UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

TITULO DE LICENCIADO EN CIENCIAS DE LA EDUCACION MENCIÓN

INGLÉS

English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

AUTOR: Valle Gutiérrez, Silvia Natalia

DIRECTOR: Cabrera Solano, Paola Alexandra Mgtr.

CENTRO UNIVERSITARIO QUITO

2017

Aprobación de la Directora del Trabajo de Titulación

Magister

Paola Alexandra Cabrera Solano

DOCENTE DE LA TITULACION

CERTIFICA:

Que el presente trabajo denominado: "English language students and their motivation to learn the language", realizado por la profesional en formación: Valle Gutiérrez Silvia Natalia; cumple con los requisitos establecidos en las normas generales para la Graduación en la Universidad Técnica Particular de Loja, tanto en el aspecto de forma como de contenido, por lo cual me permito autorizar su presentación para los fines pertinentes.

Loja, marzo de 2017

f)……………………………………………….

Declaración de Autoría y Cesión de Derechos

¨Yo SILVIA NATALIA VALLE GUTIÉRREZ declaro ser autora del presente trabajo y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales.

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

f.………………………………

SILVIA NATALIA VALLE GUTIÉRREZ

1801134246

Dedication

There are important people that are part of my life. For these people, I want to dedicate this work that has been done with so much effort and passion. To my wonderful kids, Alejandra and Luigi; to Greg for supporting me in this process. I love you all so much. Remember that everything is possible in life. Happiness comes with everything we do to be better and succeed. Thank you all for being part of my life.

Acknowledgement

I want to thank God, as he has been my guide for everything I do in life. To my parents who have done so much for me and my family because without their help, I would not have been able to continue this process. Thank you for all that help and God bless you always. Thanks Ale and Luigi for being there and sharing all that love you give me day by day, and thanks Greg because you are part of my life, finally we made it, my final step to finish this process. Thank you so much for everything you all do. I love you and thanks again.

Contents

Abstract

This study attempts to analyze the importance of motivation when learning English. The sample consisted of 100 students of fourth, fifth and sixth year of a private high school in Quito. A questionnaire in Spanish was applied to the students with closed questions, and opened questions where reason of their answers were required. The questionnaire was used to obtain results over the English learning process, intrinsic and extrinsic motivation and how they influence in the learning and teaching process of the English language. Also, it was important to know about the teacher`s role in the teaching process, which is crucial, because motivation starts from the teacher making the environment a better place. The results show that students find all the activities applied in the classroom motivating; for this reason, the teacher has to be active and avoid traditional boring material. Teacher´s attitude is vital as students get encouraged to work by the teacher; if the teacher is not happy, neither the students. Student's success therefore is as important as the teacher`s role in the learning process and student's happiness.

Key words: English, motivation, students, learning process.

Resumen

Este estudio trata de analizar la importancia de la motivación en el aprendizaje del idioma Inglés. La muestra consistió de 100 estudiantes de cuarto, quinto y sexto curso de un colegio privado en Quito. Un cuestionario en español se aplicó a todos los estudiantes con 8 preguntas cerradas, algunas preguntas abiertas donde los estudiantes tenían que escribir el motivo a sus respuestas. El cuestionario se utilizó para obtener resultados a lo largo del proceso de aprendizaje del idioma Inglés, en la motivación intrínseca y extrínseca y cómo influyen en el proceso de aprendizaje y enseñanza del idioma Inglés. Es importante saber sobre el rol del profesor en el proceso de enseñanza de la lengua que es crucial, porque la motivación inicia desde el maestro y hace que el ambiente sea un lugar mejor. Los resultados muestran que los estudiantes encuentran motivante todas las actividades que hace el profesor en el aula, por esta razón, el maestro tiene que ser más activo, y encuentran el material tradicional aburrido. Es importante para los estudiantes la actitud del profesor lo cual es fundamental en el proceso de enseñanza como en la motivación para trabajar en el aula. Si el maestro no es feliz en el aula tampoco lo serán los estudiantes. El éxito de los estudiantes, por lo tanto, es tan importante como el papel que el maestro tiene en el proceso de aprendizaje y la felicidad de los mismos.

Palabras claves: Inglés, motivación, estudiantes, proceso de aprendizaje

Introduction

"English language students and their motivation to learn the language" is an important study that leads us to know the importance of this issue among students in Ecuador. The motivational part of the human being is fundamental for the learning process. Motivation for learning a new language it vital for students now and years ago. It is seen that in Ecuador there is lack of motivation for learning English in high schools, which is a negative factor when teaching the language, nor teachers or students have this motivation. This is something that has to change because teachers have to understand that students will learn if they feel that the teacher is happy to teach, and to share what he or she knows with students. Students expect from teachers to show and share with them useful things for this globalized world. It is important to know that teachers have to be very motivated, this is fundamental because how can a de-motivated teacher give motivation to their students?

Teachers should acquire a positive attitude and perception of the process and take advantage of that. However, being this an important factor in the development of a class, there has been minimal attention for motivation in language learning in Ecuador. The point is that there is no control over what teachers, specially in public schools, do. They organize their classes the way they think is correct, but what is really missing is motivation from them. The government is worried about the level of schools and has been sending teachers to several workshops, but the attitude of teachers towards this is not positive, they just go because it is an obligation. So, the teachers´ level is not improving and obviously they do not get motivated with any type of workshops to improve. This is a big problem because how can these teachers motivate students to learn?

The purpose of this study is about student`s motivation in learning and using English inside and outside the classroom. When the word motivation is mentioned, people think about many

things and specially, what motivation do they have in life? This is so important because without motivation people are not able to do things in a positive way. This study therefore, will help teachers understand the importance of having motivated students in the classroom. Additionally, it will guide teachers to improve their way of teaching and understanding and that there are many ways to teach and that different methodology should be used with students today.

Nowadays, teachers have a big problem that is to motivate their students because they have to compete with technology and with their own motivation. Students are addicted to technology and they find a solution for everything there, so less effort is done. Motivation in school has to be from the moment the student steps in and is received by the teacher. This motivation has to be taken into account for the class, so students can give all they can in the classroom. It is crucial that teachers keep in mind that they are working with kids and teenagers and they need to be treated as so. Why do teachers have to have this into account? The moment the teachers forget this point, it is impossible to have a good class. The motivational aspect will not be able to be acquired if teachers forget that they have children or teenagers in front of them. Teenagers await to learn new things that will accomplish their goals in life, as teachers this has to be considered to plan the classes for a better acknowledgment of the students. There are factors that should be considered in the learning process that motivate students and these are intrinsic and extrinsic motivation. The first one refers to how the student motivates himself and does things for himself, not for what he is going to receive. The second one refers to awards or something in exchange for what the student does. These kinds of awards can be a grade or a prize that the student will receive if work is done properly. There are many other factors that will be mentioned that should be contemplated so work in the class could be done in a better way and have better results. Having in mind motivation in students, will get teachers to start choosing useful and updated activities and strategies for the development of the class and accomplish the purpose of teaching and not to de-motivate them. The activities chosen have to be planned according to the

level and interest of the students in relation with what they are learning and what results the teacher expects. The strategies that should be used are the ones that are going to motivate students to learn, what is fundamental to take into account is to have a nice environment so students can be happy, and happy students will work with confidence. Confidence is important among living beings, because this will take students to have a better communication, making interaction with other people easier to share and accept the different opinions. All the information received has to be understood by students that it is a vital part of communication.

In the learning process, the teacher has to consider different approaches and methods that could be used with students in the classroom. For example, communicative language learning is a method for people who want to learn a language and people who have the necessity to communicate, so learning a language is a priority.

For this purpose, it is important to know how teachers are, what type of teachers are working with students and how can they adapt to each group to obtain the best results in a classroom. The teachers work and plan according to the role they apply in class and which they are comfortable with or identify themselves and get good results with students. It is important that teachers have identified their role and let students know how they are and what they expect from them. Motivation although is the base of any role the teacher has.

The results obtained from this study were important for knowing how motivation is in the classroom and how students need to be motivated to work better. A questionnaire was applied in a private high school, consisted of 8 questions and was done in Spanish. The questions were opened and students had to give a reason for some of their answers.

According to the results, most of the students learn English motivated with factors that benefit them in a future. In addition, the results obtained from the questionnaire were that students like activities where they can produce what they have learnt during so many years in the process

of school. Activities that years ago were useful according to the teachers of that time, are not so useful now. This is because students do not have any type of interest in boring activities such as dictations, dialogues, and reading texts. Nowadays, students are keen to learn with new things, the book has to be very interesting with updated topics, the material the teacher uses has to be creative and useful, the topics that are used in the classroom are fundamental to catch students interest. This is something that every teacher can acquire, internet has so many resources nowadays that helps in the learning process and makes the lives of teachers easier and their teaching process better and interesting. Teachers that still continue with boring classes is because they are not interested in being better as professionals.

According to previous studies done about English language students and their motivation to learn the language, it was found that there are certain aspects that affect the learning of this language. In a study done in Spain by Bernaus (1995) to 137 students in four secondary schools, the author explains how motivation affects students` English proficiency and explains the role the teacher has. The author concludes that there have been many advances in the aspect of motivation and the effects it has in the classroom. It is mentioned that it has been difficult to study which factors really affect student's motivation in the classroom; however, the study concluded that the teacher`s personality affects students motivation.

Another study done in Jordania by Sarojani (2013) mentions that parents are an important role in the motivation of students in the class. The main reason that parents motivated their children to study English was because they wanted them to study at a university, for this purpose they made students read newspapers and watch television programs in English. Another reason for students to learn English was to have a better status and prestige in their environment, and to participate actively in activities within social groups and lifestyles that are different from theirs. Finally, a study done in Thailand about motivation stated by Kitjaroonchai (2013) mentions that

the groups were divided according to their level of English and the results that were obtained stated that both groups had a high grade of motivation in learning the language.

So what we can deduce from other studies done, is that motivation is fundamental and children in this time are different; this is something teachers have to consider, so the teacher also has to be ready to work with these types of groups or at least be open minded to accept new things and apply them in the class. Time has passed and education has changed, so everything will change for better results and for a better environment. The new era of students are willing to know more than what they can get from the internet, that is why teachers have to be prepared for this challenge and improve their methodology which will help them in the teaching process and make the class a nice and interesting place to be so many hours.

Teachers will benefit from this research because it will give them ideas to improve their teaching process of the language and to understand how important motivation is in the classroom. It is vital for teachers to know how different their work should be in this time and how they should work with their students. This study should be considered by public and private school teachers where motivation is required to have better results among students.

The main limitation of this study is the lack of students´ participation in answering the questionnaire in an honest way and being part of this study. Authorities were of great help and teachers were willing to support the work done among their students with this study, so the results obtained could be useful for them to improve their classes.

Chapter I: Literature Review

Motivation to learn English

How important is motivation when students have to learn something new? This is a question that should be in teachers´ minds to start the difficult process of teaching. It is fundamental to know how students feel and how comfortable they are in the environment where they will learn and be most of their time. Motivation is what makes us move to complete tasks and to reach goals we mark in our lives (Schunk, Pintrich and Meece, 2004). Teachers have a big challenge, have and keep motivated students and have their cooperation in the classroom's development. Teachers have to start motivating students and make them understand the importance of learning a new language, how the language will help them in different circumstances of their lives and how they will have better opportunities in the future. Now that the world is globalized and the English language has become an important tool that is used most of the time, students have to understand that learning this language will help them fit in this new era of the English World. Having all this clear, students will feel the necessity of learning a foreign language, used nowadays in different aspects and situations of their lives. In addition, clear objectives for learning or teaching a language have to be precise, also it is very important to know if students are motivated to learn, and how they feel when learning the new language. This has to be considered by teachers in order to improve their work and accomplish the class objectives.

Therefore, students have to feel that they are succeeding in the learning process, so they can feel motivated and continue in this process (Eccles, 2005). In this way, teachers have to discuss with students and make them understand the need to learn; for this reason, it is important to have a good teacher that encourages and motivates them to love what they are learning. There is no necessity to have students work on so many exercises if they are not using it in a practical way in the class. Students have to feel that what they learn and do is useful. There are some teaching practices that will demotivate students, such as poor organization, poor discipline and

management practices; learning activities that do not relate to the students' interest and their needs, and activities that are not appropriate for their level (McInerney, 2005). Teachers have to think in students, in their ages, interests and some other characteristics to make the learning process easier and interesting. That is why teachers have to think that they coexist with students in the classroom where imperfect people with intricate and fragile human natures share an environment. This is a considerable challenge for human interaction; teacher to student, student to teacher, and student to student (Balli, 2009). Therefore, the role of the teacher is the base of the learning process since this will be helpful in the development of any activity given to the students in the class.

Taking into account the different aspects of how to motivate students, teachers have to think about the types of motivation: intrinsic and extrinsic. Intrinsic motivation comes from the inner part, without waiting for any kind of reward and just doing things for themselves. Students should understand that they have to do their things for their own benefit, not for what comes with it. On the other hand, extrinsic motivation comes from outside of the learner and receives rewards of different types.

According to Douglas (2001) intrinsic motivation is no apparent reward except what students do. The author states that people seem to engage in the activity for their own sake and not for an extrinsic reward. There are certain behaviors that are mentioned and aimed to internally rewarding consequences, namely, feelings of competence and self-determination. Schools that are oriented by intrinsic motivation can begin to transform in a positive way, in this way the curriculum will be modified and certain processes will be included for student`s learning and the teaching of teachers. This process will allow students to set their aims or objectives having better results in self-esteem, self-actualization, and more decision taking. Teachers are enablers, not rewarders. Therefore, teachers have to think less in rewards and they have to think more on how

to get to students and make them use the potential each one has and challenge them to obtain their aims focused on what they want and what they expect to learn.

Intrinsic motivation is more useful for students rather than for teachers, this helps to improve student´s personalities and characters as they are forced to work for results, students decide by themselves, gain lots of confidence and are able to set their own goals and individualize their lessons and activities. Teachers do not reward students; they get students to tune in to their capacity. Therefore, students will develop autonomy, which is very important because their work will be unique and will identify personal characteristics of the student. (Skinner and Belmont, 1993)

On the other hand, Douglas (2001) mentions that extrinsic motivation is considered the most simple and direct valued form of motivation. This motivation does not emphasize on the value a student puts on the activity that is done, rather the student is worried on how the activity is delivered and what has to be done to obtain a reward. The student is clear that the most important thing is the final product and not the attitude required to do the work. Here the student is waiting for a reward that might be given after presenting a final work.

According to Brophy (2004), extrinsic motivation has a value and students will hand in the work depending on the reward that is going to be given for the work finished. When students are rewarded, teachers can emphasize to put effort to see the result and in this way students will do more than just do the work without a grade. This author mentions that rewards are one proven way to have students put more effort. However, from the stand point of most motivational theorists, this is a way to control the behavior, and not the motivation of learning. Some educators think that giving a reward for what students do all the time is to spoil them as learners and will not be interested in what is best; instead, they wait for what was offered at the beginning. For some teachers, it is important to reward the students by evaluating the effort they put on what they are doing; although, a lot of students always expect to have something in exchange for any activity

or work they do in the classroom or as homework. Most of students expect a good grade for a work that is done correctly or in some cases not so well done. This is something that has to change among students, and they should understand that not everything has a grade and certain activities just have to be accomplished as their responsibility.

Activities or Strategies that Motivate Students to learn English

As it has been stated before there are different types of motivation and how crucial it is to motivate students. Teachers should be very clear in the objective that they have planned to reach in the class and what is going to be expected from the students, the teaching and learning process, and creating a motivational environment.

Jollife (2007) expresses that students who obtain certain topics in a nontraditional way such as investigating, observing, acting, etc can surprise teachers. This author expresses that neuropsychologist and educator Gardner (1983) transformed the understanding of teachers on how diverse students learn with a comprehensive framework for human intelligence. Time ago educators viewed school intelligence to a narrow conception of the most capable students as verbally and mathematically more gifted than other students. Over time, teachers have realized that learning is not the same as time ago, and now there are multiple intelligences which is commonly called cooperative learning. Johnson, Johnson, and Holubec (2007) state that numerous educators offer tips for organizing cooperative learning step-by-step, including assigning group roles, structuring group interdependence toward a common goal, requiring individual accountability, teaching cooperative behaviors, and processing how well groups achieve goals in the classroom.

Jollife (2007) states that it is important to choose the correct activities and strategies that will be used in the classroom so students will be interested in what is going to be done. There are various activities and strategies that are very useful and can help during the teaching process.

The first strategy is to create an environment where students are going to feel comfortable, where confidence is given, and where students will be happy; these three aspects are essential for the learning process. Confidence in a classroom is something that teachers have to acquire. When students are received in the class the first day with a smile, students will feel that they are welcomed and know that the teacher is going to be someone they can trust on; but if teachers receive students in a bad way, this will harm them psychologically and they will be afraid of coming to the classroom. This is a negative aspect in a motivational surrounding. To avoid negative factors in the classroom, it is important to create a nice environment so students can feel motivated and happy. This aspect is fundamental because happy students are the result of happy teachers, if the teacher likes what he does, this will be transmitted to students. Passion is something teachers have to feel when entering a classroom, if not it is better to find something else to do as a profession.

All these facts are important either for learning and teaching. Something that is important when motivating students is to encourage them to have their own goals, so they can have that in mind and try to reach those aims that were marked at the beginning of the class or year. It is necessary to tell students that their aims have to be achieved because they will make all their effort to do something for them and not for the rest (Meyers, 2004).

When talking about activities, teachers should be careful at the moment of choosing what is going to be worked in the classroom, this can be a problem. As students learn in different ways, it is impossible to have activities for each student, so the chosen ones could be used according to the number of students with the same interests. The first thing that the teacher has to think of is that students expect a classroom with new things and new materials, this means innovated resources. A class that has different material is where learning will occur in a better way. Teachers have to take into account that the use of technology has to be implemented in the activities chosen and that traditional classes are not successful nowadays.

Teachers have to remember that children now learn from technology and that is what connects them to the world, so they have to take advantage of this resource to catch student´s attention (Eady and Lockyer, 2013).

In contrast to the traditional classes, now students want to learn more than before, so the classes where everybody just heard the teacher do not work anymore. It is necessary to think of traditional facts of the classroom using new methodologies and using technology. This will motivate students to be part of the class and not lose their attention. There are many activities that use technology such as watching a movie, which if used in a correct way will get the attention of what is going to be taught, this activity is fun and at the same time useful for many topics taught in the classroom. Students have to be encouraged to use technology when making oral presentations, but it is also important to make students use paper and pencil and to be creative in making a nice chart to expose their work. This will help students be creative, which is something lost because of technology, and to be organized in what they will put in their chart.

The importance of creativity is to make students improve the activities as group work, such as projects and role-plays. These activities motivate students so much in the class because they can act in a natural way and are able to use their own language; they also work these activities by using creativity and the teacher will have the opportunity to grade for what is expressed and not for the vocabulary or structures used. This is something that motivates so much to students as they can fell free in using a language they are learning and sometimes are afraid to talk in the classroom, so this moment is perfect to express themselves. It is important for teachers to find these types of activities so students can be themselves and feel motivated in the classroom (Dwyer, 2015).

Teaching Approaches and Methods

Communication is a process that is important among living beings, so the way we communicate differs but finally the result is the same, we manage to get and give the message. There are many ways people communicate and especially in a classroom where communication is fundamental, there should be confidence and freedom to express themselves. For this reason, teachers have to find certain methods to use in the class. Interaction is an important aspect when communicating with other people because individuals share different opinions and information to be able to understand each other. Therefore, for a good communication there are many teaching approaches and method that should be established according to the group of students that teachers are working with and can be useful in the classroom.

Duff (2013) states that communicative language learning is a method for people who want to learn a language and who have the necessity to communicate, so learning a language is a priority. When there is a student with doubts, there will be communicative language learning so it is necessary to have clear what students need and what they need to learn for their future understanding. This method emphasizes that learning a language is for communicating with others, because with a good communication people will find out about other people, and between classmates, they will also know information about each other and what and how they think. Although, communication was seen as self-evident in language education, a lot of time ago teaching and learning another language was concerned with language analysis, literary text analysis, memorization, translation, or testing.

These methods are part of the past, and now teachers have to take into account that there are different ways of learning; for example, when a child listens to his parents it is so natural after a time that the child will start talking. In this situation, it is not necessary to know structures just to listen and try to communicate according to the needs. In the classroom it is the same, students will feel free to express what they require and what they want to learn. It is very important to leave students make mistakes as they will learn from them. When the teacher gives them feedback

about their mistakes, students will be able to understand that with these corrections made they will avoid making them in another situation (Duff, 2013).

However, a problem for communicative language learning to be achieved is when a language is taught in a non-speaking English environment. Students do not see the necessity to learn it, as they do not use it daily. This will make the learning process quite difficult, as people are speaking the native language all the time and nobody speaks the language that is being learnt. Teachers have a challenge and need to encourage students all the time to learn a new language and make them understand that in this globalized world another language is required to be learnt for communication. Another challenge for teachers is not to translate because students tend to think in the mother language and translate exactly what and the way they are thinking in their native language. In this case, teachers have to try to avoid translation so communication should be in the language that is learnt, this can be something that will de-motivate students but we have to try to use the target language all the time (Duff, 2013).

Cooperative language learning is another approach that has to be understood very well by teachers, so it can be applied in an effective way. When mentioning cooperative, it could mean that the work has to be done in groups and it is not a competition between students. In a class where cooperative language learning is going to be used, students will learn from each other and the teacher is the guide to see what information comes from the students. This method is very useful because students will learn to work in groups, accept opinions and different points of views; also, relationships will get better among students, as they have to work together and accept other people in their group and it is important to have different groups when group work is used, not the same groups as always (Douglas, 2001)

Something very useful in this method is that the classroom will be more relaxing and students will not tend to compete with each other, and will have more confidence in themselves and also in the rest. This method will encourage students to communicate in a better way among them and will help in the class development, where a language or new knowledge wants to be taught. In addition, students will be able to interact and develop the language skills which help acquire better knowledge and will be used and developed in the classroom. This is very helpful for acquiring the language in a faster way and students will be able to practice and achieve more information in the learning process (Douglas, 2001).

Practicing is so important when learning a language so some students become a resource for the rest; therefore, they are teaching their classmates probably more than what a book can teach, normally students learn more from other students. This is because they will use the same vocabulary, their ideas are similar and finally students have more confidence in people of their same age, which has to be taken as an advantage for the learning process. The role of students in this method is interaction and it will create a nice environment within the group. So if one does not participate this can block the learning of the rest, it is important for everyone to interact and give their ideas. For instance, participating in groups will be helpful because each person´s participation gives better results to the learning process and the knowledge obtained is useful. Another point in this method is to be active in the group work, otherwise the good students will end up doing all the work and the grade obtained or the result will not be fair. Finally, students should have confidence to express what is known, no matter if the rest thinks that the ideas are not useful, something will be obtained from the group and probably the ideas can be better (Willis, 2007)

The content based approach refers to combining content and the teaching aims. In teaching content, the learning of the language comes out fluently and it is something natural that is just used in the process. When applying the language directly rather than learning basic rules,

the students will have the necessity to express ideas and give opinions of a subject that is going to be learnt. What is useful in this method is that the student is in contact with so much language motivated by the content, so learning will be easy. In this approach students will be immersed in daily context of situations and this will improve the student´s abilities and skills to learn a new language. The aim of this method is to integrate language and content. For this purpose, projects are used and should be worked in groups for a better development of the subject or information taught in the classroom, this helps students to be motivated all the time and share what they know and what they are interested to learn. Finally, students will gain confidence and they will be more independent while participating with other students in groups (Douglas, 2001).

Task based language learning is when the task that is given to students is relevant, but the definition of what a task is should be very clear. According to Douglas (2001) a task can be defined as something that has to be done probably with a limit of time or no limit. In this method the task has to be used by students with a language they can use and it has to have a meaning to do it. When students are able to use their language to solve something, then we can talk about task based language. In this approach students will be able to use as much language as they can, this is the purpose of this method to create their language not worrying about structures nor rules. Students are given the opportunity to use what has been learnt. This will motivate them because they have to solve problems found in the classroom on their own and will have flexibility to use the language as they think. In this method a great deal of language is going to be used for a real communication taken place in the classroom (Douglas, 2001).

Another method to be used in the learning process is total physical response. Which is a combination of a word with a body movement. It is used for small kids, specially the kids that are starting to learn a language, so this can also be used for all ages. This method consists on giving an instruction and the student does a body movement according to what he or she is asked to do. Using this method in early ages will help children to acquire the language taught in a much more

natural way and will increase their vocabulary by using the body. This helps to remember the words told by the teacher. Little by little students would acquire a great number of words or small phrases that help them get used to the language. As the student is learning in a natural way, the language will be easier to remember as the vocabulary and they will never forget what was learnt. What is relevant in this method is that students are not obligated to speak, they just listen and do what is required, so when they are ready to repeat the phrases they will do it and this will be spontaneously (Asher,2003).

The roles of a teacher

How does a teacher have to act in the classroom to be considered a good teacher? This is a big question lots of teachers ask themselves. This is partially difficult to answer for some and easy for others, because a teacher has an important role, so the work he or she does, has to be the best. Teachers have to understand that in a classroom they have to guide and teach in the learning process. How important it is to be a good teacher, this is something difficult to acquire because being a good teacher is not who makes the work easier, it is who makes students learn in the best way. There are different types of teachers that have differed since time, from what a teacher is. Teachers in the past were the ones that did all the work and had all the knowledge and students were not allowed to give their opinion because teachers knew everything. The teacher was the authority and that was how the class worked. Nowadays, things have changed, but certain aspects cannot be forgotten; for instance, teachers are still the authority in the classroom but the concept of authority has marked a change. What marks the difference from a traditional teacher from a teacher in this time is that he or she is a guide and facilitator, the teacher does not talk so much, students have to be more active and participative (Thomas, 1999).

Harmer (2007) states that there are different types of teachers in the classroom that are still common in certain schools; for example, the teacher that likes to control the situation of the

class. This type of teacher has to know exactly what is going on in the classroom and has to be aware of everything creating an environment where just the teacher talks and the students listen.

The other type of teacher is the organizer, this one has to give the students all the instructions of what they have to do exactly with the activity given and there is no option for students to change something. If students do not understand, that means that the student is not motivated to find interest in what he is asked to do. This is something that the teacher needs to do at the beginning of the class, getting students' attention and willing them to do something new.

Another type of teacher is the assessor, when the teacher does not have the necessary feedback, then he starts intervening and finding out what went wrong to guide the students for a better understanding.

Another type of teacher is the prompter, this one gives the opportunity to students to find out how to do things, the teacher just encourages students to find the solution or to find the correct words without giving it to them. This kind of teacher motivates students to use their language and find what language is appropriate for certain situations. We can mention other roles teachers fit in when being in a classroom, sometimes a teacher needs to acquire some roles and not just one, this depends on the situation and what the objective of the class is. The role teachers take does not matter, what matters is how well he develops this role and how useful it is for the students (Harmer, 2007).

Many studies have been done to know how important motivation is in the learning process. Teachers have done a big effort to investigate about this important topic that could make the classroom a better environment and have better teachers who will be forming human beings, this is what should be understood, so it is decisive to create a better place so students can be happy learning the target language.

Bernaus (1995) states that the role of motivation in learning a foreign language is very important, and the results fulfill the expectations of students and which externa1 factors affect students' motivational variables and foreign language achievement. The method used was the English Proficiency Test which tested how motivation might affect the students' acquisition of English. A questionnaire was included for the socio-cultural background of the students, knowledge of second and foreign languages, and also inquiries related to the students' exposure to English. Three questions were related to English language learning difficulties. Students' learning improvement was self-evaluated, and the last part was connected with learning strategies.

Another test was about The Ideal English Teacher Test that had two parts: Part A had a list of 28 adjectives that identified the ideal teacher. Part B included 20 sentences that described the ideal way of teaching a foreign language. The questionnaire was written in Catalan in order to avoid any confusion.

The results obtained were that many factors affect motivation in a classroom. Socio cultural factors can vary according to the different kind of people in a classroom, because this affects the environment and no matter what we want to think, it is a problem. Unfortunately, mixing people from different status is not a good idea if the social difference is very marked among students. A test was applied to analyze how motivation affects the acquisition of a language and it was divided in different parts. The first part was based on a questionnaire that asked about their socio-cultural background and to check specially if they have any background of English in their knowledge. There were questions about difficulty to learn English and about learning strategies. The second part was the main body of the test that contained questions related to motivation. The other test applied about the Ideal English Teacher obtained the following results: there was a great advance in motivation and the acquisition of the language had certain effects. In addition, there were certain factors that affected motivation of students in learning English.

Another point in the study was the way a teacher motivates the students which also affected the learning system, it is so important how a teacher connects with students so they are willing to learn and actively participate. As a conclusion of the study, students' socio-cultural background, school teacher, knowledge of languages, and how they are exposed to the language are the factors that affect students' motivation in the classroom.

In another study, Takase (2007) investigated factors that motivate Japanese high school students to read English extensively. The method used consisted of placing participants in the English class with the basis of placement test scores when they entered high school. Prior to the start of the extensive reading program, participants had received at least four years of formal English education. The participants took nine 45-minute English classes per week: three English II classes (intensive reading or grammar translation), two reading classes (extensive reading and reading skills), two composition classes (grammar and translation), and two oral communication classes. Different teachers taught each class, and the researcher taught the reading class. The reading class met twice a week for 45 minutes each, and approximately 60 sessions made up one academic year. The results obtained in this study were that there are many factors that motivate Japanese high school students to read in English and understand what motivates them and how reading gains confidence and interest in what they are doing, also the use of language is more natural when speaking and reading is done at a greater speed.

Sarojani (2013) investigated the factors that motivate 10th Grade Jordanian students in learning English in an Arab Model School. The method used was a questionnaire and a semi-structured interview used to obtain important information for the research question of the study. The questionnaire had 17 items about social factors, parental encouragement, teacher's style and the desire to learn English. The instrument was translated to avoid misunderstanding and would affect the results. The results obtained were that parents´ encouragement was fundamental in students´ motivation when learning a language. Parents emphasized that they wanted their

children to learn English so they can study at the university and encouraged their children to read the newspaper and watch programs that were in English. Another factor is the part of society which gives them more status and prestige. Some people thought that acquiring another language permits students to participate with other cultural groups. In addition, another factor was the desire to learn English to be able to speak fluently and get a good job, take international tests. The study reflected the style teachers used for teaching. This was not relevant as the other factors. Students mentioned that the most important was the motivation received from teachers using different methodology and different activities. It is important to state that a student comes to a class with no intrinsic motivation, he or she can be motivated extrinsically.

Kitjaroonchai (2013) investigated the learning motivation level of secondary and high schools students in Saraburi, and significant differences between the students' learning motivation with high academic achievement. The method used was a questionnaire adopted by Gardner's (1985) Attitude Motivation Test Battery and open-ended questions intended to investigate students' English language learning difficulties. They expressed the difficulties experienced while learning English. This helped the researcher understand their perception while facing challenges. The questionnaire consisted of two parts: General information of respondents and Integrative motivational and instrumental motivational items. The results indicated that students had high levels of motivation - both integrative and instrumental - to learn the English language.

Inngam (2014) conducted a study to identify the level of intrinsic and extrinsic motivation to learn English for students in a public school and a private school. It also compared the difference in intrinsic motivation to learn English between students in public school and private school, and to compare the difference in extrinsic motivation to learn English between students in Public Schools and Private Schools.

The results were that intrinsic and extrinsic motivation in students was high and there was a significant difference in motivation between these students of both schools. As a conclusion, the researcher recommended that the teachers should use different activities to motivate their students and have major interest from them to learn a language. However, it is not just students who have to be motivated, but also instructors. The level of intrinsic and extrinsic motivation is different, also this is important to balance as there would exist an effective learning and teachers have to be aware of the level of students´ motivation. Teachers have to learn to create lessons that will motivate students and also encourage parents to be involved in their kids learning process.

Chapter II: Method

Setting and Participants

The sample consisted of 100 students from 4th, 5th and 6th year of a private high school in Quito. The questionnaire was given to the students of these years according to their willingness to participate. These students who took the test had a good level of English and were very critical at the moment of evaluating their teacher. They were interested in taking the test and in some way they wanted to improve their English classes giving their opinion that is why they were interested to help with the study.

Procedure

To carry out this study five classes were chosen from the school and students were selected randomly according to their criteria and willing to participate and also expecting from the students results that will be trustworthy. The questionnaire that was going to be used consisted of 8 questions. Some questions were opened and some were closed for students to write down their reason of their answers. Each question was based on information about motivation in the classroom that is based on the objective of this study. The questionnaire was presented to the authorities of the school so it could be authorized to be applied to the students. This was not a problem as the school was interested to know the results obtained in this study. The questionnaire was applied to the sample and each one received a questionnaire. This was done in some hours of the English classes where the teachers were excited to know what results would be obtained and what the students think of their classes. The teacher handed in the questionnaire and students had to read the instructions and the questions carefully and answer with their own point of view and it had to be confidential. The questionnaire was provided by UTPL. The questionnaire was written in Spanish to avoid confusion in the answers; each question had to be answered with

yes or no and they had to write a reason for the negative answers. Questions 1 to 3 were based on motivation and learning, questions 4 to 8 were about different aspects that motivate students to learn English. Questions 6 and 7 referred to the teachers´ role and how important it is in the classroom for motivating students. The student had enough time to answer the questions carefully and providing a correct answer to each of them. After the time given the teacher collected all the questionnaires. All the information collected in the questionnaires was tabulated according to each question, separating them by the different answers provided by the students. All the information was read and the tabulation had to be done according to the reasons given by students for each one. All the information had to be read and the information had to be handled in a confident way.

Chapter III: Results and Discussion

Description, analysis and interpretation of results

The results obtained in this study will help answering the question about motivation and which should be considered by educators. What do you think motivates students to learn English? This is a question that needs to be asked to teachers so they can have clear what motivation is first and then work on the process of motivating students. It is important to have clear that learning goes by hand with motivation and that is what has to be analyzed in education.
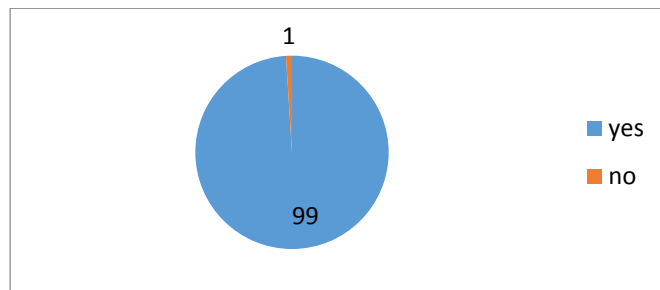
Quantitative and Qualitative Analysis

According to the results obtained we can state the following:

What do you think motivates students to learn English?

Do you like to learn English?

Graph 1

        Author: Silvia Valle
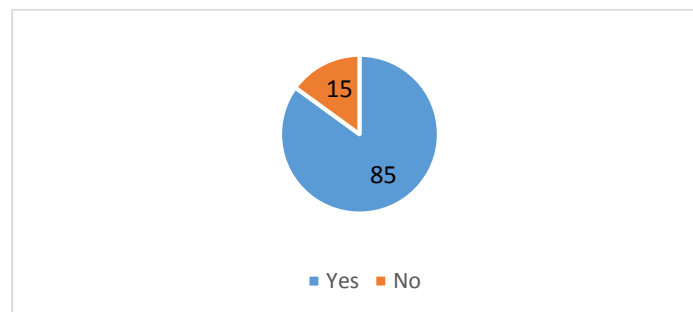
        Source: Student's Questionnaire

According to the students´ questionnaire, 99% of the participants mentioned that they like to learn the target language while only 1% said that they do not like to learn it. Students mentioned that they like to learn the language because it is necessary for communication with people of other

countries. The students also mentioned that it is useful for their professional life, and they will have more opportunities getting a job which is important as the world is getting more competitive nowadays. Students also mentioned that they like to learn another language and it is fun to do it. What students emphasized in the questionnaire was that motivation given by the teacher is something important for them when learning a language, as this will encourage them to learn. Just one student in all the group said that he does not like to learn English as it is not important for him to learn it, he does not see the use of learning a language that is not used in the country.

In this regards, Lamb (2004) states that students feel a very high level of motivation because of the powerful forces of globalization and mentions the importance of acquiring bicultural identities that will involve them in a global world without any problem.

Do you feel motivated to learn English in the classroom?

**Graph 2**

Yes ■ No

Author: Silvia Valle

Source: Student's Questionnaire

In this question, 85% of the participants said they felt motivated, while 15% of them were not motivated at all. The reasons given by the students of what motivates them to learn English is to have a better future giving them more opportunities to find a better job, to travel, and to know about other cultures, which is important for them to know about issues worldwide. What they also mentioned is that English classes are entertaining because the activities are different from other

classes and they do fun things and feel free to express themselves; they mentioned that English is easy and fun, this is what makes this class special. On the other hand, students that do not feel motivation in the English classes mentioned that it is boring because the teacher just uses the book and everything is mechanical. Additionally, some teachers still use the traditional way of teaching and this makes the class tired. They also said that the methodology used by the teacher is not the most adequate for teaching a new language and it is not learnt in a natural way. Another problem for not being motivated is that the space is too small for this class and they cannot move freely inside the classroom.

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

Graph 3
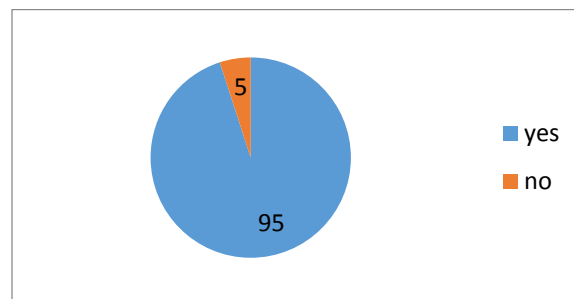
Author: Silvia Valle

Source: Student's Questionnaire

According to what students said, the results demonstrate that 5 students said no and 95 said yes. The students that said yes, mentioned that the teacher maintains discipline and explains very well, in a clear and precise way. For students, this is important because they think that specially grammar points should be explained quickly and precise so they do not take so long on these topics and emphasize in classwork and practice. Debata (2013) states that the importance of grammar is enormous for school students because it helps them in correction of mistakes and

improvement of written work. He mentioned that a person cannot learn another language through assimilation, so grammar is indispensable for students. The students in the questionnaire also mentioned that the teacher is dynamic and knows the topics. The students that do not like the teacher´s methodology said that they do not learn because the methods used are not precise, and explanations are not clear, so they stated that they do not see the necessity to learn another language.

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

Graph 4
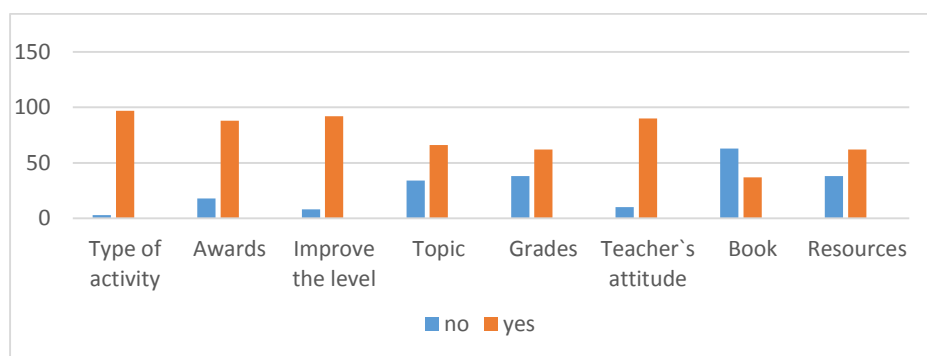
Author: Silvia Valle

Source: Student's Questionnaire

The aspects that students consider motivating when learning English are the types of activities. They think that the most important aspect for de-motivated students are boring activities that will just be done by them, but without learning anything. Bahous (2011) mentions that teachers should motivate learners by choosing topics that interest students and not them. Teachers should set up a conductive environment with relevant and interesting activities which is important in the class.

Another aspect to motivate students is increasing their' English level. To obtain this some students consider the theme of the class an aspect that is fundamental. Students think that the topics that have to be used in the classroom should be topics that are updated and are of their concern. This will help teachers have students motivated when reading something of their interest. In this respect, Bahous (2011) states that teachers should supply students with enough background information.

The grade is important for less than the half of students. They think that the most important is to learn and the grade is something that is not so much of their concern. They think that they need good grades to pass the subject but it is fundamental also to learn.

Additionally teacher's attitude is considered by the majority of students, but not all of them think so. For students, it is fundamental the attitude of whom comes to a classroom to teach different individuals. That it is why they state that teachers should be motivated themselves to be able to teach, be patient and responsible in their work. A motivated teacher will have motivated students. According to Mill (1960), many experienced teachers had the sensation that they were teaching a topic which students were not interested in, and had the desire to throw away the material assigned and give them a material he or she thought would be useful, but sometimes teachers have to follow certain procedures and cannot do that. It is important that teachers have the willing to change and plan better classes.

In addition, the material used was also important for the majority. In this sense, an aspect that is not motivating for students is the book used in the class. Some students mentioned that most of the teachers follow the book strictly and do not do anything creative or innovative to have a better class. Students do not like the books and would prefer teachers to do activities that will be motivating and will have students want to come to the English class not knowing what will happen and have that expectation of what new creative idea the teacher will have prepared for the class that day.

Or Do the following activities motivate you to learn English?

The students had to decide which activities motivate them to learn the new language, so they answered that activities with songs are very useful to learn English as these are in different accents and there is a lot of vocabulary. They also mentioned that games are activities that motivate them a lot when learning English because they are not doing the same as always but it is something different. Games help interaction between students and learn how to work in groups. Using dialogues in the class is something that some students find motivating, but for most of them it is an activity that they can improvise and use their own language. Role plays are an activity that a great number of students find motivating because they can act in a natural way, they are not worried about the grammar mistakes or structures, they are able to be themselves without thinking in the errors they can do while role playing. According to Dőrnyei (2001), the criteria for the successful completion of an activity need to be explicitly clear to all learners. The aspect that a great number of students does not find motivating is writing paragraphs and essays, as well as readings and dictation because these activities are very traditional and they just have to follow rules and cannot write their own opinions. This activity is quite boring for most of the students so they think that teachers should try to do this but in a different way, as learning to write a paragraph is important for their future studies.

What attitude does your teacher have in the classroom?

Graph5

Bar chart showing "no" (blue) and "yes" (orange) responses for: Shows good…, Awards…, Equality in…, Friendly, Promotes…, Interested in…, Good attitude… with a vertical scale from 0 to 120.
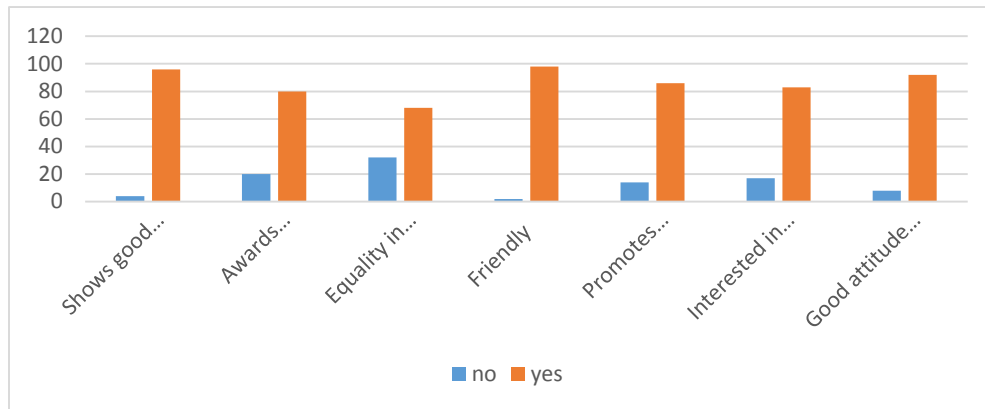
Author: Silvia Valle

Source: Student's Questionnaire

Students have a clear perception of teacher's attitude in a classroom and not all of them have the same way of seeing this. Almost all the students said that the teacher has a good attitude in teaching English in the classroom and is friendly. They also mentioned that the teacher has a good attitude towards any doubts that were mentioned, giving a positive feedback and promoting interpersonal relationships; however the 20% of students, mentioned that the teacher does not give prizes for participation. They also said that the teacher does not treat everybody equally and does not care about the problems the students have, but it is less of the half of students that mentioned this last point.

What role does your teacher have in the classroom?

Graph 6
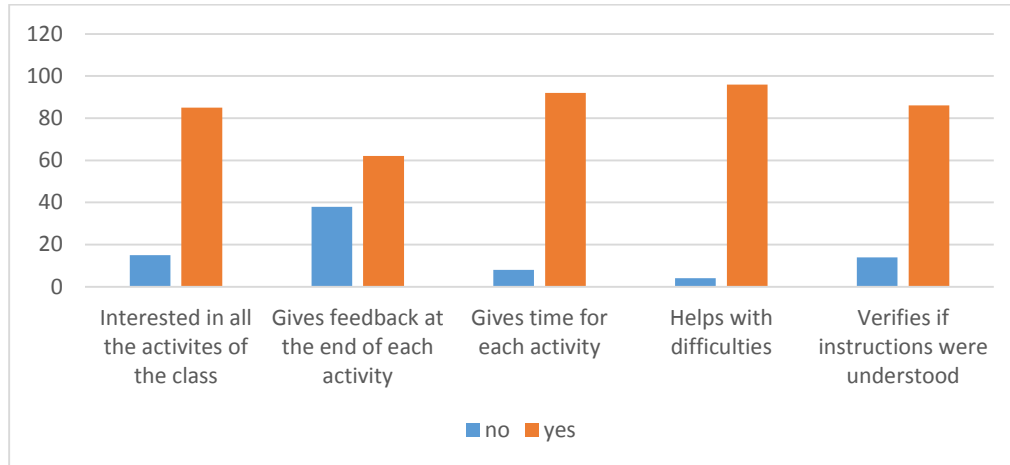
Author: Silvia Valle

Source: Student's Questionnaire

According to this question, students said that the teacher did not give feedback to all the activities they did in the classroom, this is very important so students can have a clear understanding of what is right and what is wrong. Feedback is vital for the learning process, it will help students correct their mistakes and avoid them in the future. A great number of students said that teachers assigned a limit of time for doing each activity and gave them a guide when students had doubts. This is very important because students will always have doubts no matter the explanation was clear by the teacher. It is necessary the teacher´s guide in everything that is done in the classroom, so students will feel confident in what they have to do. Also students said that the teacher verified if the students understood the instructions and if not, he or she repeated them again. This is very useful in the learning process, because it is vital for students to have clear what they are required to do, so if necessary teachers need to explain and then ask a student if everything is understood.

Which of the following aspects do you consider causes difficulty in learning English?

Graph 7
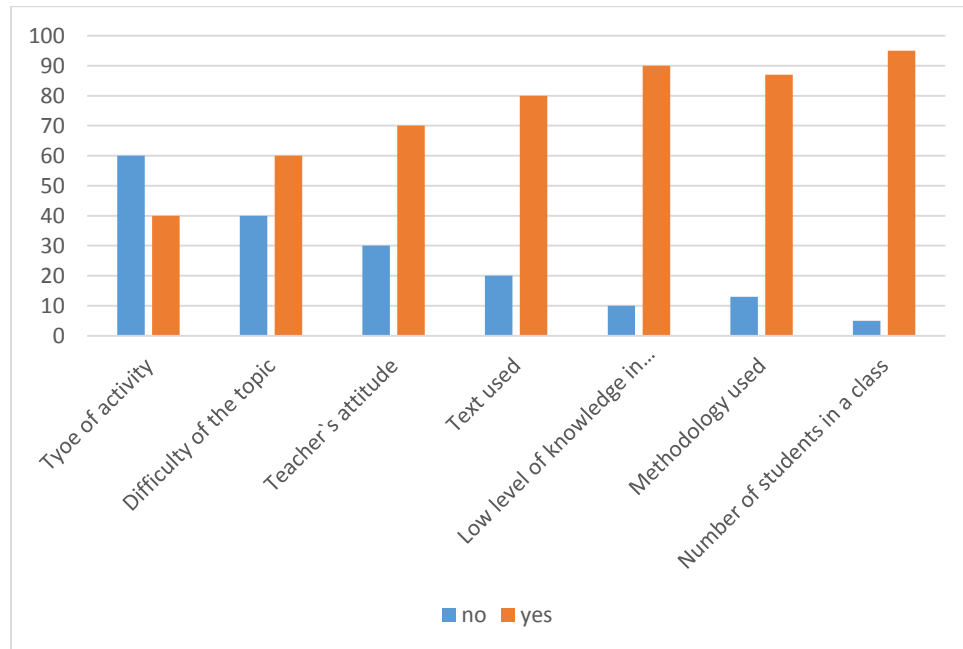
Author: Silvia Valle

Source: Student's Questionnaire

Some students said that the aspects they considered difficult in language learning were the types of activities used because these could be boring, they did not understand, they did not motivate students in the class; in contrast, they demotivated them. Some students even said that they did not learn with certain activities because they were not practical.

Another aspect was the theme which most of the time was complex, students said that it should be according to the level of the students. Besides, grammar was a point which they found difficult and this was something that did not motivate them. Some topics were boring, they were not clear, not practical and it made learning more difficult.

Another aspect was the attitude of the teacher, the students mentioned that it is very important and it was what stimulated students in the classroom. In the learning process a nice environment is important to be created by the teacher. Students thought that the attitude was important because if a teacher came to the classroom angry, her or his work would be denoted by this, but if the teachers came happy, he or she would demonstrate that behavior in the teaching process. Personal aspects obviously are going to affect people, so students understand that teachers are humans and have bad days. So it is fundamental that teachers should have a balance in their personal lives.

Another aspect that students considered a problem in the classroom was the text used which also influenced students´ learning. Texts were extensive, boring and difficult. They were not considered didactic activities for the classroom. They thought that teachers get stuck to what the book said and did not do more than that. They thought that teachers should use creative activities that could fit to the topics of the book and do something new. They considered that this would make classes more productive and fun.

Another point that students found was the low level of knowledge of some students in relation to the rest of the group. This was considered as a factor that did not permit the class to be developed correctly and the whole group had a disadvantage in the progress of the class. Teachers had to find how to motivate this group to reach a higher level with the whole group without making them notice that their level was lower than the rest, and blaming them for the development of the process to be slower. This had to be managed in a very good way so students do not feel as bad students.

What students also considered as an important aspect was the methodology used by the teacher, this was fundamental, but there were teachers that did not let students participate. The teacher did not explain and assumed the students had to know. But other teachers had good methodology and helped students with problems they had in the classroom. Students thought that

teachers should participate in workshops where they could update their methodology skills and improve their classes.

The number of students in the classroom was also another problem. They considered that problems of discipline were part of this aspect and some teachers did not know how to control them. Students thought that teachers should be strict and make them work more so they could not have time to bother in the classroom. They thought that if the number of students in the classroom is larger, teachers could not make everybody participate and teaching was not personalized. They also mentioned that schools should take into account this aspect if they wanted to improve the academic part in schools. There are many debates about this topic and specialists state that they feel very strongly that smaller classes lead to better teaching and more effective learning. Finally, regarding this aspect, Achilles and Finn (2000) have expressed that class size reductions should not just be a cornerstone, but the foundation of educational policy for . . . early education.

CONCLUSIONS

Results show that different aspects have changed in the field of EFL teaching since many years ago. It is important to consider that students need an education where new things are taught and new generational resources are used. Nowadays, education has big challenges, so teachers have to improve the learning process and find the correct way to motivate students and make the class more effective.

Motivation is crucial in the learning and teaching process, if teachers are demotivated they will have demotivated students. Teachers are the main feature in the classroom and are in charge of motivating students, no matter which role the teacher wants to assume, the results have to be the same, motivated students. Just in this way classes will be more interesting.

According to students, grammar books are boring resources in the EFL classroom. Students do not find these books interesting any more as technology is vital in their lives. Students think that this material should be used when necessary and in a more creative way. Students are one pace ahead with technology, so they want to receive knowledge in the same way they get other type of information, quick and clear; for example, from the Internet. This situation makes teachers be more active and creative when teaching English.

In relation to what students stated, methodology is fundamental in the teaching process of a new language. That is why, in this study different strategies have been analyzed to make the classroom a fun place to be. English learning will be easier for students to learn and teachers to teach. Students love to learn, but they are willing to feel happy in their classes and interested in what is going to be taught. Students mention that teachers need to be active and work at a rhythm with this new generation. Many strategies are presented so they can be useful and improve the quality of teaching.

Students require an environment where the teacher is a guide and not just the person that teaches, as it happened years ago in traditional classes. Learners are willing to have a more interactive class where participation is taken into account and not what they write in some exercises. Traditional methods are not so useful anymore, because nowadays students want to participate, give their opinions and share them with the whole classroom as this method is more interesting for them. Students have understood that interactive classes are better and they learn more from their peers. Sometimes learning comes from students and not from books.

RECOMMENDATIONS

Education has been part of many generations, but during the last years generations have changed. Teachers have a big challenge in their hands nowadays, because students are not the same as other generations. The new ones expect more from their teachers and expect to receive the best from them. That is why teachers should be well prepared and updated with the variety of topics that are of interest for students. Based on the results teachers need to put aside certain traditional ways of teaching and start using what is new, to make their classes more interesting.

Teachers should attend updated workshops that are offered by the different editorials that we have in our country. This will help teachers learn new things, creative things that students expect to have in the classroom. Having the grammar book as the main resource in the classroom does not work anymore, it should be a guide for the teacher when choosing the topics to be taught in the classroom. Teachers should be willing to look for extra information on the internet; in order to improve the teaching process.

It is important for teachers to get student´s attention and have active students in the classroom. For this reason, it is vital to use different activities that will keep students attention from the beginning to the end of the class. Active and friendly teachers are not losing respect, they gain more, they gain confidence from students and happy students will produce more in a classroom than unhappy students. Teachers should be interested in what is wrong with the students or even how they feel, this does not make you lose time, it makes you seem more human among your students and respect will be an outstanding feature in the classroom.

The environment for the teaching process is crucial because students expect a place where they find equality for all and it is important to avoid preferences for some students. Students need to be in an atmosphere where they can be relaxed and receive good vibes and

feel comfortable the hours they are in the classroom. A motivated environment will have motivated students willing to learn and participate. This will make teaching easier.

Teachers have to be clear that they have in their hands human beings, that have to be fed by knowledge and understand that it is important a change in education for the growth of this country. They should do their work in the best way and give everything they can to improve the educational system, so it is necessary for teachers to put passion to what they are doing. Passion in teaching and in any profession is fundamental, so you can feel motivated to continue.

Teachers have to love what they do and prepare students for the real world, where the competition is bigger each time. Students have to be forced to compete against others and this is why they should have a better preparation. Teachers should encourage their students to be better by studying more and continuing to grow as professionals. Students have to understand that each day something is going to be learnt, but it is the teacher´s role to raise their interest in learning.

Teachers should apply to their students a questionnaire to see how they feel about the English classes, in this way important information can be obtained to improve professionally and have better results in the learning process. To do so, teachers have to be open minded to accept any critics and improve the aspects that need to be changed. Teachers should not feel bad if students criticize them, sometimes teachers do not realize their own mistakes.

Teachers should work on motivation to have productive learners and manage a classroom where students are willing to learn. To obtain this, it is important that teachers attend at least the workshops that are offered during the scholar year. In this way, new tendencies can be learnt and applied in their classroom. If a teacher is not well prepared, the results obtained from students will not be the ones expected from school authorities and will be a problem for the learning process. It is important to feel comfortable with what we do as teachers and not just do it as an obligation.

It is vital to state that students need proactive teachers, teachers with a better attitude to work and just in this way motivation will be part of the classroom. This is why students seek to have teachers with interesting things in mind and always updated. Having a good attitude all the time in class, the teacher will receive the same from the students.

The university should conduct similar investigations to improve the educational system in all the areas, such as public or private schools. A possible study can be "How teachers feel in the new educational system" It is important to have motivated teachers for a change, otherwise change is not possible.

REFERENCES

Achilles, C.M. and Finn, J.D. (2000) *Should class size be the cornerstone for educational policy?*, in M.C. Wang and J.D. Finn (eds) How Small Classes Help Teachers Do their Best. Philadelphia, PA: Temple University Center for Research in Human Development.

Asher, J. (2003). *Learning another language through actions.* Sky Oaks Production 6th Edition. TESOL.

Belchamber, R (2007). *The Advantages of Communicative Language Teaching*. La Trobe University Language Centre. Melbourne, Australia

Bahous, R. (2011). *Motivating Students in the EFL Classroom: A Case Study of Perspectives*. Lebanese American University. Lebanon

Bernaus , M. (1995). *The role of motivation in the learning of English as a foreign language*. Instituto Cervantes. Barcelona, Spain

Brophy, J. (2004). *Motivating students to learn*. Psychology Press. Michigan State University, London.

Cunningham, G. (2009). *The new teacher´s companion*. ASCD Book Press. Virginia, USA.

Debata, P. (2013). *The Importance of Grammar in English Language Teaching*. Academic Journal. Kalinga Polytechnic, KIIT University. India

Douglas, B. (2001). *Teaching by Principles: An interactive approach to language pedagogy*. Second Edition Longman. USA

Dornyei, Z. and Cheng, H. (2007). *The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan*. Innovation in Language Learning and Teaching. Taiwan

Duff, P. (2013). Communicative language teaching. *Teaching English as a second or foreign*

language (4th ed.). Heinle Cengage.

Eccles, J. S. (2005). *Subjective task value and the Eccles et al. model of achievement-related*

choices. In A. J. Elliot & C. S. Dweck (Eds.), Handbook of competence and motivation (pp.

105–121). New York: The Guilford Press.

Gardner, H. (1983). *The Theory of Multiple Intelligences.* Basic Books, New York

Gillies, R. (2003). *Communicative learning.* RoutledgeFalmer, London

Harmer, J. (2007). *The practice of English language teaching.* Third Edition Longman, UK

Inngam, P. (2014). *A comparison of students' motivation for learning English as a foreign*

language in selected public and private schools in Bangkok. Bangkok.

Johnson D.W., Johnson, R.T. and Holubec, E.J. (2007). *The nuts & bolts of cooperative*

learning. Edina, M.N.: Interaction Book Company.

Jollife, W. (2007). *Cooperative learning in the classroom.* Paul Chapman Publishing, London.

Kitjaroonchai, N. (2013). *Motivation toward English language learning of students in secondary*

and high schools in education service area office 4. International Journal of Language

and Linguistics. Vol. 1, No. 1, 2013, pp. 22-33.doi: 0.11648/j.ijll.20130101.14

Lamb, M. (2004*). Integrative Motivation in a Globalizing World.* University of Leeds.

Sheffield and York. UK

Lovett, M. (2015). Teaching Excellence and Educational Innovation. Retrieved 2008 from

www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/benefit

s.htmlv

McInerney, D. M. (2005). *Helping kids achieve their best: Understanding and using motivation in the classroom*. Greenwich, CT: Information Age Publishing.

Mill, C. (1960). *Attitudes Affects Pupils´ Learning*. Richmond, Virginia.

Reid, G (2007). *Motivating learners in the classroom: Ideas and strategies*. Paul Chapman Publishing.

Richards, J (2006). *Communicative language teaching today*. Cambridge University Press, NY

Saedy, M and Lockyer, L. (2013). *Tools for Learning: technology and teaching strategies*. University of Wollongong. Australia

Sarojani Devi, K. (2013). *Motivational factors that impact English language learning in an arab model school, Jordan: An empirical investigation*. Universiti Utara Malaysia. 06010 Sintok, Malaysia

Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in education: Theory, research, and applications* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Skinner, E., and Belmont, M. (1993). *Motivation in the Classroom: Reciprocal Effects of Teacher´s Behaviour and Student Engagement Across the School Year*. American Psychology Association Inc. University of Rochester

Takase, A. (2007). *Japanese high school students' motivation for extensive L2 reading*. Baika High School/Kansai University, Japan

Thomas, H. and T. Wright (1999). '*The role of facilitator training and the development of*

process competence' In R. Budd (ed) *Redesigning the Language Classroom* Triangle XV,

Paris: The British Council.

Thomson, N. (2012*). Language Teaching Strategies and Techniques used to Support Students

Learning in a Language other than their Mother Tongue*. Kongsberg International School.

Kongsberg, Norway.

Willis, J. (2007). *Brain Friendly Strategies for the Inclusion Classroom*. Association for

Supervision and Curriculum Development. USA

Anexo

Anexo 1

UNIVERSIDAD TECNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLES

CUESTIONARION 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 se utilizará como fines académicos e investigativos.

Datos Informativos:

Nombre de la institución:			
Tipo de institutción:	Publica ( ) Privada ( )		
Año de educación:	8vo ( ) 1er año Bachillerato ( )	9no ( ) 2do año Bachillerato ( )	10mo ( ) 3er año Bachillerato ( )
Ciudad:			

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

1. ¿Te gusta aprender Inglés?

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

Tipo de actividad	SI ( )	NO ( )
Incentivos	SI ( )	NO ( )
Mejora tu nivel	SI ( )	NO ( )
El tema	SI ( )	NO ( )
Calificación	SI ( )	NO ( )
Actitud del profesor	SI ( )	NO ( )
El libro utlizado	SI ( )	NO ( )
El material	SI ( )	NO ( )

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

Actividades con canciones	SI ( )	NO ( )
Juegos	SI ( )	NO ( )
Dramatizaciones	SI ( )	NO ( )
Readacción de párrafos y ensayos	SI ( )	NO ( )
Lectura de textos	SI ( )	NO ( )
Diálogos	SI ( )	NO ( )
Dictados	SI ( )	NO ( )

6. ¿Cuál es la actitud de tu profesor en clase?

Muestra una buena disposición para enseñar en la clase	SI ( )	NO ( )
Premia tu participación a través de estímulos y expresiones	SI ( )	NO ( )

Trata a todos los estudiantes por igual	SI ( )	NO ( )
Es amigable	SI ( )	NO ( )
Promueve las relaciones interpersonales	SI ( )	NO ( )
Presta atención a tus problemas	SI ( )	NO ( )
Muestra una buena actitud antes tus inquietudes	SI ( )	NO ( )

7. ¿Cuál es el rol de tu profesor en la clase?

Está pendiente de todas las actividades que realizas en la clase	SI ( )	NO ( )
Brinda retroalimentación al final de cada actividad que realizas	SI ( )	NO ( )
Asigna límite de tiempo para cada actividad	SI ( )	NO ( )
Te orienta cuando tienes alguna dificultad	SI ( )	NO ( )
Verifica que hayas entendido las instrucciones	SI ( )	NO ( )

8. ¿Cuáles de los siguientes aspectos consideras que dificultan el aprendizaje del Inglés?
9. 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 en relación al resto del grupo	( )	¿Por qué?
La metodología utilizada por el profesor	( )	¿Por qué?
Número de estudiantes en la clase	( )	¿Por qué?

Gracias por su colaboración!