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MENCIÓN INGLÉS**

English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

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Magíster.

Eliana Ivanova Pinza Tapia

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: “English language students and their motivation to learn the language” realizado por Villa Quinotocto Jorge Norberto, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, marzo de 2017

f).....

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo Villa Quinotocto Jorge Norberto declaro ser autor del presente trabajo de fin titulación: English language students and their motivation to learn the language, de la Titulación de Ciencias de la Educación mención Inglés, siendo Eliana Ivanova Pinza Tapia 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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f.

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DEDICATION

With love, I dedicate this study to my parents who have given me the motivation to finish my study. Also, I dedicate it to my wife who has been here in difficult moments to help me and allow me to achieve my dreams. Besides, I dedicate this study to my daughters who have given me the inspiration and all the wisdom to reach my goals.

ACKNOWLEDGMENT

I would like to thank and express my gratitude to my parents and wife who motivated me all the days of my life; they encouraged me to finish my studies. Also, I want to thank my brothers and sisters who always helped me in those difficult moments. Finally, I would like to thank to the Universidad Técnica Particular that gave me the opportunity to study and the teachers who encouraged me in the process of learning.

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ABSTRACT

The present study is about English language students and their motivation to learn the language. The purpose of the study is to know about students' perceptions in relation to their motivation to learn English inside the classroom by answering the following questions: What do you think motivates students to learn English? And what do you think hinders students to learn English? This study was carried out in the towns of Inés Arango, Dayuma and Taracoa, Orellana province. Five public high schools were selected for the research. The participants were 100 students between 8th to 2nd years of high school. The instruments used to collect the data were a questionnaire and the observation sheets; they provided information related to the motivation of students to learn English in the learning process in five public high schools. The method used in this study was quantitative and qualitative. Results were supported by the information gotten from the student's questionnaires and observation sheets. Finally, the results indicated that students in the Ecuadorian public high schools have a high level of motivation to learn English.

Keywords: motivation, language learning, hinder, English.

RESUMEN

Se trata de un trabajo investigativo sobre los estudiantes del idioma Inglés y su motivación para aprender el idioma. El propósito es estudiar acerca las percepciones de los estudiantes en relación a sus motivaciones para aprender inglés dentro el aula, por respuesta las siguientes preguntas. ¿Qué piensa que motive a los estudiantes aprender inglés? Y ¿Qué piensa que dificulta a los estudiantes aprender inglés?, Este estudio fue realizado en las poblaciones de Inés Arango, Dayuma y Taracoa, provincia de Orellana. Cinco colegios públicos fueron seleccionados para la investigación. La muestra fue de 100 estudiantes entre octavo año a segundo de bachillerato del colegio. Los instrumentos usados para la recolección de la información fueron cuestionarios y hojas de observaciones, que sirvieron para obtener información relacionada con la motivación de los estudiantes para aprender inglés en el proceso de aprendizaje en cinco colegios públicos. El método usado in este estudio fue cuantitativo y cualitativo para analizar los resultados. La descripción, análisis e interpretación of resultados fueron soportados por la información obtenida del cuestionario de los estudiantes y de las hojas de observación. Finalmente, los resultados del estudio indicado que los estudiantes tienen un alto nivel de motivación para aprender Inglés.

Palabras Claves: Motivación, aprendizaje del idioma, impedimento, Inglés.

INTRODUCTION

English is very important in the world because it is used by many people to communicate in different countries. Also, English is the language of politics, science and technology, commerce, entertainment, sport and travel. In Ecuador, it has been perceived that there is lack of motivation for learning English in high schools which becomes a negative factor when acquiring language skills. Therefore, learning English is essential in Ecuador and around the world. The theme of study is “English language students and their motivation to learn the language”; this research was carried out with students from Ecuadorian public high schools and the results will help detect the lack of motivation to learn English and find the better solutions to the problems existing on students. Motivation is fundamental very important in when learning a foreign language, so students become active participants in the learning process inside and outside the classroom.

The purpose of this study is to learn about students’ perceptions in relation to their motivation to learn English inside the classroom by answering the following questions: What do you think motivates students to learn English? And what do you think hinders students to learn English?

English language students and their motivation to learn the language is a topic of interest that has been studied also by different authors in other countries.

First, Abdelrahim (2012) did a study to measure motivation among English language learners at Islamic University-faculty of Arts, to identify the differences on motivation among students according to their social class and to test the correlation between motivation and age. These authors recommended that students must keep in touch with modern English language teaching methods. There were some limitations to this research. The limited number of participant might not enhance the generalizability of the findings and the selected sample was male students only.

A second study was done by Najafi (2012), who set out to investigate how the use of

motivational strategies can motivate or demotivate Iranian high school students in approaching English as foreign language. The teacher does not give the instructional objectives in the classroom according to the obtained results. In this case, the students are confused and feel less motivated to classify the new learnt materials. Since Iran is an EFL country in which exposure to authentic language is very limited, the aim of language learning is not bringing up students who can use the language communicatively. The teachers themselves feel frustrated and unmotivated to work efficiently in their classrooms. However, the author identified the limitation of the present study we can refer to ignorance of the “sex” factor and also the fact that this study was done only in the intermediate level.

The third study was done by Kitjaroonchai (2013); this study investigated the English language learning motivation level of students in secondary and high schools. Instrumental motivation to learn English was very high in the students, these students indicated that they were very high motivated to study English as the language will enable them communicate with people in the ASEAN member countries. But the results may not represent similar schools authorized under Office of Basic Education Commission in other regions.

The present study will benefit public high school, teachers and students. It will allow to identify the level of motivation in the students in English language learning in Ecuadorian public high schools and the motivation will help students feel comfortable in the classroom. This study is also very important for the Ecuadorian Government. This information will help the Ministry of Education to carry out programs to improve the learning in the English language and to know the level of motivation in the students during the learning process and the study could give to understand on the current state of the English teaching-learning process in our public high schools.

In spite of the significance of the results found in the study, there was a limitation, the time assigned to observe the class and time available to do the study.

**CHAPTER I.
LITERATURE REVIEW**

In this section, supporting concepts and definitions taken into account for this research are exposed.

The literature review covers the following topics: motivation to learn English, activities or strategies that motivate students to learn English, teaching approaches and methods and the roles of a teacher.

These subjects are of great importance for the present research, since they offer the theory that supports the findings in the field work done, besides offering an update on the pedagogical strategies that could be used to motivate the students in their learning of English.

Knowledge of the particularities of student motivation is very important for the English teacher because it provides tools to detect the lack of motivation in their students in time and offers options or strategies to increase their motivation

1.1. Motivation

The word motivation is a result of the combination of the Latin *motus* (translated as "moved") and *motio* (meaning "movement"). "A motivation is based on those things that impel an individual to carry out certain actions and to maintain their behavior firm until achieving all the planted objectives (Veiga, García, Reeve, Wentzel, & García, 2015, p. 16)"

It is a concept associated with the desires and interests of the people, it would be the force that drives the achievement of the goals proposed by each person.

Motivation can be intrinsic or extrinsic.

Intrinsic motivation is the natural human tendency to seek and conquer challenge as we pursue personal interest exercises our capacities, we do not need incentives or punishments, because the activity itself is satisfying and rewarding (Anderman and Anderman, 2009); (Deci and Ryan, 2002); and (Reiss, 2004). Teaching can create intrinsic motivation by connecting to students' interests and supporting growing competence. But you know this will not work all time. The teachers count on intrinsic motivation to energize all their students all of the time, they will be disappointed. Students in this motivation have to participate in the learning process in foreign language that is English.

Also, intrinsic motivation is a response to need that exists within the student, such as curiosity the need to know, and feelings of competence or growth. Internal satisfaction that a student feels about a particular task is another aspect of intrinsic motivation. For example, some students might find activities involving movement to be intrinsically satisfying (Reeve, Motivation others: Nurturing inner resources, 1996). With motivation being one of the factors that gets success in second language learning.

In contrast, when we do something in order to learn a grade, avoid punishment

, please the teacher, or for some other reason that has very little to do with the task itself, we experience extrinsic motivation. According to the researchers this motivation finds in external factors in the English students during learning process in the school. Extrinsic motivation is motivation created by external factors such as rewards and punishment. We are not really interested in the activity for its own sake; we care only about it will gain us (Reeve, 1996).

As you think about your own motivation, you probably realize that the dichotomy between intrinsic and extrinsic motivation is too all or nothing. There are two explanations. One is that our activities fall along a continuum from fully self-determined (intrinsic motivation) to fully determined by others (extrinsic motivation). The person is freely choosing to accept outside causes such as licensure requirements and then is trying to get most benefit from the requirements. The person has internalized an external cause (Vansteenkiste, Lens, and Deci, 2006)

Beside extrinsic motivation from outside the learning and has to do with external rewards for completion of task, words of phrases from the teachers, a privilege, and a higher grade on a paper or the report card are examples.

The reinforcement practices of extrinsic motivation can be effective, but the excessive use of rewards maybe decreasingly successful in new situation, may foster dependence on the teacher, and may undermine intrinsic motivation. Make everything you teach as intrinsically interesting as possible, and avoid handing out material rewards when they are unnecessary. At the same time, give extrinsic rewards when you feel that they are needed (Leeper and Malone, 1996). Rewards students for participating in an exciting activity is not necessary but extrinsic rewards may be needed after an activity that students find less intrinsically interesting and satisfying. Extrinsic motivation is dominated in the behavioral view. Students who read or practice their backstroke or paint may be reading, writing, or painting because someone or something else outside is influencing them, it is extrinsic motivation (Reeve, 2002)

1.2. Activities or strategies that motivate students to learn English

There are many for encouraging motivation. Several of the following are taken from the book "On motivating Students" by Brophy (1998).

Establish a relationship between class topics and the interests of students (eg, music, sports, pets, common problem or conflicts with family and friends, fads, television and cinema personalities, or other significant features of their lives (Schiefele, 1991); offers students the possibility of finding in reading or in research activities oriented by the teacher, referents of real or fictional characters that can have a positive influence on their behavior, as well as motivate them, because they are related to their interests.

Arouse curiosity point out puzzling discrepancies between students' belief and the facts. For example, Spipeck (1993) describes a teacher who asked her 5th grade class if there were "people" on some of the other planets. When students said yes, the teachers asked if people need oxygen to breathe. Because the students had just learned this fact, they responded yes to this question also. Then the teachers told them that there is no oxygen in the atmosphere of other planets. A straight lecture on the atmosphere of the planets might have put the students to sleep, but this discussion led to real interest in the subject.

Make the learning task fun. Many lessons can be taught through simulations or game. Used appropriately so that the activity connects with learning, these experiences can be very worthwhile and fun, too.

Make use of novelty and familiarity. Do not overuse a few teaching approaches or motivational strategies. Use different pedagogical strategies to avoid boredom of students and always expose them to new challenges devising new tasks, with different teaching media. When the material being covered in class is abstract or unfamiliar to students, try to connect it to something they know and understand. For example, talk about the size of a large area, such as Acropolis in Athens, in term of football fields. (Brophy, 1998) describes one teacher who read brief passage from Spartacus to personalize the unit on slavery in the ancient world.

According to what was proposed by Al Azoumi, (2014), "motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect. Various strategies promoting classroom learning, there are several ways to organize them into theme" (Alazoumi, 2014).

Focus on the internal structure of a typical language class and cluster the strategies according to the various structural units (e.g. strategies to present new material, give feedback set up communicative tasks, or assign homework). Design a primarily trouble-shooting guide in which some particularly problematic facets of the classroom's motivational life are listed and suggestions are offered on how to handle these. Focus on key motivational concepts-such as intrinsic interest, self –confidence or student autonomy and use these as the main organizing units. Centre the discussion on the main types of teachers behavior that have motivating effects (e.g. showing a good example and modeling student behavior; communication and rapport with the students; consciousness raising about self-regulated strategies; or stage managing classroom events

1.3. Teaching approaches and methods

Teaching approaches and methods are very important in English learning where the students learn to understand the English as foreign language here there is interaction teachers and learners teaching approaches help students to improve the skills such as writing, reading, speaking and listening. These approaches and methods are very used in the world to learn English language; they improve in the teaching and learning English language in the learners.

The following approaches are the most considered:

Community language learning is the name of a method developed by Charles Curran who was a specialist in counseling and a professor of psychology at Loyol University, Chicago. His application of psychological counseling techniques to learning is known as Counseling- Learning. Community Language learning represents the use of Counseling- Learning theory to teach languages. As the name indicates, CCL derives its primary insights, and indeed its organizing rationale, from Rogerian counseling (Rogers, 1951). Counseling is one person giving advice, assistance, and support to another who has a problem or is some way need. Community Language Learning draws on the counseling metaphor to redefine the roles teacher and learners in the language classroom. The basic procedure of CCL can thus be seen as derived from counselor- client relationship.

Humanistic techniques engage the whole person, including the emotions and feelings as well as linguistic knowledge and behavioral skills. CLL learners are encouraged to attend to the “overhears” CLL learners are encouraged to attend to the “overhears” they experiment between other learners and their knower. The learner then repeats the message in L2, addressing it to another learner with whom he or she wishes to communicative. CLL does not use a conventional language syllabus, which sets out in advance the grammar, vocabulary, and other language items to be taught and the order in which they will be covered.

In addition, Communicative Language Learning is a method. This This method is also known as a Counseling-Learning- when one person gives advice, assistance, and support to another person who has a problem in learning or is in some way in need.

Community language learning is a classic example of an affectively based method. In what he called the “counseling-Learning” model of education, Curran (1972) was inspired by Carl Rogers’s view of education in which learners in a classroom were regarded not as a “class” but as a “group”- a group in need of certain therapy and counseling. The social dynamics of such a group were of primary importance. In order for any learning to take place, group members first needed to interact in an interpersonal relationship in which students and

teacher joined together to facilitate learning in a context of valuing each individual in the group. In such a surrounding, each person lowered the defenses that prevent open interpersonal communication. The anxiety caused by the educational context was lessened by means of the supportive community. The teacher's presence was not perceived as a threat, nor was it the teacher's purpose to impose limits and boundaries, but rather, as a true counselor, to center his or her attention on the clients (students) and their needs. "Defensive" learning was made unnecessary by the empathetic relationship between teacher and students. Curran's Counseling-learning model of education thus capitalized on the primacy of the needs of the learners-clients-who gathered together in the education community to be counseled. Counseling-learning model of education was extended to language learning contexts in the form of Community Language Learning. While particular adaptations of CLL were numerous, the basic methodology was explicit.

Cooperative language learning is part of a more general instructional approach also known as collaborative learning. Cooperative Learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learning in the classroom. It has been defined as follows: (Olsen and Kagan, 1992) defined:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner held accountable for his or her own learning and is motivated the learning of others. (p. 8)

Cooperative Learning has antecedents in proposal for peer-tutoring and peer-monitoring go back hundreds of years and longer. The early twentieth century U.S educator John Dewey is usually credited with promoting the idea of building cooperation in learning into regular classroom on a regular and systematic basis (Rodgers W. , 1988). It was more generally promoted and developed in the United States in the 1960s and 1970s as a response to the forced integration of public schools and has been substantially refined and developed since then.

In second language teaching, CL. (where it is often referred to as cooperative Language Learning-CLL) has been embraced as a way of promoting communicative interaction in the classroom and is see as an extensive of the principle of communicative Language Teaching. It is viewed as a learner-centered approach to teaching held to offer advantages over teacher-fronted classroom methods.

Likewise, with cooperative learning, students work together in pairs and groups. They share information and come to each other's aid. They are a team whose players must work together in order to achieve goals successfully. Research has shown an advance for

cooperative learning on such factors as “promoting intrinsic motivation (...) heightening self-esteem, creating caring and altruistic relationship, and lowering anxiety and prejudice” (Ellis, 1997). Some of the challenges of cooperative learning are accounting for varied cultural expectations, individual learning styles, and personality differences and an overreliance on the first language (Crandall, 1999).

Cooperative learning is sometimes thought to be synonymous with collaborative learning. In a cooperative classroom the students and teachers work together to pursue goals and objectives. But cooperative learning “is more structured more prescription to teachers about classroom techniques, more directive to students about how to work together in groups than collaborative learning” (Ellis, 1997). In cooperative learning models, a group learning activity is independent on the socially structured exchange of information between learners.

Content-based instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. (Krankhe & Crhistison, 1986) defined:

It is teaching of content or information in the language being learned with little or no direct or explicit effort to it is teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught (p. 65).

The term content has become popular one both within language teaching and in the popular media. Although content is used with a variety of different meanings in language teaching, it most frequently refers to the “substance or subject matter that we learn or communicate through language rather than the language teaching to convey it” (Rodgers T. , 2001, p. 25). Attempts to give priority to meaning in language teaching are not new. Approaches encouraging demonstration, imitation, miming, those recommending the use of objects, pictures, and audiovisual presentations, and proposals supporting translation, explanation, and definition as aids to understanding meaning have appeared at different times in the history of language teaching.

In addition, Content-based instruction, according to Brinton, Snow, and Wesche, (1989), is “the integration of content learning with language teaching aims. More specifically, it refers to the concurrent study of language and subject matter, with the form and sequence language presentation dictated by content material”.

Such an approach contrasts sharply with many practices in which language skill are taught virtually in isolation from substantive content. Through CBI, language becomes the

medium to convey informational content of interest and relevant to the learner, then learners are pointed toward matters of intrinsic concern. Language takes on its appropriate role as a vehicle for accomplishing a set content goal.

A recent surge of research and material on CBI (Brinton, Snow, & Wesche, 1989) has given us new opportunities and challenges. Content-based classroom may yield an increase in intrinsic motivation and empowerment, since students are focused on subject matter that is important to their lives. Students are pointed beyond transient extrinsic factors, like grades and tests, to their own competence and autonomy as intelligent individuals capable of actually doing something with their new language. Challenges range from a demand for a whole new genre of textbooks and other materials to the training of language teachers to teach the concepts and skills of various disciplines, professions, and occupations, and to teach in teams across disciplines. Content-based instruction usually pertains to academic or occupational instruction over an extended period of time at intermediate-to-advanced proficiency levels.

Task-based language teaching refers to an approach based on the use of task as the core unit of planning and instruction in language teaching. The role of tasks has received further support from some researchers in second language acquisition, who are interested in developing pedagogical applications of second language acquisition theory (Long and Crookes, 1993). An interest in tasks as potential building blocks of second language instructional emerged when researchers turned to tasks as SLA research tools in the mid-1980s. Engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place. Language learning is believed to depend on immersing students not merely in “comprehensible input” but in task that require them to negotiate meaning and engage in naturalistic and meaningful communication.

Task-based Language teaching proposes the notion of “task” as a central unit of planning and teaching. Although definitions of task vary in TBLT, there is a commonsensical understanding that a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map, or reading a set of instruction and assembling a toy.

Also, task-based language teaching is important to emphasize that task-based learning should have very clear objectives and conclude with a very tangible sense of achievement for learners. This approach puts the use of tasks at the core of language teaching. While there is a good deal of variation among experts on how to describe or define task, (Skejan, 1998) concept of task still captures the essentials. He defines task as activity

in which meaning is primary, there is some communication problem to solve; there is some sort of relationship; task completion has some priority and the assessment of the task is in terms of outcome.

Perhaps more simply put “task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective” (Bygate and Skehan, 2001). Tasks are usually “bigger” in their ultimate ends than techniques. No small effort is demanded in designing effective task, as (Johnson, 2003) and (Nunan, Task-Based Language Teaching, 2004) ably demonstrate.

Task-based teaching makes an important distinction between target tasks, which students must accomplish beyond the classroom, and pedagogical tasks, which form nucleus of the classroom activity. Pedagogical tasks include any of a series of techniques designed ultimately to teach student to perform the target task (Nunan, 2004)

Translation method focuses more reading and writing and it does not emphasize in listening and speaking. The vocabularies are taught in a list and then translated to first language. The grammar is taught surround grammar rulers after translated. Grammar Translation dominated European and foreign language teaching from the 1840s to the 1940, and in modified form it continues to be widely used in some parts of the world today. Grammar-translation Method often creates frustration from students; it makes few demands on teachers, but it is still used in where understanding literary texts is the primary focus of foreign language (Nunan, What is task-based language teaching?, 2014, p. 16). Besides, the classes are taught in the mother tongue, vocabulary, grammar rules. It is “remembered” with distant by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless list of unusable grammar rules and vocabulary and attempting to produce perfect translation of stilted or literary prose” (Richards and Rodgers, 2001).

In addition, translation method in the nineteenth century the classical Method came to be known as the Grammar Translation Method. There was little to distinguish grammar translation from what had gone on in foreign language classrooms for centuries beyond a focus on grammatical rules as the basis for translating from the second to the native language.

Remarkably , the Grammar Translation Method withstood attempts at the turn of the twentieth century to “reform” language teaching methodology (See Gouin’s Series Method and the Direct Method, which follow), and this day it is practiced in too many educational context. (Murcia, 2013) listed the mayor characteristics Grammar Translation. Classes are taught in the mother longue with little active use of the target language, much vocabulary is

taught in the form of lists of isolated words, reading of difficult classical text is begun early, often the only drill are exercises in translating disconnected sentences from the target into the mother tongue and little attention is given to pronunciation. It is remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting of stilted or literary prose” (Richards & Rodgers, 2001, p. 12). Tests of grammar rules and of translations are easy to construct and can be objectively scored.

Total physical response is built around the coordination of speech and action; it is taught through physical activity. According to Asher (1977, p.4) “most of the grammatical structure of the target language and hundreds of vocabulary item can be learned from the skillful use of the imperative by the instructor”. Asher sees a stimulus-response view as providing the learning theory underlying language teaching pedagogy. Asher’s Total Physical Response is a “natural Method”. TPR is to teach oral proficiency at a beginning level. It teaches basic speaking skills. Specific objectives will be elaborated according to the particular needs of the learners.

Also, Asher (1977), the developer of total Physical Response, actually began experimenting with TPR in the 1960s, but was almost a decade before the method was widely discussed in professional circles. Today TPR, with simplicity as its most appealing facet, is a household word among language teachers. TPR combined a number of the insights in its rationale. Principles of child language acquisition were important. The author also notes that children in learning their first language appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses.

TPR helps to improve right-brain learning. According to Asher, motor activity is a right-brain function that should precede left-brain language processing. The TPR classroom, then was one in which students did a great deal of listening and acting. The teachers were very directive in orchestrating a performance: “The instructor is director of a stage play in which the students are the actors” (Asher, 1977, p. 43). In this method the instructor gives commands to students and they realize the action. TPR heavily utilized the imperative mood, even into more advanced proficiency level.

1.4. The roles of a teacher

Teachers can play many roles in the course of teaching. Just as parents are called upon to be many things to their children, teachers cannot be satisfied with only one role. Ellis,

(1997) pointed out teacher roles are often best described in the form of metaphor: teacher as manufacturer, teacher as doctor, teacher as judge, teacher as gardener, and others. So different metaphors can be found to describe a spectrum of possibilities of teacher roles.

As manager, the teacher is responsible for effective management of all class from the start to end. The teacher teaches throughout the day activities to develop the students' cognitive, psychomotor, and effective aspects of the teaching and learning process in the classroom. The students' eagerness and interest, therefore to participate in all the learning activities prepared and conducted by classroom management by the teacher. Additionally, in this role the teacher is who prepares and plans lessons for classes to teach English language as a foreign language, teachers then allows each individual player to be creative within those parameters of successful corporations.

As counselor, the teacher gives advice to students. Teacher acts as counselor to the learners especially when the students are in problems. The learners need help to understand better the topic in the learning of English. Also, the teachers make that English students feel good in the classroom. As counselor, the teacher keeps all the activities of the children under his care such as moods, health, and progress in their studies of learners (U.S. Department of Education, 2015).

As motivator, the teacher encourages and motivate to students to study well and behave in and outside the classroom. It is an enormous task that teacher has complete. Despite the restrictions, however the teacher should use effective method in the teaching and learning to students can be motivated and driving to learn English as second language. Motivation sets the mood for learning. The interests of learners make that they realize their activities in form more easy. An expert teacher is always prepared to understand the problems in teaching and to give solution to problems in classroom.

As leader, the teacher directs coaches, supports, and delegates depending on the need of the situation. A teacher always assumes the positions of a leader and has to be credible in this regard. Therefore, teacher focuses the highest potentials demanded of this role leader. In this role first, teacher should give the example to focus his role of being a leader. Also, teacher must first be good follower.

As model, the teacher is an exemplar. He is as a model to his students. The teacher must look his best all the time, master his lessons, and show his interest in the children's welfare, show good behavior, and inculcate good work, especially in moments inside the classroom. Teacher should exhibit good judgment in all moment. *Parent-surrogate* in this role the teachers are the parents of students in the school, they take care their physical and

mental well-being.

As facilitator, the teacher is the facilitator of learning. The learners must be given the chance to discuss different themes under the teacher. Teacher prepares guidelines which will serve as the focus of discussion and activities inside the classroom. Besides, the teacher facilitates the process of learning in the learners. The facilitating role requires that you step away from the managerial or directive role and allow students, with your guidance and gentle prodding, to find own pathways to success. A facilitator focuses on the principle of intrinsic motivation to his students where they can be interested in the learning of second language.

As controller, the teacher determines what the students do, when they should speak, and what language forms they should use. Teacher must create a climate in which spontaneity can thrive, in unrehearsed language can be performed, and in which the freedom of expression given over to student makes it impossible to predict everything that they will say and do. A wise controller will carefully project how a technique.

Also, teacher's roles are interpersonal and pedagogical roles. Those roles are called interpersonal roles which are related to social, emotion and spiritual growth of students on the one hand and fostering cooperation and supportive work among teachers, principal, other school employees and parents. The related to the social, emotional and spiritual growth of students is played by the teacher as counselor or guide. Heck & Williams (1984) in their book "The complex roles of the teacher" consider this role teacher professionalism because it raises him from the level of a technician the level of a profession. The role related to fostering and cooperation and supporting work among fellow teachers, principal, other school employees and parents is played by the teacher as member of school community. The teacher should communicate and work with his school junior and senior colleagues and parents formally as well as informally.

Pedagogical roles are played by the teachers for the intellectual development of the students. They are as curriculum developer, instructor and researcher. As a curriculum developer, he determines the objectives and selects the material for it. As an instructor, the teachers is master of the show because he directs the learning plan interesting and meaningful learning experience, uses a variety of instructional materials and procedures, provides for individual differences, monitors records and reports the achievement of student. As a researcher, teacher conducts field researches as well as a classroom researcher. As a field researcher, he concentrates on the development of subject matter knowledge and method of teaching. As a classroom researcher, teacher conducts various researches related to different problems of classroom teaching-learning.

Finally, the teacher as resource in this role is that the learners take the initiative to come to you. Teacher is available for advice and counsel when the students look for it. There are appropriate times when you can literally take a back seat and allow the students to proceed with their own linguistic development, in this role the students move from roles of total dependence to relatively total independence.

To finish with the revision of literature review, five studies were found and will be analyzed identify how the motivation helps to the English students in the process of learning and teaching.

First of all, Abdelrahim (2012) did a research to measure motivation among English language learners at Islamic University-faculty of Arts, to identify the difference on motivation among students according to class, and to test the correlation between motivation and age. This study revealed that the motivation in the students was high. The popularity of English language might be one of the reasons why English language learners in different part of the world are well-motivate. Student motivation to learn English in Sudan has to with student' desire to participant in the in the learning process. Also, according to research, students or learners are normally found in classroom and each learner, regardless of his class, is supposed to be an active member in learning process. However, there are factors that can contribute to class motivation to learn English such as nature of learners, class environment, and extracurricular activities.

Finally, the author has concluded above the motivation English learning that the result showed that English learners were instrumental tally motivated. In addition, the research revealed that there was no difference on motivation due to student level, and there was correlation between motivation to learn and age. With the motivation to learn is one of the best steps we can take to facilitate effective learning.

A second study was done by Vaezi (2008) to describe and examine Iranian's undergraduate student's integrative and instrumental motivation toward learning as a foreign language. In this research the findings present a picture which establishes that Iranian students were instrumentally motivated and integrativeness was high, too. This study also confirms the opinion some researchers who believe that in a foreign language situation students are instrumentally oriented. Besides, it is clear that the teacher, the class atmosphere, the course content, material and facilities, as well as personal characteristics of the student will have an influence on the individual's classroom learning motivation.

The third research was done by Najafi (2012) to shed light on understanding how the use of motivational strategies by teachers can motivate or demotivate Iranian high school

students in approaching English as foreign language. In this study revealed that Iranian EFL teachers do not use strategies to motivate high school students learning English as a foreign language. The students are confused and feel less motivated to classify the new learnt material. However, motivation and individual cognitive is one of the effective elements influencing language proficiency as well as learning outcomes in second language development. Also, motivation can help teachers have a better understanding about the role of motivation in learning a foreign language. Motivation is considered as a vital component of language learning, but its significance is not completely understood by Iranian high school teachers. Finally, Iran is an EFL country in which exposure to authentic language is very limited, the aim of language learning is not bringing up students who can use the language communicatively. It is seen that teachers do not allocate much time and effort for motivating students; instead they suffice to enhancing the mastery of limited language skills and components in students namely reading, grammar and vocabulary.

Investigation number four was done by Kitjaroonchai (2013); this study investigates the English language learning motivation level of students in secondary and high schools in Education Service Area 4, Saraburi Province, Thailand. This study showed that these students had high motivation to learn English. Learners had both high integrative and instrumental motivation slightly outperformed the integrative one. Also, this could be attributed to the fact that the students felt that learning English language would help them with future career, education opportunity, and communication in the rapid change of globalization. Finally, the author gave the conclusion; this study investigated the English language learning motivation level of secondary and high schools students in Saraburi province and the significant difference between learning motivation of students with high academic achievement and learning motivation of the other learners.

The fifth research was done by Bukhary (2013) to determine what the motivations of university students towards learning English as foreign language are like in some Saudi language institutions of higher education, and to look at the opinion of both students and teachers about factors which contribute to ineffective interaction in EFL classes and moreover to master the target language. The finding of study showed one the most important factor that motivate students to learn the language is the material presented to them in class that meets their interest and have authentic to their outside world. However, there is a problem that Saudi learners face is that they use their native language at home and during their interaction with friends, and classmates. Besides, in teaching and learning of English in Saudi Arabia, there are many complaints, ranging from lack of motivation to learn English, lack of suitable English environment, lack of confidence and interest and remember

English words as well as bored teaching. In conclusion, as for teachers, they have to be aware of the kinds of motivation their students bring with them but they also have to rely on their own power to enhance those motivations and introduce different kinds of strategies which will develop language learning.

CHAPTER II.
METHOD

2.1. Setting and participants

This study was carried out in Francisco de Orellana, Orellana province, in Ecuador, in five public high schools in the year 2015, which are located in the rural area. The participants were 100 students from 8th basic education year to 2nd year high school. The students' ages ranged from 12 to 19 years. They were male and female. There were over twenty students per classroom.

2.2. Procedure

The bibliographical information was collected from books and journals. The researcher selected the sample to carry out the observations in five English classes in high school and also researcher gathered necessary information to write conclusions.

Two instruments were used to collect data to carry out this study; they were a students' questionnaire and an observation sheet. The student's questionnaire was filled out by each student.

Student's questionnaires had eight questions related to English language learning motivation in different educational institutions. This questionnaire was written in Spanish.

The researcher completed the observation sheets based on his appreciation of student's motivations. The observation sheets were used to complement the information obtained from the questionnaires to identify the level of motivation in high school's students.

Collected data were analyzed by a quantitative method (statistical program Excel) that allowed to interpret adequately the obtained data, the results were presented in frequencies and percentages tables and graphs. The qualitative variables were found frequencies, percentages and associations by the test of chi square; quantitative variables were analyzed by central tendency and dispersion measures.

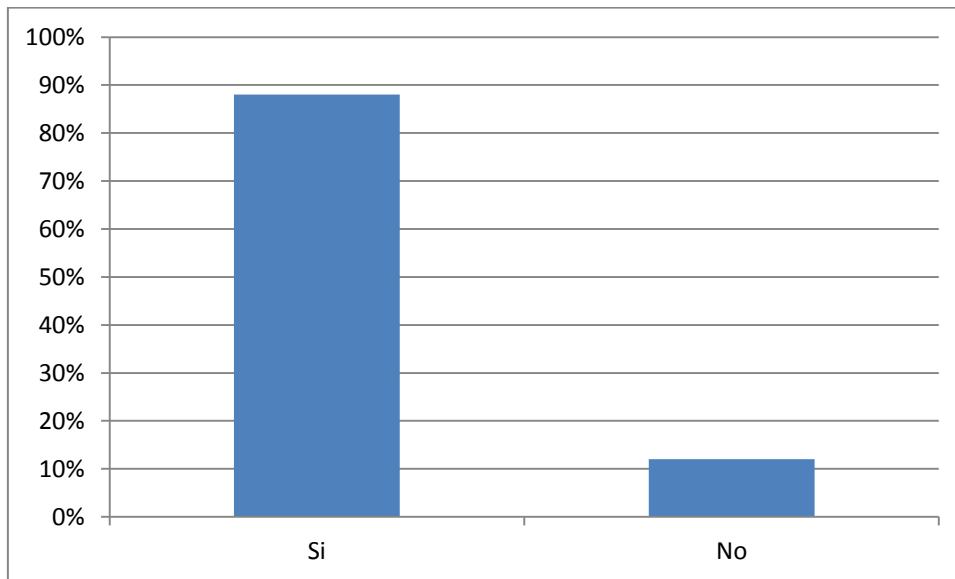
**Chapter III:
Discussion**

3.1. Description, analysis, and interpretation of results

Data are described in a quantitative analysis of the motivation in students to learn English in Ecuador public schools. The analysis is based on the results gotten from questionnaires and the observation sheets used to provide the result in the study.

What do you think motivate students to learn English?

Do you like to learn English?



Graph 1

Author: Jorge Norberto Villa Quinotocto

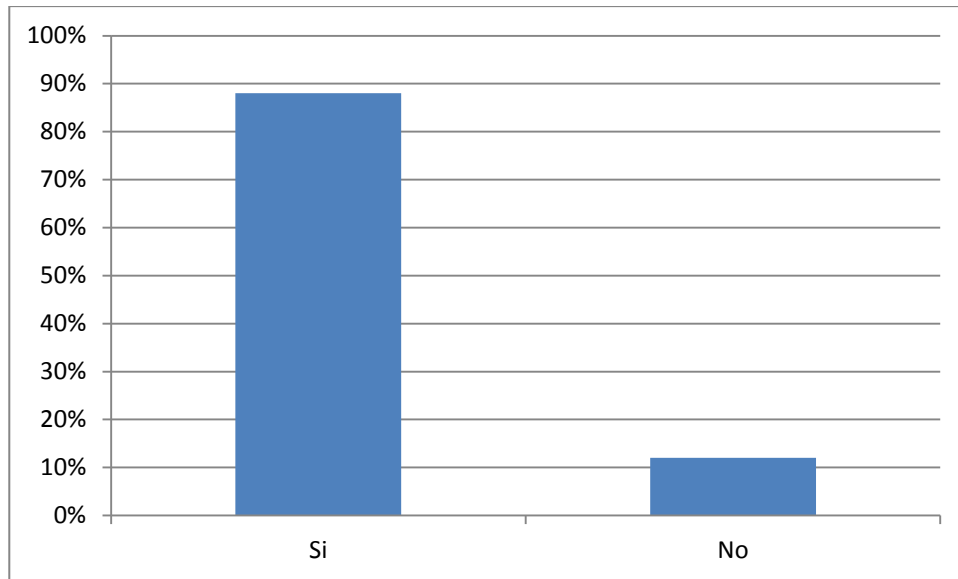
Source: students' questionnaires

According to the graph, 89% of the students like to learn English and 11% of students do not like to learn English. Most of the students believe that the English language gives them the opportunity to get a job in the future. Other students said that English is important in the life, because it allows the communication with other people.

In the class observation, most of the students like to learn English. Teachers had good attitude in their class, thus the motivation in the students was high and they had a great participation during all class. Students paid attention at class where they were encouraged by their teacher to learn English as a second language.

These results match with those of Anderman (2009), because students had high motivation levels in current investigation and in Anderman's who also said that "intrinsic motivation is the natural human tendency to seek and conquer challenge" (Anderman, 2009).

Are you motivated to learn English in the classroom?



Graph 2

Author: Jorge Norberto Villa Quinotocto

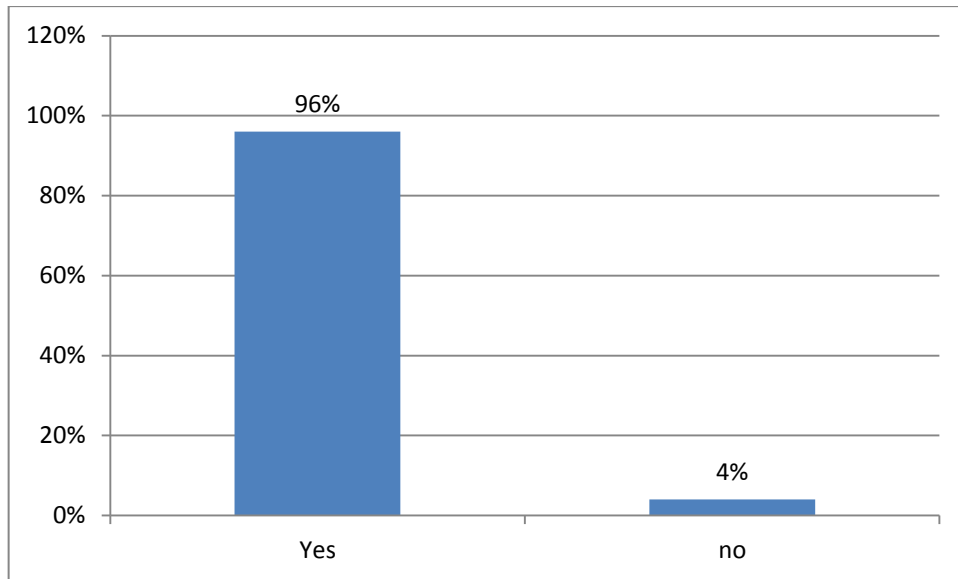
Source: students' questionnaires

In reference to graph 2, 88% of the students are motivated to learn English in the classroom and 12% of students are not motivated to learn English in the classroom. Most of students answered that they are motivated to learn English because the English teacher teaches well. Also, other students explained that they need to learn English because English is very important in the world.

Therefore, at the moment of the class observation most of the students demonstrated to be motivated in the classroom, so their participation in the teaching activities was adequate, in addition, they endeavored to fulfill the duties assigned by the teacher.

For Reeve (1996), students' motivation in class was high too, as in the current investigation. This researcher said that intrinsic motivation is a response to need that exists within the student, such as curiosity the need to know, and feelings of competence or growth.

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



Graph 3

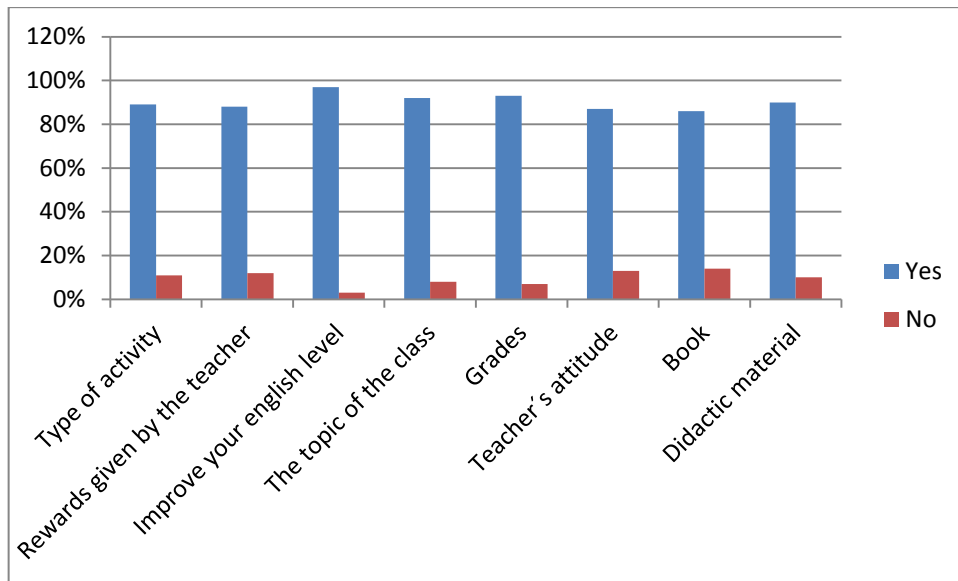
Author: Jorge Norberto Villa Quinotocto

Source: Students' questionnaire

Graph number 3 illustrates that 96% of the students like the way their English teacher teaches them; 4% students do not like the way that their teacher teaches. They answered English teachers teach very well the class. During the observation class, most of the students demonstrated interest in the class. They were volunteer to participate in the class. Also, the English teachers showed good disposition to teach and they were friendly with the students.

Asher (1977) noted that children in learning their first language appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses. This author collected a group of English students' opinion about their teacher's method to teach and concluded that students who were in agreement with the methodology of their teachers had better results with the second language learning.

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



Graph 4

Author: Jorge Norberto Villa Quinotocto

Source: Students' questionnaires

According to the graph number 4, about 89% of the students felt motivated by different activities to learn English, 11% of the students said they did not feel much motivation to study English, but only did it to fulfill a school duty. Students' questionnaire showed that a great percentage of students are motivated through different pedagogical activities that teachers put into practice in the classroom.

These results agree with those of Schiefele (1991) who argue that students who are stimulated by different activities in the classroom have a superior performance in the second language domain than those who fail to be motivated by these activities. This author recommends to the teachers to use diverse activities to stimulate the motivation of its students in the learning of English.

The results show that 88% of the students are motivated to learn English in the aspect rewards given by the teacher and 12% of students are not motivated. The graph shows that the students are very motivated toward learning English. In the observed class, the most of students demonstrated that they are motivated to learn English with rewards given by the teacher. Extrinsic motivation is created by external factors such as rewards and punishment. We are not really interested in the activity for its own sake; we care only about it will gain us (Reeve, 1996).

According to the graph, 4, 97% of students answered that they are motivated to learn English and 3% of students are not motivated. From researcher's view point, students are interested to learn English as foreign language because during the observed class the most students want to improve their English level when the students participate in class. Internal satisfaction that a student felt about a particular task is another aspect of intrinsic motivation. For example, some students might find activities involving movement to be intrinsically satisfying (Reeve, 2002).

According to the graph, 92% of the students answered that they are motivated with the topic of the class and 8 % of students are not motivated. During the class observation the students felt motivated with the topic of class because students paid attention when the teacher explained the class.

In relation to the graph, 93% of the students said the score motivates them to learn English in class and 7% of the students are not motivated. Their motivation to learn English seems to be increased when they got high grades.

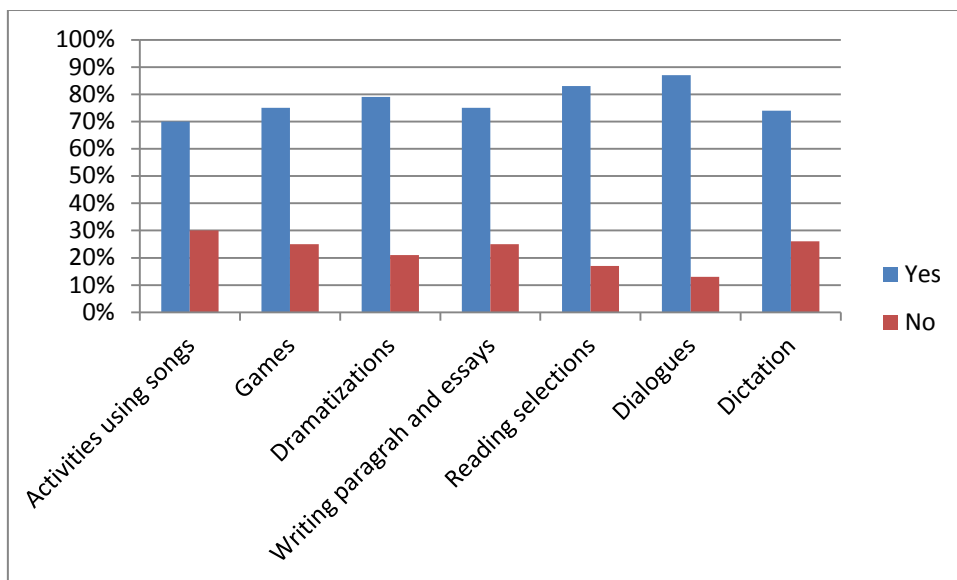
According to the graph, 87% of the students answered that they are motivated to learn English with the attitude of the teacher at class and 13% of students mentioned that attitude of the teacher do not motivate them. In the class observation students were very interested in learning English in class with their teacher because he is patient when students do not understand the class. (Ellis, 1997). The teacher should use effective method in the teaching so, learning to students can be motivated and driving to learn English as second language. Students' interest in learning English facilitated the teaching activities. An expert teacher is always ready to understand the problems in teaching and to give solution to problems in classroom.

The results in graph showed that 86% of students feel well motivated with the English book because students like the topics that the book has to learn English and 14% of students do not like to use the book, the used book in class does not motivate them to learn English at class. During the observation, this author concluded that students were motivated to study English with their textbooks.

According to the results, 90% of the students answered that didactic material motivates them to learn English in the class and 10% of students manifested that they are not motivated to learn English. The observed classes showed that the teacher used didactic materials such as; book, flashcard and whiteboard to teach English. Therefore, almost all students are motivated in learning English in the class. Approaches encouraging demonstration, imitation, miming, those recommending the use of objects, pictures, and

audiovisual presentations, and proposals supporting translation, explanation, and definition as aids to understanding meaning have appeared at different times in the history of language teaching (Anderman, 2009).

Do the following activities motivate you to learn English?



Graphic 5

Author: Jorge Norberto Villa Quinotocto

Source: Students´ questionnaires

According to the graph number 5, 70% of the students expressed that the use of songs motivate them to learn English and 30% of students said they were not motivated to learn English. The observations showed that the students were motivated in the learning process because they were interested in participating in the class with songs.

Seventy five percent of the students were motivated through the use of games to learn English and 25% of the students were not motivated to learn English with games. The games were used to motivate to the students in class with positive results in learning. This author recommend it as a useful tool to improve the learning process of English.

The graph shows that dramatizations motivated to 79% of the students and 21% of them were not motivated to learn English when the teacher used the dramatizations in class. In author´s opinion dramatization is not as effective as thought for students´ learning. Motivation rates were not as high as expected with dramatization.

The graph illustrates that writing and assay motivated about 75% of the students, and 25% of them gave a negative answer about this activity.

According to the results, 83% of students were motivate to learn English by using

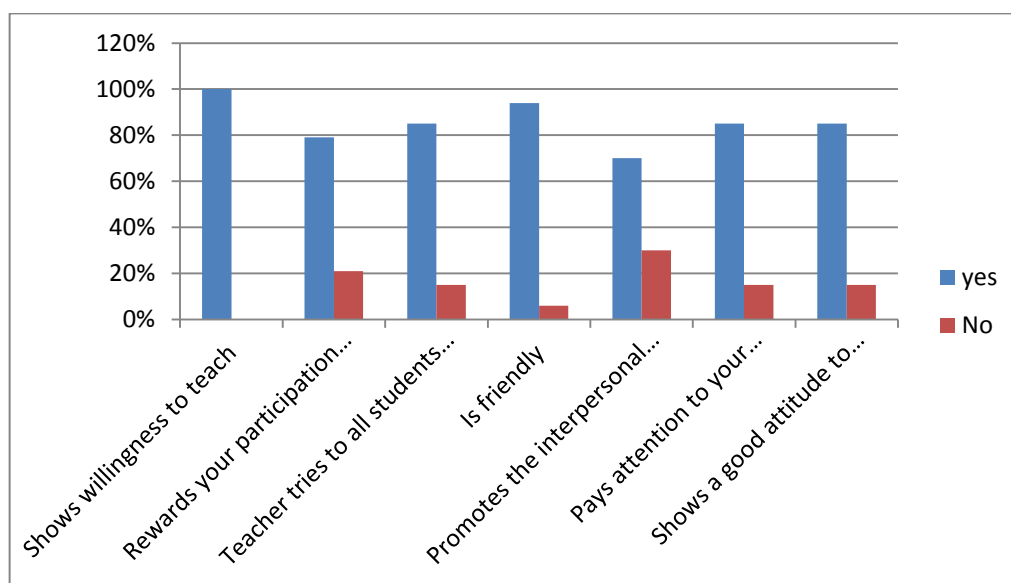
reading selections and 17 % students are not motivated by reading of text. The observations demonstrated that reading was a useful tool for teachers and students in order to improve learning process and gave nice results in student's language skills.

The results indicate that 87% of students are motivated to learn English with dialogues, 13% of students are not motivated with dialogues. According to these results, most of the students are motivated to learn English through of dialogues.

According to the information, 74% of students confirmed that they feel motivated to learn English, 26% are not motivated to learn English with dictation. Researcher's observation ratified that not all students were motivated to learn English in class with dictation.

The different pedagogical techniques in teaching English are very useful for students, as they provide tools that facilitate their learning process. Their skills with language (writing, reading, speaking and listening) considerably improve with these techniques. These approaches and methods are very used in the world to learn English language; they improve in the teaching and learning English language in the learners.

What is your teacher's attitude in the classroom?



Graph 6

Author: Jorge Norberto Villa Quinotocto

Source: Students' questionnaires

The graph illustrates that 100% of the students answered that teachers showed willingness to teach English in class. The teacher uses effective ways to drive and motivate in the learners, the teachers know fully the role played by motivation in the learning of the pupils. Author's opinion is that all teachers showed that they prepared the class to teach

English to students carefully.

In this part, 79% of the students answered that teacher rewards to the students when they participate in the class, 21% of students answered that teacher does not reward students when they were participating in the class by using kind expressions. Author's opinions is that almost all the teachers reward to the students after their participations.

As shown on graph, 85% of the students answered that teacher tries to all the students for equal, 15% of students answered that they does not try for equal by their teacher. However, researcher's observation confirmed that all teachers tried students for equal. A dynamic teacher is always motivating learns to listen, participant, and eventually get the message.

In this part, 94% of the students answered that the teacher is friendly with the students during the class, 6% of the students said that teacher is not friendly. Besides, from author's view point, all teachers are friendly during all class.

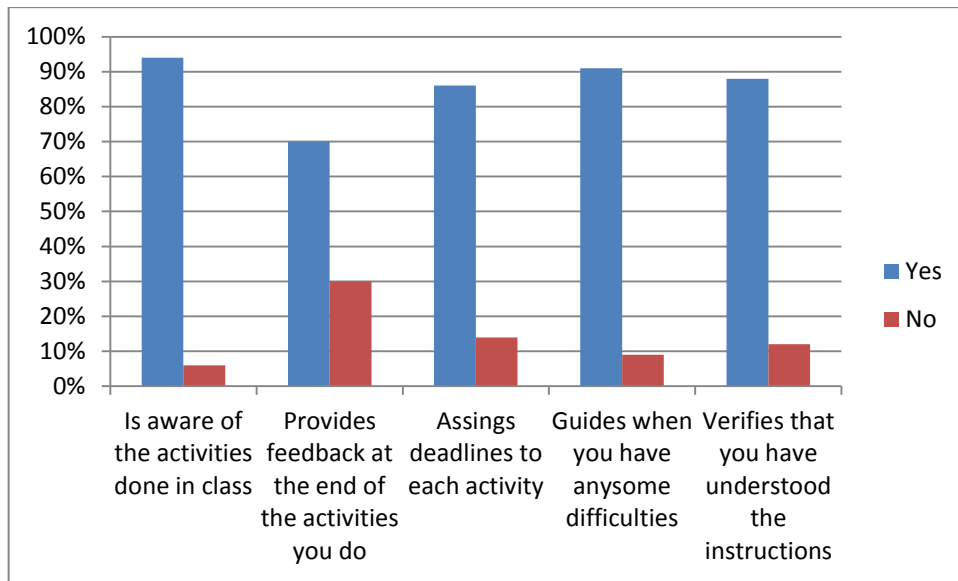
The results indicate that 70% of the students showed that teacher promotes the interpersonal relationships in the class, 30% of the students indicated that teacher does not promote the relationship in class. The observation in class showed that the teachers promote relationship interpersonal during the class when the teachers give task in class. The students work in group to learn English.

In a cooperative classroom the students and teachers work together to pursue goals and objectives. But cooperative learning "is more structured more prescription to teachers about classroom techniques, more directive to students about how to work together in groups that collaborative learning" (Ellis, 1997).

The 85% of the students indicate that the teacher paid attention to the problems that the students have to learn English, 15% of students show that the teacher does not pay attention to your problems. The observed classes considered that the teachers paid attention to the problems of the students in the class. An expert teacher is always prepared to understand the problems in teaching and to give solution to problems in classroom.

The 85% of students manifest that teacher shows a good attitude when the students have doubts, 15% of students answered that teacher does not show a good attitude before the worries that the students have in the class. The teacher gives advice to students. Teacher acts as counselor to the learners especially when the students are in problems. The learners need help to understand better the topic in the learning of English. Also, the teachers make that English students feel good in the classroom. Finally, the teacher keeps all the activities of the children under his care such as moods, health, and progress in their studies of learners.

What is the role of your teacher in the classroom?



Graph 7

Author: Jorge Norberto Villa Quinotocto

Source: Students' questionnaires

According to the information, 94% of the students answered that teacher was aware of all activities that you realize, 6% of the students say that teacher is not attentive. In the class observation all teachers were attentive in all activities that students realized in the class. A teacher always assumes the positions of a leader and he has to be credible in this regard. As facilitator the teacher prepares guidelines which will serve as the focus of discussion things and activities inside classroom.

The 70% of the students showed that teacher gave feedback in the final of the activities, the 30% of the students manifested that teacher did not give feedback in English class. From author's view point, most of teachers gave feedback to students in class.

The 86% of the students indicated that the teacher assigns limit of time to each activity in class, 14% of the students answered that the teacher does not give limit to the students in class. However, the observations that were done in each class indicated that teachers did not give limit to each activity in class.

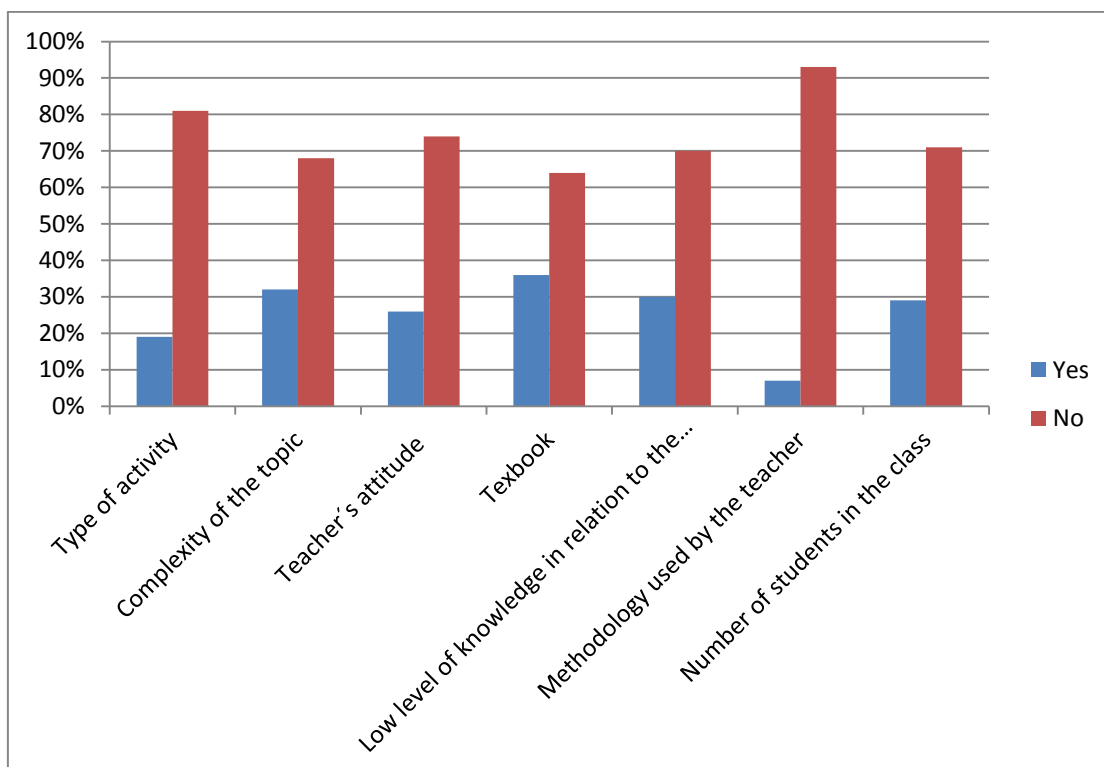
The 91% of the students showed that the teacher guided students when they had any some difficult in class, 9% of students indicated that the teacher did not guide students. In the class observations indicated that all teachers guided students when they had difficult in class. Oxford (1998), teacher acts as counselor to the learners especially when the students are in problems.

The 88% of students indicated that teachers verified students have understood the

instructions, 12% of students confirmed that the teachers did not verify to students that they had understood the instructions in class. But, in the class observations showed that all teachers verified that the students have understood the instruction in class to learn English. An expert teacher is always prepared to understand the problems in teaching and to give solution to problems in classroom.

What do you think hinders students to learn English?

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



Graph 8

Author: Jorge Norberto Villa Quinotocto

Source: students' questionnaire

The graph illustrates, 19% of the students have difficulties to carry out the class activities because they consider them very difficult, 81% of the students had no problems with the activities to learn English. The observed class confirmed that most of the students had no problems with the activities.

The results determine that 32% of the students manifested that the complexity of the topic affected learning English, they said that topic is very difficult, 68% of the students do not have problem with topic in the learning English.

Twenty six percent of the students indicated that teacher's attitude does not affect

students in the learning and 74 % of students consider that the attitude of teacher affects them when learning English. Researcher's observation shows that most of the students do not have difficult to learn English. In the class observation showed that most of the students do not have difficult because the teachers were kind in the class. Cooperative learning is sometimes thought to be synonymous with collaborative learning. In a cooperative classroom the students and teachers work together to pursue goals and objectives. A facilitator focuses on the principle of intrinsic motivation to his students where they can be interested in the learning of second language.

The result shows, 36% of the students were not motivated to learn English with the textbook, because the students answered that the textbook is complex, 64% of students were motivated to learn English with the textbook. The result from the observed class indicated that almost all students were motivated with the textbook in the learning; because the majority of them used the textbook to do their homework in classroom and outside of it.

According to the result, 30% of the students answered that they have low level of knowledge in relation the rest of the students in the class because the students indicated that they do not understand the class, 70% of the students answered that they have high level of knowledge in relation to other students. However, the observed classes indicated that most of the students have low level of knowledge to learn English because teachers repeated the class when the students did not understand the class. So that they strive much less to learn, because in any way, teacher explained the class, even in Spanish.

Seven percent of the students showed to have difficult with the methodology applied to learn English because the teachers do not explain well the class and 93% of the students showed no difficulty to learn English. The observations confirmed that the methodology applied by teachers did not hinder to learn English. : "The instructor is director of a stage play in which the students are the actors" (Asher, 1977, p. 43). Which can be interpreted as that the teacher must be able, through his strategies and methods, to achieve that the student performs his duties and that meet the learning objectives of the subject they teach.

The teacher should establish personalized learning strategies with those students who said they did not understand the methodology applied in classes.

In this method the instructor gives commands to students and they realize the action. TPR heavily utilized the imperative mood, even into more advanced proficiency level.

The results showed that 29% of the students reported having problems in classes when the group of students was very numerous, because this increased the interruptions and made it difficult to understand the teacher's explanations. Seventy one percent of the students manifested that they are well with the number of students in the class. Researcher's

observations indicated that the number of students do not affect in the English class because attention to class and student discipline was maintained, despite being a large group of students.

No unnecessary interruptions were found, and there were no distractions on the part of the teacher.

CONCLUSIONS

Students consider that motivation is an essential factor in the learning process, especially in the learning English language, especially in Hispanic speaking countries as Ecuador.

Student's motivation degree was generally high and this is beneficial for the process of teaching and learning English.

According to the results obtained in this study, the activities that motivate students to learn English in Ecuadorian public high school are songs, games, dramatizations, reading selections, dialogues and dictation. Activities are important to the success in the learning a second language.

This study shows that the English teachers maintain a good attitude in class; this allows the class to be interesting and accessible to all students. A good attitude during the classes allows the teacher a better control of situations that may arise.

English teachers motivate students to learn English by incorporating different learning strategies in their classes toward a variety of activities to catch students' attention and interest in the language.

Didactic material that is used by teachers improves and keeps the interest of students for learning the English language; it helps them to understand well the class and to be motivated inside the classroom.

RECOMMENDATIONS

English´s teachers must incorporate different pedagogical strategies to stimulate the motivation of their students in the learning of the language.

Teachers should keep an effective method to encourage the student in the teaching and learning where the students can be motivated to learn English as second language.

The teaching of the English language must be continuously renewed in the Ecuadorian educational system through the creation of new strategies for teaching of English, as well as encouraging teachers to improve their methods constantly, based on the scientific evidence published on the subject in publications specialized in pedagogy and teaching of foreign language.

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ANNEXES



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.

Nombre de la institución			
Tipo de institución:	Pública () Privada ()		
Año de educación:	8vo ()	9no ()	10mo ()
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?

Aspectos	SI	NO
Tipo de actividad		
Incentivos brindados por el profesor		
Mejorar tu nivel		
El tema de la clase		
Calificación		
Actitud del profesor		
El libro utilizado		
El material		

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

Actividades	SI	NO
Actividades con canciones		
Juegos		
Dramatizaciones		
Redacción de párrafos y ensayos		
Lectura de textos		
Diálogos		
Dictados		

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

El profesor:	SI	NO
Muestra una buena disposición para enseñar		
Premia tu participación a través de estímulos y expresiones		
Trata a todos los estudiantes por igual		
Es amigable		
Promueve las relaciones interpersonales		
Presta atención a tus problemas		
Muestra una buena actitud ante tus inquietudes		

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

El profesor:	SI	NO
Está pendiente de todas las actividades que realizas		
Brinda retroalimentación al final de las actividades que realizas		
Asigna límite de tiempo para las actividades realizadas		
Te orienta cuando tienes alguna dificultad		
Verifica que hayas 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 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



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
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MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS
Observation sheet

INSTITUCIÓN:	
FECHA:	
AÑO DE EDUCACIÓN:	

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

SI	NO
¿Por qué?	

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

Aspectos	SI	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

3. Actitud de los estudiantes en la clase

	SI	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

	SI	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

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

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

	SI	NO
Actividades con canciones		
Juegos		
Dramatizaciones		
Redacción de párrafos y ensayos		
Lectura de textos		
Diálogos		
Dictados		

Otras:

7. Los siguientes aspectos dificultan el aprendizaje del Inglés

	SI	NO
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:
