities in class in order to catch the students' attention and enhance English learning. The majority of the students who participated in this study felt motivated by the teacher's attitude, by arguing that they feel comfortable learning English if they see the teacher has a good attitude in the classroom.

In relation to what hinders students to learn English, the aspect that bothered them the most was the amount of students in the classroom, they argued that, if in the classroom were less students, they could learn more and better.

In addition, another factor that hinders students to learn English is the topic of the class, the students' claimed that they did not understand what the topic was about; as a result; they did what the teacher asked them to do, but they did it wrong, and without the desire to do it.

RECOMMENDATIONS

Based on the study, it is recommended that English language teachers improve their attitude in the classroom in order to enhance students' motivation to learn English. EFL students and their motivation to learn the language can decrease significantly if the teacher is always in a bad mood, or if she or he only focuses his or her attention on the outstanding students.

Besides, the teachers' role is another aspect to take into account if the teacher expects to motivate his or her students during the class. It is essential for a teacher to be aware of each activity the student is doing in the classroom, and guidance has to be hand in hand with this role, since, if the student has no guidance or awareness by the teacher during their learning, he or she will surely lose motivation towards the subject.

Teachers should apply more techniques and strategies in the classroom if they want to have highly motivated students. By the same token, teachers should improve and create more didactic materials, this way they can do more activities and let aside the student's book for a moment.

It is highly recommended that teachers keep abreast on the latest methodologies, since educational institutions need to have a good quality of teaching generation after generation, in order to have the best leaders our country can have.

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ANNEXES

Annex A



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA TITULACIÓN DE INGLES

STUDENT'S QUESTIONNAIRE

Dear student:

This questionnaire aims to know your opinion about what motivates you to learn English in the classroom.

The information you are going to provide in the spaces below shall be used only for academic and research purposes.

Informational Data:

Institution name:			
Type of institution:	Public ()	Private ()	
Year of education:	8 th ()	9 th ()	10 th ()
	1 st year baccalaureate ()	2nd year baccalaureate ()	3th year baccalaureate ()
City:			

Instruction: Mark with an X according your criteria and specify the reason for your answer.

1. Are you interested in learn English?

Yes	No
¿Why?	

2. Do you feel motivated to learn English in the classroom?

Yes	No
¿Why?	

3. Do you like the way how your professor teaches you English?

Yes	No
¿Why?	

4. The Following Aspects Motivates you to Learn English in the Classroom?

Aspects	YES	NO
Type Of activity		
Rewards given by the teacher		
Improve your English		
Class topic		
Grades		
Teacher's attitude		
Textbook used		
Materials used in class		

5. The following activities motivate you to learn English?

Actividades	YES	NO
“Songs” activities		
Games		
Dramatizations		
Paragraph drafting and essays		
Text reading		
Dialogues		
Dictations		

6. How is your teacher's attitude in the classroom?

The teacher:	YES	NO
Shows a good disposition		
Rewards your participation through stimulus and expressions		
Treats everybody equally		
Is friendly		
Promotes interpersonal relationship		
Pays attention to your problems		
Shows a good attitude to your concerns		

7. Which is the role of your teacher in the classroom?

The teacher:	YES	NO
Is aware of every activity you are doing		
Provides feedback at the end of the activity you did		
Assigns time limit to the class activities		
Guides you when you have a difficulty		
Makes sure you understand the instructions		

8. Mark with an X which of the following aspects do you think hinder students to learn English?

Indicate in front of each aspect the reasons:

Type of activity		Why?
Topic complexity		Why?
Teacher's attitude		Why?
The textbook		Why?
A low level of knowledge in relation with the rest of the group		Why?
The methodology used by the teacher		Why?
Class size		Why?

Thanks for your collaboration!

Annex B



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA TITULACIÓN DE INGLES

Observation sheet

INSTITUCIÓN:	
DATE:	
YEAR OF EDUCATION:	

1. The students feel motivated to learn English in the classroom.

YES	NO
Why?	

2. Indicate which of the following aspects motivate the students observed to learn English in the classroom.

Aspects	YES	NO
Type of activity		
Rewards		
The topic		
Teacher's attitude		
The textbook		
The materials		

Notes for what I observed in relation to this question.

3. Student's attitude in the classroom

	SI	NO
Participate voluntarily		
Are aware to the teachers' explication		
Interact with their peers		
Show interest for the proposed activities		
Dedicate to do other activities		
Interrupt their peers		
Look for excuses to go to the bathroom		

4. Teacher's attitude in the classroom

The teacher:	YES	NO
Shows a good disposition		
Rewards your participation through stimulus And expressions		
Treats everybody equally		
Is friendly		
Promotes interpersonal relationship		
Pays attention to your problems		
Shows a good attitude to your concerns		

5. Teacher's role in the classroom

	SI	NO
Is aware of every activity you are doing		
Provides feedback at the end of the activity you		
Assigns time limit to the class activities		
Friendly with the students'		
Guides the students		
Makes sure the student understands the instructions		
Is equitable and fair		
Provides confidence in order for the students to show their concern		

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

Actividades	YES	NO
"Songs" activities		
Games		
Dramatizations		
Paragraph drafting and essays		
Text reading		
Dialogues		
Dictations		

Other:

7. The following aspects hinder students to learn English.

	SI	NO
Type of activity		
Topic complexity		
Teacher's attitude		
The textbook		
A low level of knowledge		
The methodology used		
Class size		

Other:

Annex C



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Loja, mayo de 2015

Señor(a) Director(a)
Presente.

De mi consideración:

Reciba un cordial saludo desde la Universidad Técnica Particular de Loja -UTPL y desde el Departamento de Ciencias de la Educación, a la vez que le expresamos nuestros deseos de éxitos en sus importantes funciones.

Durante varias décadas la UTPL viene ofreciendo la formación de docentes en el área de Inglés en la Modalidad Abierta y a Distancia, quienes al finalizar sus estudios realizan un trabajo de investigación que les permite conocer la realidad educativa de nuestro país y de esta manera contribuir con alternativas de mejoramiento a la enseñanza-aprendizaje del Inglés.

En esta ocasión los estudiantes están trabajando en el tema de investigación relacionado a la **motivación de los estudiantes para aprender Inglés**. Por este motivo, solicitamos su permiso para que nuestros profesionales en formación puedan hacer observaciones y aplicar encuestas a los estudiantes en la institución educativa a la que usted muy acertadamente representa, así mismo solicitamos que por su intermedio se les comunique a los docentes de su institución para que colaboren y permitan realizar las observaciones y aplicación de encuestas a los estudiantes sin ningún inconveniente, ya que esto contribuirá al enriquecimiento de nuestros profesionales en formación dando como resultado el mejoramiento en el proceso de enseñanza aprendizaje.

Agradecemos su valiosa colaboración que es muy importante para lograr los objetivos planteados en la investigación mencionada.

Atentamente,

Mgs. María de los Angeles Guamán

DIRECTORA DEL DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN

