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English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

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2017

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El presente trabajo de fin de titulación: English language students and their motivation to learn the language realizado por Navarrete Zambrano María Vanina, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo

Chone, enero de 2016

f).....

Mgtr. Nina Alexandrovna Nesterenko

## **Declaración de Autoría y Cesión de Derechos**

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

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## **Dedication**

I dedicate this research to my family: my husband, my daughters and my parents, main pillars of my life who have always motivated me to improve and set new goals. All my achievements are for and because of them.

Vanina

### **Acknowledgement**

This final research was possible thanks to every single person who helped me grow during my academic life. For my family, and close friends, who always supported me when I was about to quit; for my teachers and classmates, who reminded me how important this career is; for all those people who gave me good advice when I needed it.

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Vanina

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## **Abstract**

This academic research aimed to investigate students' motivation to learn English and find out what they think that motivates or discourages them to learn the language. The research was conducted in a high school in Chone, Manabí. Surveys were applied to a random sample of 100 male and female students, 20 students per class. Observations to these five classes were also used to give the qualitative input required to make it more accurate and to understand important aspects that influence students' motivation to learn. Therefore, quantitative and qualitative methods were employed. One of the main discoveries about what discouraged students from learning the language was the lack of engagement with the topics being taught, as they felt they would not be helpful in everyday life situations. On the other hand, a relevant reason for students to feel motivated according to the results obtained was the use of songs as a tool for teaching. Results also showed that grades helped students feel motivated (or not) towards learning the language.

**Keywords:** motivation, learning, engagement, teaching, language.

## **Resumen**

Esta investigación académica tiene como objetivo investigar sobre la motivación de los estudiantes para aprender Inglés y lo que ellos consideran que los motiva o desmotiva a aprender este idioma. La investigación fue conducida en un colegio de Chone, Manabí. Se aplicaron encuestas a una población de 100 estudiantes, tanto mujeres como hombres, siendo 20 estudiantes por clase. También se utilizaron observaciones a estas cinco clases para proporcionar el enfoque cualitativo requerido para que esta investigación sea precisa, además de ayudar a comprender aspectos importantes que influyen a los estudiantes a sentirse motivados a aprender. Tanto el método cualitativo como el cuantitativo fueron utilizados. Uno de los descubrimientos principales sobre lo que desmotiva a los estudiantes a aprender el idioma fue la falta de atractivo de los temas que se enseñan, debido a que no los consideran de uso útil en la vida diaria. Por otro lado, una razón importante para que los estudiantes se sientan motivados según los resultados obtenidos fue el uso de canciones como una herramienta de enseñanza. Los resultados mostraron, además, que las calificaciones ayudan a los estudiantes a sentirse motivados (o no) ante el aprendizaje de este idioma.

**Palabras clave:** motivación, aprendizaje, atractivo, enseñanza, idioma.

## **Introduction**

English is a global language and has a considerable impact on all businesses, studies, and communication; nowadays and even though every single country focuses on teaching it as a foreign language at least, most of them lack of “policies and practices in educational systems around the world” (Nunan, 2003). The lack of these lead to a major problem: a gap in the sustainability not only of resources but tools and techniques offered when teaching it in different contexts or scenarios. This might involve motivational facts that have a direct relation with what students want to learn, despite of the fact that learning it would, surely, benefit them.

In Ecuador, English is an important subject. For Ecuadorian parents and professionals, it is a synonym of opportunities and hope for a better life. The Ministry of Education in its agreement 0052-14 stated English education as mandatory from 2<sup>nd</sup> year of General Basic Education (Ministerio de Educación, 2014). Despite of the several attempts of the government for improving English education in the country, results in English learning are not as favorable as they should. In a report written by Education First (EF) regarding English proficiency in adults (18 years and up), Ecuador got the 35<sup>th</sup> place out of 63 countries with a low level of English (EL COMERCIO, 2015). Why all the attempts of teaching English are not working is an enigma for a lot of teachers, but others insist the main cause is motivation.

Being aware of the importance of learning English in our time, the research with the tittle “English language students and their motivation to learn the language” is a necessary and oportune investigation proposed by UTPL. This research seeks to answer the following questions: 1. What do you think motivates students to learn English? 2. What makes students reluctant about learning English? These questions aim to identify motivational reasons about why students are not always willing to learn English. According to Sansone & Harackiewicz

(2000, pág. 258), before the 20<sup>th</sup> century, only extrinsic motivation was taken into account, therefore, rewards or punishment were considered to be effective in generating results. After studying it further; it was evident that other type of motivation moves people to learn the language. Learning to play an instrument or a sport with no academic or monetary benefit, for instance, would not be possible only using extrinsic motivation; then, people are also driven by intrinsic motivation. Intrinsic motivation includes “challenge, curiosity, control and context”, it means this motivation encourages each individual to do something just for the pleasure of accomplishment itself (Sansone & Harackiewicz, 2000).

Some studies that have been made in this topic will be briefly examined. For example, a research on motivation to learn English language among students attending different levels at the Islamic University in Sudan, Humaida (2012), found out that there was no significant motivation related to student level or age, therefore the whole learning process was a good time to motivate by applying different teaching methods. Another research done by Bektaş-Çetinkaya & Oruç (2010) was focused on investigation of the level of motivation of the students in public and private Turkish universities. As a result, it was found out that private university students showed higher motivation than public university students, as they were moved by getting better job opportunities and connecting in media and having interactions with people abroad, even though both, public and private universities students were aware of the importance of English. Another study done by Komos & Kiddle in private and public schools in Chile showed that social class has an overall medium-size effect on motivational factors with self-efficacy beliefs being the most strongly related to socio-economic status. The most important differences in motivation, self-regulation and learner autonomy were found between upper-middle and high social class students on the one hand and low and lower middle class students on the other hand.

The present research would benefit professionals involved in the educational and language fields all over the world. It might set new queries for professionals according to their own realities, whether they are in Ecuador or any other country. The results obtained would help teachers to know the factors involved in motivation and teaching when learning English

One limitation was found while doing this study. It was related to the amount of teacher observations, as they were few, it is difficult to contrast and generalize the results. Some improvements can be made to this investigation, such as incorporating interviews to students, teachers and other people from the school to get a wider view of how motivation is perceived. Despite of this, it has been very enriching experience that has given all the people involved in this research a lot of knowledge and suggestions to keep in mind.

## **Chapter I: Literature Review**

This section includes important topics that provide theoretical and bibliographical support to the current research about motivation in English learning. Relevant concepts and theories, as well as various strategies, methods and approaches are presented and analyzed to help understand how student's motivation plays a crucial role in learning of the English language. Later on, studies are exposed and explored with the objective of offering clear examples of the significance of motivation in the English learning process.

### **Motivation to learn English**

According to Chung (2013), motivation refers to the way a person behaves and how his or her interests move that individual to perform an action and the amount of effort and time they will put into it; when talking about English learning, motivation sets the learner's attitude towards learning and achieving goals. Student's desire to participate in his own learning process as a the main actor is crucial in order to succeed in the achievement of goals and learning objective, this can also affect the individual's self –esteem and future decisions in life. It means, motivation does not only have a strong impact on the academic life of the person, but defines how that person will behave and face life in both, short and long-term future.

In this field, several facts may affect the interest and enthusiasm English learners put into learning, according to Yang (2013), the method used by the teacher and the attitude may help define them, therefore, most of the time students' language proficiency relies on the teacher.

Intrinsic motivation can be explained as a self-fuelled motivation that allows the individual to feel ready or able to engage in an activity without any major reason or incentive. In this type of motivation, joy is taken as the driving force because the activity is valuable for the person. Behaviours held by all humans when they were babies, exploration, discovery and

play, for instance, are examples of intrinsic motivation. Curiosity, interest in new stimuli that might be surprising for the person and, consequently, lead to the learning of new behaviours are some of the concepts scientists and professionals draw attention to when talking about intrinsic motivation (Baldassarre & Mirolli, 2013). This has been observed to occur more when the activity is challenging for the individual, according to Abuhamdeh & Csikszentmihalyi (2012) and described in their work “Attentional involvement and intrinsic motivation”. When learning English, intrinsic motivation plays an extremely important role, the aspiration of mastery can provide students with willpower to set goals and work with enough concentration and effort to succeed, being able to accurately communicate with others

Extrinsic motivation refers an action performed by a person, but this action is encouraged by any type of external reward; in this case, the motivation does not come from the person but is fostered from the outside. The outcome from this kind of motivation is not very encouraging as the individuals might get used to perform an act for the satisfaction it gives them, not for their own will or desire (Chen, Shi, & Chow, 2015). As a result, the “will” to do the action turns into a trade of goods instead of an enriching experience, which is one of the main objectives of education.

Rewards or sanctions are some of the most common outer incentives given by the teacher (Wallace, 2014), who find them very easy ways to engage learners in the process by constantly praising or disapproving them through grades, evaluations or boosting competition, without taking into account that, in a long-term period, it might end up in boredom, negative experiences in education and lack of interest. In spite of the acknowledgement of these consequences, over and over again teachers – and the educational system itself – surrender to the appealing of extrinsic motivation and then wonder why students do not seem to care about learning.



## **Activities or strategies that motivate students to learn English**

Professor Nguyen Ho Phuong Chi (2012), from the University of Education in Vietnam, in his article wrote that before deciding what activities or strategies best suit the aim to motivate students to learn English, some aspects should be reviewed: the course objectives and the students' needs (2013). These two aspects can give teachers important data to choose wisely and accomplish positive results.

A good example, says Ho Phuong Chi, is the CREAM Strategy for Learning, which is based on five strategies to empower students with basic learning skills: C-Creative, involves being able to use their imagination when learning by using individual strategies and styles. R-Reflective, entails analysing their own performance and acquiring knowledge from the experience. E-Effective, implies being able to organize all the aspects to get successful results. A-Active, means being involved both, physically and mentally, so that knowledge can be developed consciously. M-Motivated, infers having self-awareness of how much each person wants to accomplish the goals set (Ho Phuong Chi, 2013). Each of these strategies relies on the other, working as a chain of cause/effect.

## **Teaching approaches and methods**

This approach aims to develop students' abilities to communicate in real settings, what The Concise Oxford Dictionary of Linguistics defines as communicative competence (2014).

As society evolves, methods require changes, too. The communicative language teaching (CLT) came to life due to flaws in earlier methods that were no longer fulfilling society's needs in matters of languages. The main focus of the CLT approach is to emphasize the importance of meaning over form (Banciu & Jireghie, 2012), that is, the ability of understanding and putting together a message over the accuracy of it. This is possible because of the interaction between students in the target language, the opportunity to work in real-like

environments that help students feel confident to take it to the next level, communication outside the comfort of the classroom. This would enable learners to use the target language in everyday conversations and be more competitive in professional and academic fields (Sreehari, 2012).

Cooperative language learning helps students develop their knowledge through activities and tasks that work with interpersonal and team skills. By working in small groups, made by members in different levels and with different strengths, students set a shared goal and work on it as a unit until the whole group has understood the concept of study (Wichadee & Orawiatnakul, 2012). Teaching and learning English should be an exciting and challenging experience for the students and the teachers (Wiphasith, Narumol, & Sumalee, 2015), several alternatives are being set to accomplish this objective; for instance, media, books and multimedia are good sources. In the cooperative language learning, while a hands-on task is being completed, learners communicate with each other through an active participation in the target language.

According to Mahmoud (2014), cooperative language learning helps students to focus on being supportive, rather than in mere competitiveness.

Content-based instruction, also known as CBI, is a method that aims to use the target language as a way for teaching other academic subjects (Chien, 2012), hence English is not studied as an individual subject but as a channel to learn new information and get knowledge in various contexts. Social Studies, History, Literature, Geography and Science are some of the most developed subjects in English as a big amount of visual aids like picture books, picture cards, videos and stories can be used to offer students meaningful sources for acquiring the target language.

This method helps students realize content and the language involved in it, this last one is for sure one of the “subject” objectives of English in the curriculum (Satilmis, Yakup, Selim, & Aybarsha, 2015). As the language is not necessarily taught in a traditional way, learners acquire it in the process of learning interesting information and facts about any field of interest, that makes learning English a more natural procedure.

Task-based language learning fosters language acquisition through diverse processes that include understanding meaning in context, performing self –correction and peer – correction, reflection of contents and language structures, etc. (Van de Guchte, Braaksma, Rijlaarsdam, & Bimmel, 2015).

Calvert and Sheen assure that tasks-based language teaching (TBLT) displays positive effects on learners of English as a second language. They explored the practical use of TBLT in real classrooms and determined that by using this method learners were encouraged to understand the meaning of the input given using their linguistic resources, that would lead to overcome language gaps in order to complete the task, besides motivating them to work on reflective skills (Calvert & Sheen, 2014). These gaps, of course, have to be explained later by the teacher and, as the need of this new structure or information comes from the students themselves, they feel interested in learning it and eventually, will use it in other contexts. Nevertheless, tasks should be properly presented and thought in advance by teachers, so to push students into exceling their skills, not frustrating them.

One of the most traditional methods started being used in the 18<sup>th</sup> century for teaching foreign languages was the Grammar-Translation method, which consists in translating the target language into the mother tongue (Kong, 2011). Word-by word translation was used long time ago to make understanding of new language easier. However, at the end, the results

showed translating caused a deceleration of the ability to produce the L2 due to the time that translation takes for the student (Chan, 2015), besides displaying limitations when working on grammar structures, phrasal verbs, colloquial language, speaking skills, among others.

Nowadays, L1 is not allowed in most English classrooms, as using it has been considered to promote the use of the mother tongue instead of creating an English environment. In the other hand, some authors point out translation can be used carefully only if necessary in early levels to give basic instructions, and to elicit responses or make sure the information has been understood in all levels (Chan, 2015).

The total physical response (TPR) is a teaching resource commonly used by preschool and elementary teachers, as teachers think students in these ages need more physical stimuli, this is a misconceived belief. Although it is true, the younger the learner is the more movement it needs, it is wrong to believe teenage or adult students would not benefit by learning through activities, games or classes that involve total physical response. Owing to age, learning a foreign language for adults can be challenging. As ESL instructor, Susan Garden explains, TPR enables students to interact with others while having fun, specially seeing each other as an equal, which promotes positive social relationships between classmates (2011).

The effectiveness of the total physical response used as a tool in ESL classrooms due the sensorial experiences it represents to students; emotional, psychological, cognitive and language abilities are comprised in TPR (Er, 2013), in addition of the opportunity to communicate while playing and discovering a genuine side of the language.

## **The role of a teacher**

Nowadays, English teachers are aware of the importance of relying on methods, theories and approaches that can be used as handy tools when teaching all kind of students. Whether they work with ESL or EFL learners, teachers must be prepared to face daily challenges that may vary from simple grammar explanations, to changing the course of the lesson plan because several aspects, including students' interests, to even difficult behavior that time to time show students' personal emotional situations. Improvement in all students' language skills depends on how capable the teacher is to apply the appropriate method, regardless of how traditional or current it is, for each moment (Pugazhenthii, 2012).

Certainly, teachers' emotional structure is something students can identify before they can realize how intellectual the teacher is, which can for sure influence students, too (Xu & Huang, 2010). This emotional structure can be felt unconsciously by all humans; consequently teachers' attitude should be always positive and welcoming.

In a global world, where English is considered a world-wide language and plays a key aspect in professional, academic and social fields, a great responsibility lays on teachers and students. Based on current methods and theories, the role of a teacher is to be a facilitator, to assure students participate in class by offering them appealing tasks, activities, games or information that provokes action. Furthermore, the role of the teacher is to be sensitive enough to motivate instead of discouraging students that may have difficulties in learning, because learning in a healthy environment is a right for all individuals and should be all educators' goal.

Thus far, information that has been considered to be useful for a better understanding of the research has been presented, studies related to Motivation in English Learners has also been considered to support the concepts developed in a practical way, some cases are presented below.

Humaida (2012), carried out a research to examine motivation to learn English language among students of faculty of arts, Islamic University-Sudan, to find out if there were significant statistical differences on motivation scores related to both student level and age. The methodology applied in this research consisted of 40 male students who were learning English, it uses both quantitative and qualitative methods. The sample was selected as follows: level one (3), level three and four (37).

Furthermore, the research revealed that there was no significant difference on motivation due to student level, and there was no correlation between motivation to learn and age. Taking into consideration these findings, the researcher recommends to promote students awareness towards learning process, as well as to keep learners in touch with modern English language teaching methods.

Another study was conducted by Bektaş-Çetinkaya and Oruç (2010) to investigate whether Turkish university students are motivated to learn English, why they want to learn English, and what kind of role English plays in their lives, as well as examining whether there are significant differences between language learners in a public university and a private university. This study was held in two universities with a sample of 228 attending English preparatory classes. The participants were Intermediate level students, taking over 25 hours of compulsory English classes before taking their major area courses, which were conducted only in English at the private university and partly in English at the public university. This research is descriptive and qualitative in nature with an extension of analyzing two subpopulations and comparing their results. Data was collected through a questionnaire. Descriptive statistics and t-test were utilized to explain the learners' motivation and compare the group differences.

These two Turkish investigators concluded that, in general, students at the public and the private university are moderately motivated to learn English, although private university

students' motivation level is significantly higher than those at public university. Their primary motivation to learn English is to find a well-paying job in both private and public university. In addition to this, they want to learn English so that they can connect to the international community through media and interpersonal interactions. Bektaş-Çetinkaya and Oruç explained that when asked, all the students without hesitation stated the importance of learning English in their lives, for their future career, etc. and their desire to learn; however, when the time and effort spent to learn English is considered, it seems they do not put enough effort to accomplish this goal. As a recommendation, researchers contemplate some other qualitative research can be conducted to investigate the motivational process that these students undergo throughout the one-year-long preparatory education.

Chalak & Kassaian (2010), conducted other research to investigate the various socio-psychological orientations of Iranian undergraduates towards learning English. It focused on the motivation orientations of the students and their attitudes towards the target language and its community. A group of 108 students majoring in English translation at Islamic Azad University, Khorasgan Branch in Isfahan, Iran, was surveyed using the AMTB (Attitude, Motivation Test Battery). The nature of this research consequently is qualitative and quantitative.

The results obtained by Chalak & Kassaian revealed that these Iranian Nonnative speakers of English learn the language for both 'instrumental' and 'integrative' reasons and their attitudes towards the target language community and its members were generally found to be highly positive. The students of English translation at IAUKB were both intrinsically and extrinsically motivated.

In addition, Kormos & Kiddle (2013), presented a research which aim was to analyze how motivational variables differ depending on students' social class. Using the quantitative-qualitative method, they surveyed the English language learning motivations of 740

secondary school students belonging to different social classes in the capital of Chile, Santiago with criterion-sampling based on information available on the socio-economic status of students attending particular secondary schools. Ten schools that varied according to the socio-economic classification as reported by Sistema de Medición de Calidad de la Educación (System for Measurement of Quality in Education<sup>1</sup>) were selected for inclusion in the research. Out of the ten schools, four were municipal or state schools, which are totally financed by the state. Three schools represented mixed-funding schools in which the government subsidizes part of the students' expenses and the rest is paid by the parents or different kinds of foundations/institutions, etc. The remaining three schools were private schools in which parents pay the full fee. All the students studying in the second year of the selected schools participated in the study.

Komos & Kiddle found out that social class has an overall medium-size effect on motivational factors with self-efficacy beliefs being the most strongly related to socio-economic status. The most important differences in motivation, self-regulation and learner autonomy were found between upper-middle and high social class students on the one hand and low and lower middle class students on the other hand.

Furthermore, John Haggerty and Janna Fox (2015), from the University of British Columbia conducted a quantitative study exploring the relationship between language testing experience and the motivation to learn English among young adolescents (aged 12–15) in South Korea. A 40-item questionnaire was administered to 341 middle-school students enrolled in a private language school. Exploratory factor analysis (EFA) identified five salient L2 motivation factors. These factors were compared to four learner-background characteristics: gender, grade level, L2 test-preparation time, and experience taking a high-stakes university-level language test.



The results Haggerty and Fox got suggest that second language motivation, based on the L2 motivation factors identified as most salient in this educational context, was significantly associated with the amount of time spent preparing for language tests and experience taking a high-stakes language test intended primarily for university-entrance purposes.

## **Chapter II: Method**

## **Setting and participants**

The data was obtained from a population of 100 female and male students from a private school in Calceta- Chone Manabí; they were randomly selected from 5 classrooms (20 students per each class).

Surveys to all the students were applied, as well as observation sheets to the five classes, in order to validate the information obtained in the surveys. Both quantitative and qualitative methods were employed in this research.

## **Procedures**

A lot of information, papers, articles and books concerning motivation in learning English were read before writing this research. For this research, both, quantitative and qualitative methods have been used.

All the data was obtained through surveys applied to 20 students of five different classes. Each of these classrooms was observed once in order to fill in the observation form and get more accurate results about the teacher and the students and understand the dynamic between them.

The information was processed, graphics and charts were used to help readers understand the results. Each question had been explained through a graphic, which will later be explained in the discussion, data got in the observation sheets might be mentioned if relevant to the question.

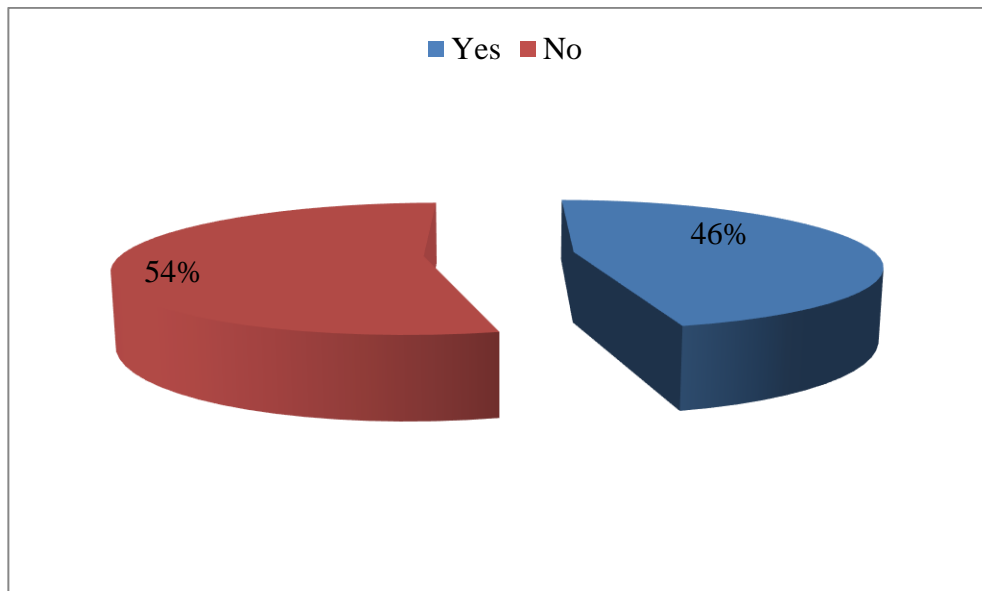
The objective pursued by the surveys is to understand how students perceive teachers, how motivated they are and what motivates them. The observation sheets aim to provide with clear information about how the classroom environment is, the role of teachers and students is done during the lesson.

## **Chapter III: Results and Discussion**

### *Description, Analysis and Interpretation of Results*

This section includes a quantitative and qualitative analysis from the information obtained from the surveys and the observations. The information collected through surveys is displayed in eight graphs. This data will be supported with theories and methodologies studied at the beginning of this research so that all the information can be linked and a final idea can be accomplished.

#### **What do you think motivates students to learn English?**



**Graph1. Do you like to learn English?**

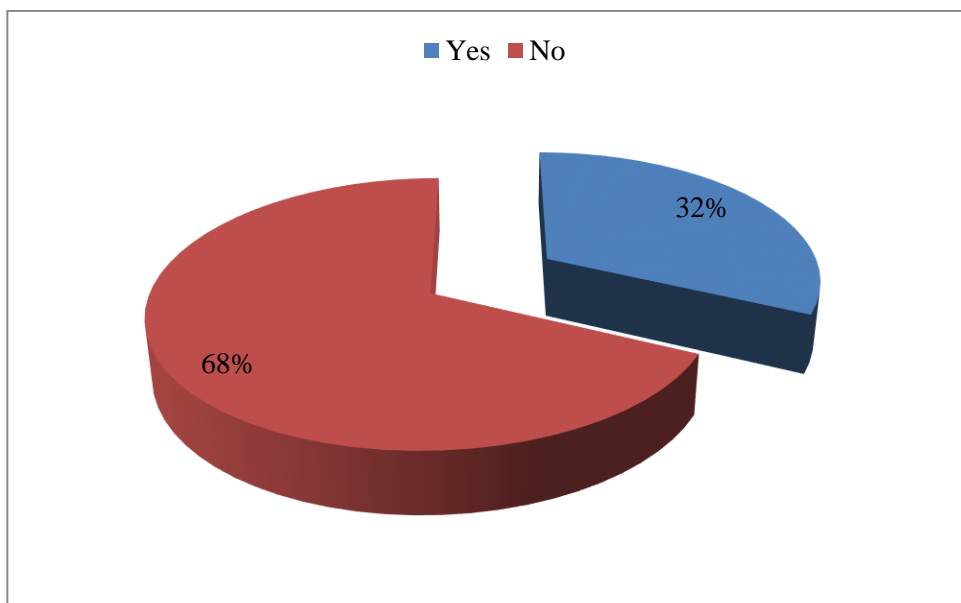
Author: María Vanina Navarrete Zambrano

Source: Students of a high school of Chone

Graph 1 illustrates that 54% of the students answered in the survey they do not like to learn English, while 46% said they like to learn English. These results reveal that there is a slight difference in the percentage of students who like and do not like to learn English, showing more prevalence those who do not like it. Students presented two reasons for them not to like learning English: the level of difficulty for them to learn it, and because living abroad is not in their plans. On the other hand, the minority of students pointed out they like

English because it might be useful when traveling and it is a language spoken around the world, learning it would also help them understand songs and movies. Regarding this topic it is important to mention that Richards & Bohlke (2011) state that students with different needs and goals attend to a language classroom. As it was evident during the survey, the desire of learning English was very real inside the classroom.

### What do you think motivates students to learn English?



**Graph 2. Do you feel motivated to learn English in your classroom?**

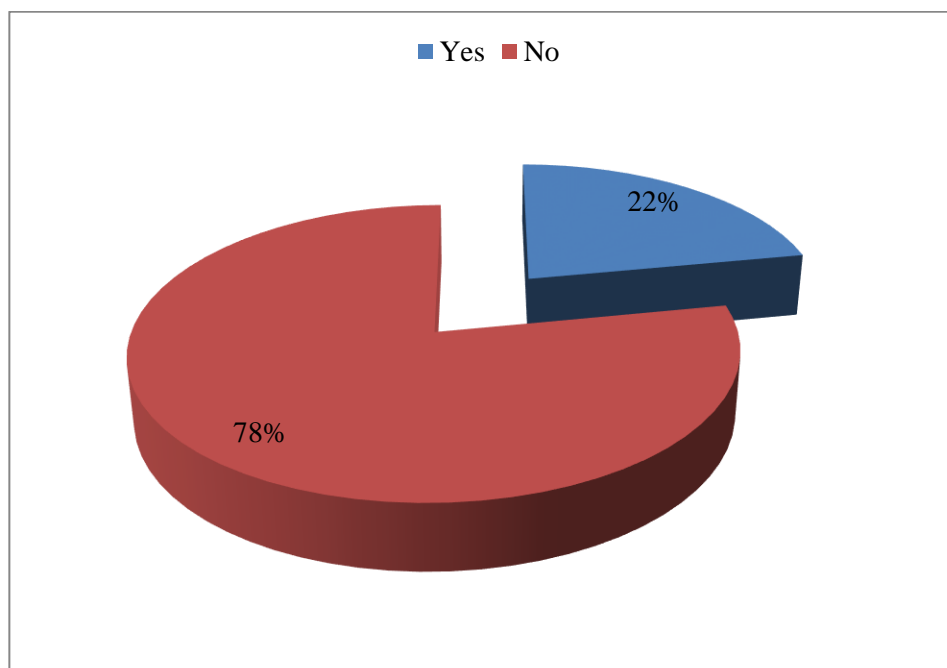
Author: María Vanina Navarrete Zambrano

Source: Students of a high school of Chone

In graph 2, it can be observed that 68% of the learners do not feel motivated to learn English, while 32% of them feel motivated. Findings show that the majority of the students do not feel motivated to learn English in the classroom. These learners emphasized that the reason for them not to feel motivated was because they found English boring and felt that their classmates did not like to talk in English. In the other hand, students who answered positively said that they had seen their improvements and they liked it.

Subsequently, the observations held in each classroom revealed that some students did not seem to be interested in the class and others were too embarrassed to participate. Both, intrinsic and extrinsic motivations play an important role when learning. Most of the students who answered they feel motivated to learn English felt this way because of their intrinsic motivation, but those ones who said they were not willing to learn English need a stronger doses of extrinsic motivation from the teacher and other peers. Therefore, when taking about English learning, motivation sets the learner's attitude towards learning and achieving goals (Chung, 2013). Its essential students feel comfortable and motivated inside the class.

### What do you think motivates students to learn English?



**Graph 3. Do you like the method your English teacher applies?**

Author: María Vanina Navarrete Zambrano

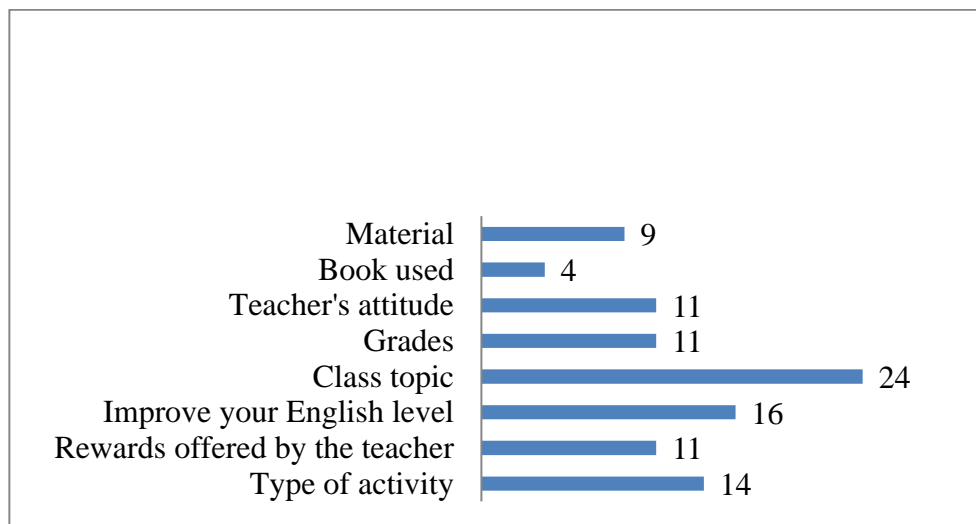
Source: Students of a high school of Chone

As shown in graph 3 above, only 22% of the students in this survey manifested they liked the method used by the teacher because they considered the topic was clearly explained and playing games made classes interesting, while 78% of the students affirmed they did not

like the method applied in class because they expressed that the method used by the teachers was not updated and do not allowed students to engage in participation in class.

Therefore, it is relevant for teachers to remember different methods in order to achieve better results in class. Improvement in all students 'language skills depend on how capable the teacher is to apply the appropriate method, regardless of how traditional of current it is, for each moment (Pugazhenth,2012), as it was observed in the survey sometimes is important change the method in some activities inside the class.

***What do you think motivates students to learn English?***



**Graph 4. Which of the following aspects motivate you to learn English in class?**

Author: María Vanina Navarrete Zambrano

Source: Students of a high school of Chone

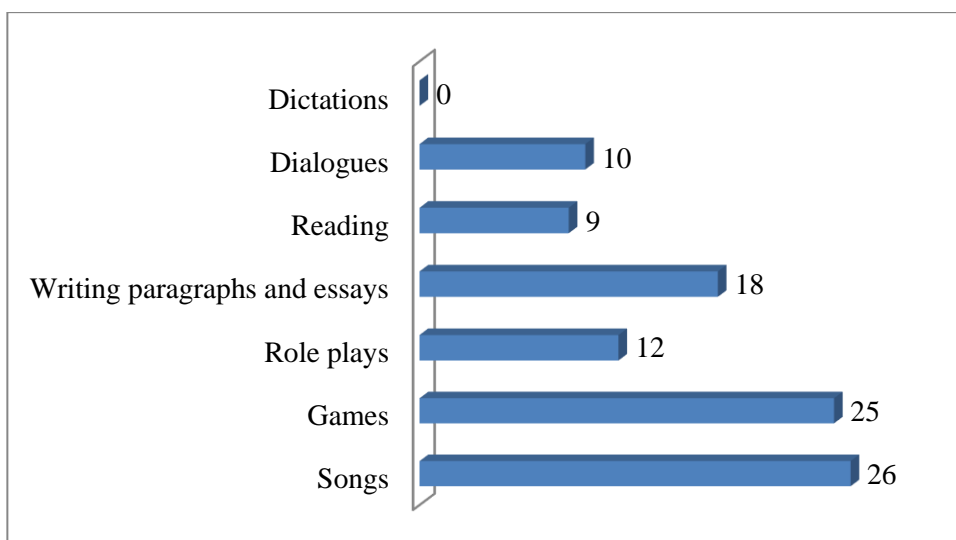
Graph 4 reveals that 24% students expressed the class topic motivates them to learn English during classes, while 16% said what motivates them is to improve their English, 14% students held that the type of activity motivates them, while 11% students manifested teacher's attitude, grades and rewards offered by the teacher were motivational facts for them. The material used and the book studied were the least chosen options with 9% and 4%



respectively. In addition, referring to this matter Cunningsworth (1984) mentioned using newspaper articles, brochures, tickets, letters, advertisements, and announcements to help learners practice their English.

The observations showed that the activities in which students give their opinions and different point of view are highly stimulating to continuous improvement of the teaching and learning process.

### What do you think motivates students to learn English?



**Graph 5. Which of the following activities motivate you to learn English?**

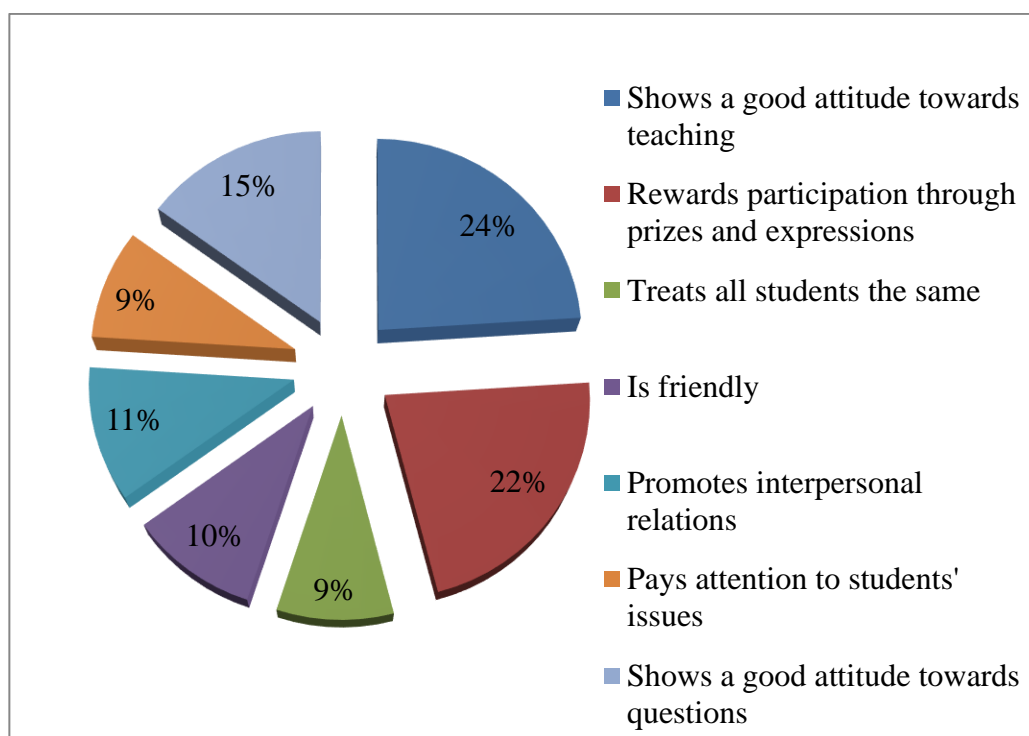
Author: María Vanina Navarrete Zambrano

Source: Students of a high school of Chone

According to the survey applied, 26% students think songs encourage them to learn English, 25% students feel the same about games. Only 18% students think writing paragraphs and essays help them feel motivated to learn English. Role-play is activity only 12% students choose; dialogues and readings were voted only for 10% and 9% students respectively and nobody chose dictations.

In the observations, it was noticed that games in teams helped students leave the shame behind and participate. In these situations, the clue is to help students feel comfortable allowing them to make mistakes, the task of the teacher here is to place meaning over grammatical structures (Banciu & Jireghie, 2012), as it was observed, it helped students to open themselves and participate.

### What do you think motivates students to learn English?



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

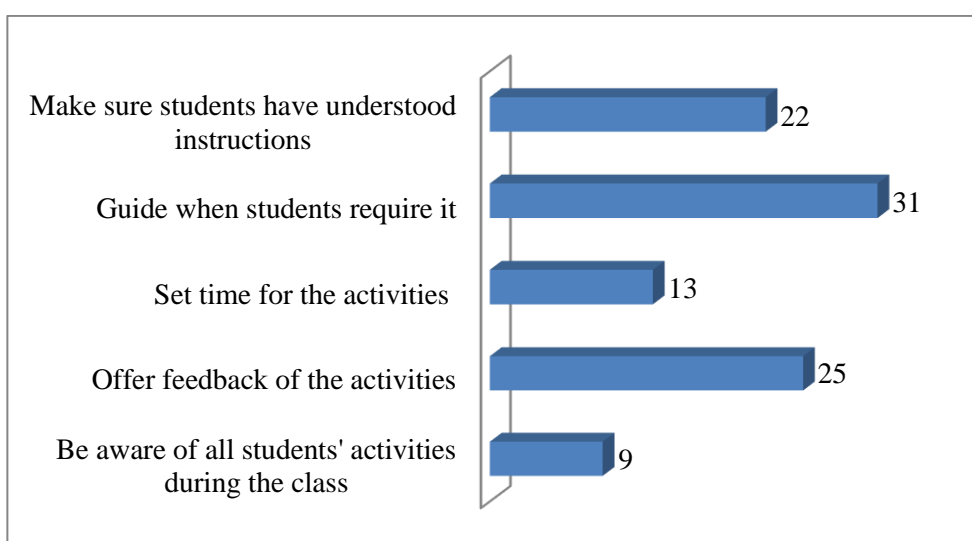
Author: María Vanina Navarrete Zambrano

Source: Students of a high school of Chone

In accordance with students' points of view, 24% of them think the teacher showed a good attitude towards teaching, 22% say the teacher rewards participation through prizes and expressions and 15% consider the teacher showed a good attitude towards questions. Out of all the students, just 11% of them affirmed that the teacher promotes interpersonal relations, 10% think the teacher was friendly and only the 9% think the teacher treated them all the

same and payed attention to class' issues and students' concerns, which is negative because as mentioned by Xu and Huang “affective factors play a crucial part of the bidirectional communication between teachers and students” (The Role of Teachers in College English Classroom — From the Perspective of Affect, 2010), therefore an emotional bound is essential when teaching, especially when teaching teenagers.

**What do you think motivates students to learn English?**



**Graph7. What is the role of the teacher in the classroom?**

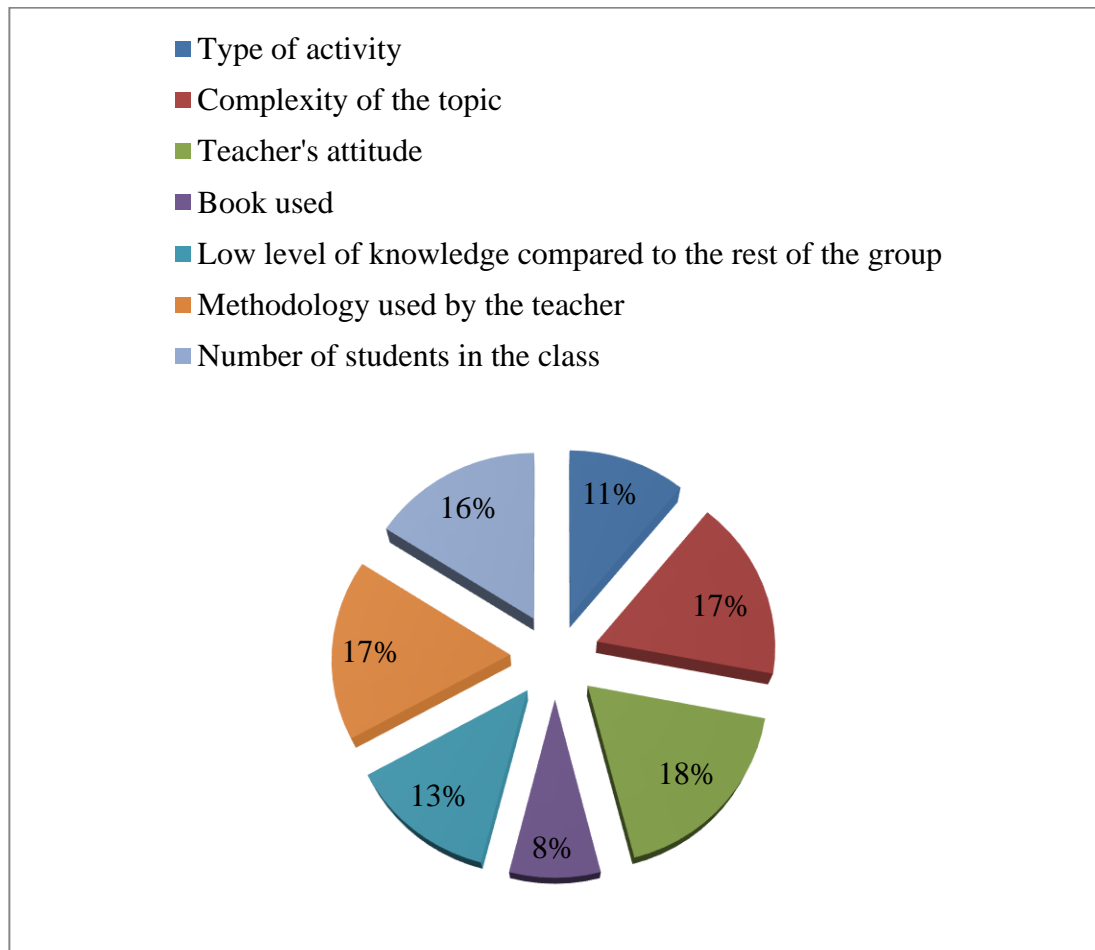
Author: María Vanina Navarrete Zambrano

Source: Students of a high school of Chone

In this question, three roles stood out: to guide when students require it voted by 31% students, to offer feedback of the activities chosen by 25%, and to make sure students have understood instructions chosen by 22% students. The least voted items were to set time for the activities with a 13% and to be aware of all students' activities during the class with the 9% only. Therefore, it is relevant for teachers to remember the role of teachers in the classroom: “the teacher operates as provider of bite-sized input, supplier of feedback and engineer of controlled progressions of classroom activity” (Bygate, Swain, & Skehan, 2001, pág. 120).

These roles matched the ones put into practice in the classrooms when the observations were held. Consequently, it is an important asset that teachers have a clear idea of what their role should be and that students' perception is correct.

### What do you think motivates students to learn English?



**Graph.8 Which of the following aspects make learning English more difficult?**

Author: María Vanina Navarrete Zambrano

Source: Students of a high school of Chone

The teacher's attitude was an aspect that made learning English more difficult for students (18%), followed by the complexity of the topic and the methodology used by the teacher with a 17% of the students who participated in the survey. 16% of the students said their learning process was also affected by the large amount of students in the class. Another

issue was the low level of knowledge students may have compared to other students, with the 13% of votes. The 11% asseverated the type of activity was crucial for them and the 8% said the books used made it more difficult for them to learn the language. In addition, referring to this matter Yang (2013) mentioned the method used by the teacher and the attitude may help define them, therefore, most of time students' language proficiency relies on the teacher.

During the observations, it was possible to notice that large classes made it difficult for teachers to control students' participation. Another important fact that was observed was that challenging topics were, most of the times, impediment for students to participate as the vocabulary and structures used were not familiar for them.

## CONCLUSIONS

This research study showed that most of the surveyed students did not like to learn English and did not feel motivated to learn it. Most of the time students' lack of interest is caused by the poor engagement with the topic promoted by the teacher and the feeling of what is being taught is not very meaningful for everyday situations.

It was observed during the observations the lack of confidence about subject content and a little stimulation taking into consideration the characteristics of each students were mentioned like obstacles to feel in a good environment in the class.

It was observed that songs helped to increase the students' motivation; students manifested that this kind of activities helped them to feel more relaxed and have a better attitude within the class.

This research also revealed that the biggest source of motivation for students to continue doing a better job in the classroom were the grades assigned by the teachers. Consequently it can be concluded that extrinsic motivation plays an important role in English learning, and that intrinsic motivation needs to continue being developed by students.

The research study demonstrated that additional aspects that motivated the students to learn English were the improvement of the language, and the way in which they can interact with another partner in the class.

## **RECOMMENDATIONS**

Methods, activities and techniques should be studied and applied by teachers on a daily basis so they can cope with students' needs and interests, in this way they will be intrinsically motivated to learn and the output will be positive and encouraging for the students.

Teachers should prepare students for communication in real situations and use the target language as a means to learn other things and subjects of their interest while working on their skills.

According to the information observed and the results of the surveys, it is recommendable asset to use the total physical response method to engage students easier; regular classes do not offer students the chance to move around and play during the class period, many of the other methods provided in this research might be suggested like communicative language teaching which helps interaction between students in the target language and gives the opportunity to work in a real environment.

In order to raise students' acceptance of the language it is recommendable that teachers analyze students' needs and match them to the course objectives, hence the resources used and methods applied will fulfil students' interests, at the same time a nice class environment and attitude towards English will be promoted.

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## **ANNEXES**



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

**MODALIDAD ABIERTA Y A DISTANCIA**

**TITULACIÓN DE INGLÉS**

**STUDENTS SURVEY**

Dear student:

This survey has the objective of being aware of your opinion about what motivates you to learn English in the classroom.

The information you will provide will be used for academic and research purposes only.

**Information:**

<b>Name of the school:</b>			
<b>Type of school:</b>	<b>Public</b> ( ) <b>Private</b> ( )		
<b>Grade:</b>	<b>8th</b> ( )	<b>9th</b> ( )	<b>10th</b> ( )
	<b>1st year of highschool</b> ( )	<b>2nd year of highschool</b> ( )	<b>3rd year of highschool</b> ( )
<b>City:</b>			

**Instructions:** Mark X according to your criteria and explain your answer.

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

<b>Yes</b>	<b>No</b>
<b>Why?</b>	

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

<b>Yes</b>	<b>No</b>
<b>Why?</b>	

**3. Do you like the method your English teacher applies?**

<b>Yes</b>	<b>No</b>
<b>Why?</b>	

**4. Which of the following aspects motivate you to learn English in class?**

Aspects	Yes	No
Type of activity		
Rewards offered by the teacher		
Improve your English level		
Class topic		
Grades		
Teacher's attitude		
Book used		
Material		

**5. Which of the following activities motivate you to learn English?**

Activities	Yes	No
Songs		
Games		
Role plays		
Writing paragraphs		
Reading		
Dialogues		
Dictations		

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

The teacher:	Yes	No
Shows good attitude towards teaching		
Rewards participation through prizes and expressions		
Treats all students equally		
Is friendly		
Promotes interpersonal relations		
Pays attention to students' issues		
Shows a good attitude towards questions		

**7. What is the role of the teacher in the classroom?**

The teacher:	Yes	No
Is aware of all students' activities during the class		
Offers feedback of the activities		
Sets time for the activities		
Guides when students require it		
Makes sure students have understood instructions		

8. Mark X which of the following aspects make learning English more difficult.  
Explain your reasons.

Type of activity		Why?
Complexity of the topic		Why?
Teacher's attitude		Why?
Book used		Why?
Low level of English		Why?
Methodology used by the teacher		Why?
Number of students in the class		Why?

**Thanks for your time!**



ANNEX 2



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

*La Universidad Católica de Loja*

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

Este cuestionario tiene como objetivo conocer su opinión acerca de lo que le motiva a aprender inglés en el salón de clases.

La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos.

**Datos informativos:**

<b>Nombre de la institución:</b>			
<b>Tipo de institución:</b>	Pública ( ) Privada ( )		
<b>Año de educación:</b>	8vo ( )	9no ( )	10mo ( )
	1er año Bachillerato ( )	2do año Bachillerato ( )	3er año Bachillerato ( )
<b>Ciudad:</b>			

**Instrucción:** Marque con una X según su criterio e indique la razón de su respuesta.

1. ¿Te gusta aprender Inglés?

Sí	No
¿Por qué?	

2. ¿Te sientes motivado a aprender Inglés en el salón de clase?

Sí	No
¿Por qué?	

**3. ¿Te gusta la forma de enseñar Inglés de tu profesor?**

<b>Sí</b>	<b>No</b>
¿Por qué?	

**4. ¿Los siguientes aspectos te motivan a aprender Inglés en la clase?**

Aspectos	Sí	No
Tipo de actividad		
Incentivos		
Mejorar tu nivel		
El tema de la clase		
Calificación		
Actitud del profesor		
El libro utilizado		
El material utilizado		

**5. ¿Las siguientes actividades te motivan a aprender Inglés?**

Actividades	Sí	No
Actividades con canciones		
Juegos		
Dramatizaciones		
Redacción de párrafos y ensayos		
Lectura de textos		
Diálogos		
Dictados		

**6. ¿Cuál es la actitud del profesor en la clase?**

El profesor:	Sí	No
Muestra una buena disposición para enseñar		
Premia la participación de los estudiantes		
Trata a todos los estudiantes por igual		
Es amigable		
Promueve las relaciones interpersonales		
Presta atención a los problemas		
Muestra una buena actitud ante las inquietudes de los estudiantes		

**7. ¿Cuál es el rol del profesor en la clase?**

El profesor:	Sí	No
Está pendiente de todas las actividades que realizan los estudiantes		
Brinda retroalimentación al final de las actividades realizadas		
Asigna límite de tiempo para la actividad		
Te orienta cuando tienes alguna dificultad		
Verifica que los estudiantes hayan comprendido las instrucciones		

8. **Marca con una X cuáles de los siguientes aspectos consideras que dificultan tu aprendizaje del Inglés.**  
**Indique al frente de cada aspecto las razones.**

Tipo de actividad		¿Por qué?
La complejidad del tema		¿Por qué?
Actitud del profesor		¿Por qué?
El texto utilizado		¿Por qué?
Bajo nivel de conocimiento		¿Por qué?
La metodología utilizada		¿Por qué?
Número de estudiantes en la clase		¿Por qué?

**¡Gracias por su colaboración!**

ANNEX 3



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

*La Universidad Católica de Loja*

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

Observation sheet

<b>SCHOOL:</b>	
<b>DATE:</b>	
<b>GRADE:</b>	

1. Students feel motivated towards learning English in the classroom

Yes	No
Why?	

2. Which of the following aspects motivate observed students to learn English in the classroom?

Aspects	Yes	No
Type of activity		
Rewards		
The topic		
Teacher's attitude		
Book used		
Material		

\*If any of these aspects was not observed during the observation, do not answer it, otherwise you cannot determine if this motivates students or not.

Notes about the observation:

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**3. Students' attitude towards the class**

	<b>Yes</b>	<b>No</b>
Volunteer to participate		
Pay attention to teacher's explanations		
Interact with other students		
Show interest in activities		
Do other activities		
Interrupt classmates		
Find excuses to miss class		

**4. Teacher's attitude towards the class**

	<b>Yes</b>	<b>No</b>
Shows a positive attitude towards teaching		
Rewards students' participation		
Treats all students equally		
Is friendly		
Promotes interpersonal relations		
Pays attention to students' issues		
Shows a good attitude towards questions		

**5. What is the role of the teacher in the classroom?**

	<b>Yes</b>	<b>No</b>
Be aware of all students' activities during the class		
Offer feedback of the activities		
Set time for the activities		
Is friendly with the students		
Guide when students require it		
Make sure students have understood instructions		
Is fair and equitable		
Offers confidence so students express themselves		

**6. Which of the following activities motivate students to learn English?**

	<b>Yes</b>	<b>No</b>
Songs		
Games		
Role plays		
Writing paragraphs		
Reading		
Dialogues		
Dictations		

Note:

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**7. Which of the following aspects make learning English more difficult?**

	<b>Yes</b>	<b>No</b>
Type of activity		
Complexity of the topic		
Teacher's attitude		
Book used		
Low level of English		
Methodology used by the teacher		
Number of students in the class		

Note:

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ANNEX 4



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

*La Universidad Católica de Loja*

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

Observation sheet

<b>INSTITUCIÓN:</b>	
<b>FECHA:</b>	
<b>AÑO DE EDUCACIÓN:</b>	

1. Los estudiantes se sienten motivados a aprender inglés dentro de la clase.

<b>Sí</b>	<b>No</b>
<b>¿Por qué?</b>	

2. Señala cuáles de los siguientes aspectos motivan a los estudiantes observados a aprender inglés en la clase

Aspectos	Sí	No
Tipo de actividad		
Incentivos		
El tema		
Actitud del profesor		
El libro utilizado		
El material utilizado		

\*En caso de que alguno de estos aspectos no se haya evidenciado durante la observación de la clase, no se deberá incluir ninguna respuesta ya que al no haberse utilizado no se puede determinar si motiva o no a los estudiantes.

Notas de lo observado en relación a esta pregunta

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### 3. Actitud de los estudiantes en la clase

	Sí	No
Participan voluntariamente		
Están atentos a las explicaciones del profesor		
Interactúan con sus compañeros		
Muestran interés en las actividades propuestas		
Se dedican a hacer otras actividades		
Interrumpen a sus compañeros		
Buscan excusas para salir de clase		

### 4. Actitud del profesor en la clase

	Sí	No
Muestra una buena disposición para enseñar		
Premia la participación de los estudiantes		
Trata a todos los estudiantes por igual		
Es amigable		
Promueve las relaciones interpersonales		
Presta atención a los problemas		
Muestra una buena actitud ante las inquietudes de los estudiantes		

### 5. Rol del profesor en la clase

	Sí	No
Está pendiente de todas las actividades que realizan los estudiantes		
Brinda retroalimentación al final de las actividades realizadas		
Asigna límite de tiempo para la actividad		
Es amigable con los estudiantes		
Orienta a los estudiantes		
Verifica que los estudiantes hayan comprendido las instrucciones		
Es equitativo y junto		
Brinda confianza para que los estudiantes expresen sus inquietudes		

### 6. Las siguientes actividades motivan a los estudiantes a aprender Inglés

	Sí	No
Actividades con canciones		
Juegos		
Dramatizaciones		
Redacción de párrafos y ensayos		
Lectura de textos		
Diálogos		
Dictados		

Otras:

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**7. Los siguientes aspectos dificultan el aprendizaje del Inglés**

	<b>Sí</b>	<b>No</b>
Tipo de actividad		
La complejidad del tema		
Actitud del profesor		
El texto utilizado		
Bajo nivel de conocimiento		
La metodología utilizada		
Número de estudiantes en la clase		

Otros:

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