



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

**ÁREA SOCIO HUMANÍSTICA**

TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN

INGLÉS

**English language students and their motivation to learn the language**

TRABAJO DE TITULACIÓN

AUTOR: Solis Burgos, Miguel Armando

DIRECTOR: González Torres, Paul Fernando, Mgtr.

CENTRO UNIVERSITARIO QUITO

2015



*Esta versión digital, ha sido acreditada bajo la licencia Creative Commons 4.0, CC BY-NY-SA: Reconocimiento-No comercial-Compartir igual; la cual permite copiar, distribuir y comunicar públicamente la obra, mientras se reconozca la autoría original, no se utilice con fines comerciales y se permiten obras derivadas, siempre que mantenga la misma licencia al ser divulgada. <http://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>*

2015

## **APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN**

Magister.

Paul Fernando González Torres

DOCENTE DE LA TITULACIÓN

De mi consideración:

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

Loja, Julio de 2015

f).....

## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

Yo, Miguel Armando Solis Burgos declaro ser autor del presente trabajo de titulación: “English language students and their motivation to learn the language”, de la Titulación de Licenciado Ciencias de la Educación mención Inglés, siendo Paul Fernando González Torres director 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.

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: “Forman 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. ....

Autor: Solis Burgos Miguel Armando

Cédula: 1711252070

## **DEDICATION**

I want to thank you God, for blessing me in this hard and long journey, and giving me the strength to go on, providing me the courage, and the patience for maintaining me fighting for my dreams during all this time. Without your love and your generous hand, this task could not have been finished.

Thanks for all my goodness.

## **ACKNOWLEDGMENT**

First of all, I want to thank my God, who is always by my side, who made this work possible to be done; thank you for being my guide every time I needed.

Especial thanks to my wife and son, for their support and patience, because all the time without them was not in vain. My entire endeavor was for them.

Thanks to my friends, to my thesis advisor: Mgtr. Paul Fernando González Torres, for his patience and effort, to the Universidad Técnica Particular de Loja, to its teachers and directors.

Thanks to all of you.

## CONTENTS

COVER.....	i
APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN..	ii
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS.....	iii
DEDICATION.....	iv
ACKNOWLEDGMENT.....	v
CONTENTS.....	vi
ABSTRACT.....	1
RESUMEN.....	2
INTRODUCTION.....	3
LITERATURE REVIEW.....	6
METHOD.....	23
DISCUSSION.....	25
Description, Analysis, and Interpretation of results.....	26
Conclusions.....	41
Recommendations.....	42
REFERENCES.....	43
ANNEXES.....	45

## **Abstract**

This research is focused on difficulties that English teachers have with their learners inside the classroom. The theme of this study is about “English language students and their motivation to learn the language”. The principal objective is to find the motivational factors that affect the learning English process.

This investigation took place in 5 different classrooms and those were from first to third year of senior high school in two private institutions located in Quito city. There were a hundred of students surveyed between 15 and 18 years old, and also five teachers between 32 to 45 years old and all of them were observed while teaching. These activities were done to determine which motivational factors influence the students’ English learning.

This project was developed using the quantitative method, the applied techniques were surveys and note-takings. Furthermore, the instruments used were questionnaires for students and observation sheets to record the teacher’s performance in the class. The collected data was reviewed, analyzed, sorted, described, and interpreted in relation with the literature review. The findings obtained in this research revealed that teacher’s attitude and interactive activities are the factors that need more attention in order to motivate students’ learning English.

**KEY WORDS:** Motivation, factors, teaching, English, school, education.



## **Resumen**

Esta investigación está enfocada en las dificultades que los profesores de inglés tienen con sus alumnos dentro del aula. El tema de este estudio trata sobre "estudiantes del idioma inglés y su motivación para aprender el idioma". El objetivo principal es encontrar los factores motivacionales que afectan el proceso de aprendizaje de inglés.

Esta investigación se llevó a cabo en 5 aulas diferentes, de primero a tercer año de bachillerato, en dos instituciones privadas ubicadas en la ciudad de Quito. Cien estudiantes de 15 a 18 años fueron encuestados y cinco profesores de 32 a 45 años fueron observados mientras enseñaban. Estas actividades fueron realizadas con el fin de determinar qué factores influyen en la motivación de los alumnos para aprender inglés.

Este proyecto fue desarrollado utilizando el método cuantitativo. Las técnicas aplicadas fueron las encuestas y la toma de notas. Por otra parte, los instrumentos utilizados fueron cuestionarios para los estudiantes y hojas de observación para registrar el desempeño del profesor en la clase. Los datos recogidos fueron revisados, analizados, ordenados, descritos e interpretados en relación con la revisión de la literatura.

Los resultados obtenidos en esta investigación revelaron que la actitud del profesor y las actividades interactivas son los factores que necesitan más atención para motivar a los estudiantes en el aprendizaje del inglés.

**PALABRAS CLAVE:** motivación, factores, enseñanza, inglés, secundaria, educación.

## **Introduction**

This study arises from the necessity to discover what aspects affect the learner's motivation to learn English. This research will try to fill gaps about this field, and also try to help teachers to understand and realize what aspects really motivates or hinders the English learning process.

In Ecuador, it is well known that students are not motivated for learning English because there are many factors that hinder this activity; for example, the types of motivation, the teachers' attitude, and the number of students in the classroom. All of these features are some of the aspects that restrict students' English skills.

There are some activities in classroom that need more attention by the teachers in order to increase student's motivation to learn English. The methodology used in class and the didactic material are factors that have been taken into consideration to find which of them are the most neglected in the learning process. These aspects could be modified for changing the students' behavior and the way how they learn English. So far, it is necessary to know the students' needs inside the classroom, for determining the kind of motivation that teachers have to share when teaching the second language.

The main objective of this study is to learn about the learners' perception of learning English and their motivation inside the classroom by answering these following questions:

What do you think motivates students to learn English?

What do you think hinders students to learn English?

The importance of this study is related to enhance the quality of the English teaching-learning process, and increase the students' motivation by applying a variety of activities inside the English classroom.

There are some studies that have been done about motivational factors which affect the learning of English as a second language; these issues are considered for this research

because the results exposed are real situations in the learning process inside the educational institutions. Regarding the theme of this research, some educational factors have been analyzed in order to determine the influence in the students' motivation to learn English. Consequently, these studies have demonstrated that interactive activities and the teachers' attitude are valuable help, and those improve the level of the students' motivation.

One of these studies investigates the relationship between the socio-economic approach and the techniques used by the teacher; this demonstrated that the integrative and instrumental motivations are also an important factor in the students' learning process; the first one appears when learners want to learn the second language because they want to meet or establish a relationship with people from countries they want to visit or travel to know more about their culture. Instrumental motivation means that before the research, students were already motivated by some practical reasons such as getting a salary or applying to a college. The importance of this study showed that there is no significant relationship between the socio-economic context and the learning motivation because whatever condition of the student or the status of their families do not affect the English learning (Conday, 2012).

Lucas (2010) conducted a research about the significance of intrinsic motivation factors in the second language learning among selected freshmen. The importance of this study suggests that students are more motivated when the intrinsic motivation is used in the classroom. Therefore, learners will be highly influenced to get their linguistic goals in the second language. Hence, reading, writing, listening and speaking must be intrinsically motivating through accomplishment and knowledge of new strategies like the use of media that increases the motivation and attention of students when they are learning the second language. The outcome found in this study through a survey showed that the four macro skills of English learning and the intrinsic motivation are closely related. The author stated that teacher's methodology and teaching strategies will improve students' communicative

skills in the second language. These strategies are useful for teachers to make the class more efficient and productive.

Another research was done by Moskovsky and Alrabai (2009) which encountered that the intrinsic motivation of a foreign language is interrelated with the gender of the students. The importance of this study shows that male and female students have different ways to get the knowledge by different ways of motivation; these factors allow students to improve their English communicative skills. Furthermore, this study suggests that the teacher is who has to prepare the class using methodologies that satisfy the learners' necessities base on their gender. This author affirmed that students will be more comfortable learning in this environment.

The present investigation seeks to benefit teachers and institutions by giving them relevant information about the most important motivation factors. This study could be very useful to improve the English learning inside the classroom. Besides, it is important to highlight that the kind of motivation and the teacher's attitude will be significant to accomplish the students' goals in their English learning process.

The methodology of this research was limited by the time constraints and the predisposition of certain authorities. This study suggests that teachers could prepare better lesson plans to make better classes that include motivation strategies to make students feel more confident and unstressed when they are learning English.

## **Literature Review**

In this study, motivation is found as the principal objective in the learning process, this is based on the importance of some study issues that allow learners to develop and enhance their English learning goals inside the classroom. For this purpose, it is necessary to show how motivation and strategies function with students who are acquiring a second language. These aspects are significant tools that should help students to understand certain learning processes related to the English learning.

This section also contains many relevant preview studies and some points of view that comprise valuable information about learning English and its motivation. For didactic appreciation, we have considered the most relevant topics that have to do with the students' motivation inside the classroom. Moreover, these motivation factors of the learning process will guide teachers to understand how motivation influences to their students, and how those really affect the second language learning. Motivational strategies and methodologies will be explained in this study, and teachers can take them into consideration for better understanding and applying in their English classes.

### **Motivation to learn English**

Student's motivation means that internal and external factors are those that stimulate learners to continue studying the second language. Students could be motivated by interesting activities developed inside the classroom; and those should engage student's attention. Furthermore, the teachers' attitude is an essential component of the student's motivation.

Motivation activities have to be done with the teacher's experience with all kind of students inside the English classroom. Also, class activities could be done with different methods and strategies that improve the learning process. Motivation is the most important factor that affects the learners' knowledge; it also determines the amount of things that

students have to accomplish in order to learn English in an adjustable environment inside the classroom.

Some activities are mainly generated by the teachers' skills, which is responsible to motivate students, make dynamic classes, and also trying to engage the student's attention to the topic of the class.

Harmer (2007) exposed that a successful class depends on how the teacher is prepared to do lots of activities that motivate learners in the teaching English stage. If students are intrinsically motivated, it could provoke their active participation in the topic of study, and no matter the subject they are learning to achieve this activity. All of students have to be involved in the activities developed in class, and take part of what is happening while they are learning. The teacher has to previously prepare the lesson plan, in order to have a guide and follow certain points that are necessary to successfully complement the topic of the class. This teacher's accomplishment could be beneficial for the whole class because new activities will avoid bored students.

The most important students' reward is the enjoyment of all activities developed inside the classroom, those have to be dynamic, interactive, peculiar and also give learners the opportunity to be part of the class. Moreover, learners can participate with their classmates with no shame and confidence in spite of misunderstanding the study subject. Intrinsic motivation is part of the activities that students need to feel confident and self-determine by themselves with their teacher's direction. This kind of motivation will change the environment of the class and making learners feel comfortable in the English class environment (Harmer, 2007).

Motivation determines how students will be successful in their second language learning, and usually these strategies can be prepared on time by their teacher using lots of methods and techniques including their teaching expertise. Then, these motivation activities

can be applied in class, taking into account all of the materials that teachers will need to make it possible. However, student's confidence and their situation are essential in the learning process, and also the context of the class in which learners develop their knowledge. Teachers have to follow some simple strategies that are important in order to have a successful class because all the circumstances are not the same with the students inside the classroom (Kumaravadivelu, 2006).

By taking into consideration all of these situations, our classroom will be better and students' performance will reach high levels in the learning field. New teachers must be aware of these current methods. Teachers have to prepare good topic for leading the class in a better way, so that, students will enjoy learning if they are always motivated.

Shindler (2010) states that we have another instance with the students' motivation, he says that it has to do with the extrinsic influence in every student's activities performed out of the classroom; this kind of influence is carried into the classroom and shared with classmates. For example, a student who has native speaker relatives and can practice the second language every time he wants without any struggle. This student obviously has a very important advantage in relation with his peers.

Ryan (2000) also mentioned that extrinsic motivation could be the result of the outer context in which students are exposed every day, or when they are not in the learning institution. Furthermore, class activities are not really the absolute motivation inside the classroom, but they have more different kinds of motivation for their successful learning. Teachers have external instruments which help students to find other situation and environments to learn English, for example their own houses. Motivation is one of the most important things in the learners' performance in the EFL classroom. Teacher's influence affects the learning process and provokes a particular way to be engaged with the study subject in the class.

Shindler (2010) expressed that it is necessary to say that teachers are a very important part in the student's performance inside the classroom. He also says that teachers could guide learners every time they need to be reinforced their knowledge by experiences obtained externally, motivation can help students to perform many activities without intentionally behavior while learning inside the classroom. Moreover, we can see that students are connected with the environment when they are learning. Learners can be stimulated in class with activities they really like to do, such as role plays and games. Students can also be stimulated by their families and the teacher's guide as well. So, they are who give students enough motivation to continue tracing a clear objective in the English learning field.

Harmer (2007) states about extrinsic motivation and takes into consideration that every learner has their own reason for learning something they want or like. As children, they do things just because they like to discover what they have in their environment, or when somebody wants to develop studies in a specific field. For instance, if someone wants to be a good cooker and finds the way to get a job in the restaurant of an important hotel in another country, they will fight for their dreams. In this case, we can see that this kind of motivation requires more than an internal desire that push students to make possible their planned goals.

Harmer (2007) also states that extrinsic motivation could occur when someone wants to get some rewards or maybe to avoid a punishment if something went wrong. In this case, we can say that, this motivation has external influences on the person who is doing certain activity for the rest, or accomplish a task in the classroom. There are many reasons for teaching with motivation strategies. For example, these methods promotes students' endeavor to accomplish their wishes. It seems that teacher's presence is not necessary to make possible a successful class, or when students want to do whatever in the class. But it is necessary when students could need a tutor or a guide to be sure and confident to reach something that they



want, and also in this case, external factors are which really could change the student's behavior and the way the learning goals are obtained.

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

Dörnyei (2001) mentions that the most important useful strategies to motivate English learners, and also we can say that these activities must be completely developed by the teacher in order to apply them into the English classroom. Motivational strategies have to be used and managed by the teacher in order to maintain favorable conditions to keep students attention while they are learning a second language. Doing this is very important, so they can notice student's needs and also make a revision to establish different motivation strategies for different context and students as well, so our goals in teaching English will become a powerful tool to use in the classroom.

Strategies for language development are very useful when students want to reinforce their learning. Teachers have to give students support with their knowledge just using realia and other methods when they direct an understandable class; hence, students will have more confidence to participate in the topic of the class, if they are comfortable with the verbal interaction between classmates. Then they will realize that are getting better at their English proficiency (Herrel & Jordan, 2012).

This author also presents strategies for lecture development that allow students to improve their skills on the reading stage. It is valuable in the way they will understand how the language functions and try to practice with interactive roles as well, all of this process should increase the understating of the text and therefore their reading skills. Another instance are strategies for content instruction that refers to the condition in which subjects are the principal influence on areas of interest such as mathematics, social studies and science; the amount of language referent to the approach is very important to increase content learning.

The last strategy that this author proposes is about technology strategies for English learners. It means that all study activities are based on media, for example, audio-video translation and vocabulary are all a complement for learning language in an easy context.

On the other side, Dörnyei (2001) tells us that some of the activities used in an English learning class can be done with various subjects to be successful in the second language. For instance, we can mention that teachers have to design and approach new forms to arrange themes for the students in order to have a proper way to present the content of the class; this procedure is useful to make the class clear and understandable. They can do various strategies together at the same time like teacher's feedback and explaining the topic of the class to the rest of students. Furthermore, the teacher has to prepare all of didactic material carefully because the class depends on the accuracy of the theme that will be teach; first of all, learners should know about the activities that teacher will develop in the class; to make a complete guide about problems and solutions generated inside the class is also important. Furthermore, it is necessary to make a suggestion list in the case we want to resolve any kind of problems appeared in the classroom. For example, the lack of attention, misunderstanding, participation, and so on; all of these issues are related to student's behavior and motivation into the classroom.

### **Teaching approaches and methods**

Harmer (2012) says that Communicative Language Teaching method is also known as communicative approach. This approach is based on the interaction for learning a second language. This procedure consists on how students learn English by doing different tasks; this is done as a general strategy used by many teachers in the EFL classroom. CLT has another characteristic in which the interaction is related with the nature of the language learned. The design of the interactive class is made by the teacher to avoid any kind of errors while

applying in the class. The development of these strategies finds the way to introduce the theme in classroom with some of communicative activities.

The same author mentions that CLT is not just a grammar approach nor a solely vocabulary, but it also has some functions of the language. Communicative Language Teaching involves structures for conveying the language in many forms. It works well in reading, writing and speaking; in other words, it is how the language is used by learners. Another CLT's peculiarity is if students have sufficient contact with the second language and also they are sufficient motivated in class, it is when learning tends to be easy to lead. Moreover, we can say that real communication uttered by students is the principal feature in this method. Also, students have to learn by doing many activities related with communicative motivation. Improving their learning and knowledge of English and then improving communication with others in any context they are exposed.

Communicative Language Teaching (CLT) is an important tool for both students and teachers, because without this, learners could not be able to communicate with the rest, and cannot even being understood by their classmates or establish a single speech between peers. CLT helps students to maintain the level of communication as they need. Furthermore, they could be aware of maintaining language items together when possible in order to keep the interaction of the language teaching through lots of authentic texts, and be careful of focusing the class not only in the vocabulary, but also in the learning process. Do not forget that the student's outer experiences contribute in the learning process inside the English classroom (Nunan, 1991).

A relevant focus about this study was conducted by Richards and Rodgers (2001), who mentions that goals are very important in some aspects like grammatical, discourse, functional, sociolinguistic, and strategic that allow concatenated with pragmatics in order to achieve the goals in second language. The use of language techniques are needed for

complementing the context in which students are learning, and also the tasks inside the classroom have to be productively and receptively in order to complement the student's skills that are necessary to communicate with their classmates.

Cooperative language learning, according to Freeman (2004) says that this is focused on study groups which not only share the knowledge while working together, but also the way the teachers and learners work side by side for making a better cooperative learning group. This learning feature is so helpful and necessary to increase collaborative and cooperative proficiency with all members of the working group. Then we have seen that this method of learning is basically a part of the communicative skills and also a way of studying. Furthermore, students are always motivated to think competitively by themselves but they have to contribute in the group of study. Learners have to share a certain period of time with peers, so they will get better at learn cooperatively. We have to take into account that inside the group does not matter age, study skills, gender, the ethnic and so on, then learners will learn to share and acquire knowledge among them, no matter the context of the class in which English learning is developing.

On the other hand, Herrell and Jordan (2012) state that Cooperative Language Learning has to do with a group of students working together for doing a task. Furthermore, according to this study, the group of students must be structured for being successful in developing all the activities proposed in the English class; tasks in the class do not have been designed for just one person, but this method was done for working all together and accomplish the goals in group.

Additionally, these authors say that the most important feature of the Cooperative Language Learning is that each member of the group have a task assigned to accomplish it and then share with peers, that is the way how this method is so productive, and all students will be more proficient in verbal interaction with the rest of members of the group. So that,

they could have real opportunities for learning new themes based in cooperative learning approach. Learners can also perform some activities in class implementing their awareness and experience doing tasks and also have the opportunity to improve their second language depending on their level of knowledge. Besides, teachers have the responsibility of leading students learning by encouraging them to play a good role in the little group of study.

Another method researched by Freeman (2004) is called Content Based Instruction, which consists in the study of a variety of disciplines depending on student's needs. It means that each profession has assigned vocabulary for the purpose it will be used in order to be understood by the transmitter and receptor of the speech. The special characteristic of this method is to integrate the instruction learning with single content of learning especially in English language. This method is designed for students who begin learning academic subjects in a native language institution because they need to know all of the material in this activity. For instance, learners who want to study a chef career should get all the language involved in this subject-matter. Learners have to engage with the academic content and this method is helpfully for all kind of students in any field of studies they want to learn.

According to Lightbown and Spada (2006) state that this method proposed that every subject- matter studied must be focused on the use of the language more than its content; the focus of the class is merely designed for specific field of study such as sciences, mathematics, sports, and others. As we can see on certain occupations, the teacher has to prepare special vocabulary for their English class, but also the way how this language will be used by students to interact with other people in every context. English teachers should take advantage of this method because it helps to improve students' skills and interaction in the second language. For measuring students' knowledge is necessary to make sure they have understood how to perform and to make things by instructions given in the second language. Then, learners will improve the ability to use the target language to interact with others.

According to Harmer (2012), Task Based Instruction (TBL) is the method which is part of communicative language teaching and also the focus is on tasks more than the language. For instance, when someone is in another place different from home and needs to know an address to go there, it is necessary to communicate with someone and ask for direction to get that place. This task shows us that some communicative skills are necessary to accomplish such activity. Then students have to work to enhance their learning based on errors they have found when developed the proposed tasks. Students have to do a list of tasks instead of a list of vocabulary for improving their skills. They have to notice if something was wrong with the interaction among their peers and if it was well done or not in order to improve their communication skills using new strategies inside the class.

Harmer (2012) says that TBL is based on activities and assignments because the most important approach in this method is to give students the opportunity to learn the new language by tasks that are helpful in learning processes not only with vocabulary but also with various types of activities. Those tasks must have been told students to accomplish inside the class. After that, they have to gather all material necessary for the interaction activity and use it as a guide for getting improve the language by some little demands that measure the level of the way they use the language to perform an assigned task in the communicative language field.

In this method, Cook (2003) states that students are engaged with daily activities which are organized by the teacher for successful outcome, and also, focusing on the students attitude to complete certain tasks, so that, the attention is for getting goals and objectives focused on how learners develop task based instruction. This method is very useful in the class in order to motivate and engage students with communicative activities in the second language.

According to Rao (2002) says that the Translation Method is the most common method to teach a second language. It was very used for learning English in the past and now it is also recognized as a good way of teaching a second language. This method consists of translate all the class into the mother tongue, so that students will find the content more familiar than themes in target language.

This author also states that the translation method, also known as grammar translation was introduced in the 18th century in German schools, and it was applied in learners by giving them a list of vocabulary and certain grammatical rules that were helpful to translate exercises. This kind of method does not have the same importance today, but translating all the theme of the class to the mother tongue is obviously a good way to learn a second language. The structures of these two languages are compared in order to learn faster the target language by translating all the material exposed in the class. This approach is not good for students to learn in a natural way because the translation with grammatical rules is hard to apply in the learning process if we like to do it faster than other methods.

Moreover, learning in the target language with this method is not recommended since it was designed for learning faster and accurate. It does not help students in communication skill, so that, if we want to improve our new language learning, it is better to choose another method (Harmer, 2012).

Total Physical Response research by Herrel and Jordan (2012) is the method which contributes to acquire language by listening and repeating commands, TPR is suitable for children because they begin to learn everything just making body movements they have seen before, then they will be ready to speak until they feel it is the right moment to perform speaking. First at all, language acquisition is the base of this approach. In this method, the teacher requests some orders from students who first use receptive language, then they have to do the activity that the teacher asked them by performing it with body movements.

Furthermore, if learners are not ready to speak, they don't have to be pushed to make it until they are ready. This method must be applied gradually while students get involved with the commands they have heard from the teacher. Students will learn to interpret movements into verbal language until the teacher decides to quit gradually the manifestation of body movements when asking students for something to be done.

Total Physical Response, also known as TPR, is established on the process how the language functions between the action and the command that is developed to complete a certain activity. The body movements are essential to be successful in the task and some processes like humanistic and pedagogy that are part of this approach. To perform this method by physical movements; the memory must be connected through verbal interaction to accomplish tasks, based on the principle of getting the mother tongue. The focus of this method has to do with language acquisition, especially with children for making succeed students in the English learning process. It starts with the teacher's commands made with movements of the body. Then the response is developed with verbal interaction (Richards & Rodgers, 1999).

### **The roles of the teacher**

All of the activities that are developed in class are in charge of the teacher; they are responsible for the students' success in every stage of the language. This means that an effective teacher is who spends their time in a profitable way. So that, learners will be successful in the language approach depending of the teacher's role, we can see some of them below:

Harmer (2012) states that successful classroom goals depends on the role of the teacher while students are learning in different contexts. For instance, if the teacher acts as a controller, it is when they stand in front of the class just giving commands but students do not have any opportunity to act by themselves because everything in class is directed by the



teacher. This focus does not function if there are work groups in the class making a project. The tutor can act as a prompter when students need to be encouraged to complete specific tasks. Also the teacher can be a feedback provider when learners need to be measured their knowledge. To be an assessor, it is necessary when students need to know how better things have been done. The teacher can also be a resource of information by giving them information and directions. Being a tutor is performing with learners who need advices about actions and how they could do that next time or in the stage they need it.

On the other side, Richards and Rodgers (1986) have also researched about this issue and conducted some approaches in this field as we can appreciate next.

Acting as a model, making a framework for learning and giving students a way to perform activities first demonstrated by the teacher. The tutor is the director, who decides what comes next and what task students have to accomplish. In order to do this, it is necessary that students have to be motivated to perform an organized class. The neutral observer is another focus on this approach. Students for instance, wait for the teacher to help them but in a supportive way with some kind of distance, so they could know what comes from the tutor. The counselor role needs to be leading by the teacher when students are in any trouble and need to be helped without judging them, just trying to understand and to support them. The teacher becomes generator of input and giving students tools for understand the language; moreover, this method provides learners enough knowledge to develop interpretation of the learning second language.

Many previous studies have been analyzed to know more about student's motivation to learn English. In this field, it is necessary to take into account the socio-economic background and the methodology used by the teacher to find if there is any relationship between them that could affect the motivation to learn English (Conday (2012).

Conday (2012) states that every student has different contexts in which they perform their studies in or out of the class, and also says that teacher's techniques and the learner's attitude for learning the language are related in the learning process. The methodology used by this author was applying warming up before starting the class and also some activities like games and work groups. Those activities prove that there is not a relationship between the motivation and the socio-economic approach and the learner's predisposition to learn English. The result was based on the teacher's skills and the capability of leading the class successfully. The intrinsic and instrumental motivation was important because students felt encouraged to continue their studies even if they were not motivated at that time, after that, their feelings were to continue studying English by their own means as their primary aim.

Another point of view about the motivation to learn English is relevant to mention. Yihong and Yuan (2007), says that it is necessary to find the relationship between student's motivation and their self-identity changes. This study was inquiry in primary and secondary schools with some preliminary test questions like: What were their motivations for learning English? Then the outcome showed that self-confidence does not affect their cultural identity and states that responsibility is based on the social environment which they have grown up. These factors promote and increase the student's intrinsic attraction to the second language learning. So that, teachers are responsible to reinforce learners' cultural beliefs and intrinsic motivation to be successful in the English teaching approach. At the end, students will achieve their study goals and also feel that their cultural identity have had positive changes they did not expected.

Lucas (2010) suggests that the intrinsic motivation with freshman learners depends on helping them to enhance the four macro skills that are necessary for learning second language. Furthermore, the intrinsic motivation is also necessary to improve English communicative skills, in this manner; we have noticed that there is a relationship between these two

approaches. This study was done with a correlation between a validity coefficient test and a motivation questions test delivered to students from colleges and universities. The author also explains that speaking, reading, listening and writing are moved by intrinsic motivation; the use of media is relevant to do activities inside the classroom. This context will improve students' linguistic skills and go beyond their goals to accomplish their study issues. This principle can be extended to students who are in different levels of study in order to make them more efficient with communicative skills in L2 by applying questionnaires that previously were taken in account by teachers and curriculum designers.

Moskovsky and Alrabai (2009) conducted a study to exemplify the intrinsic motivation which helps students to study a foreign language. The aim of this study was to measure the level of some kind of motivations in order to teach learners how to gain knowledge in the learning process of English. This author used several questionnaires which inquired students about types of motivation they are related when they are in class. An important finding in this study was about the different motivation preferences that students have depending on the age and gender of them; the outcome obtained was variable because questions that learners responded were divided in groups of males and females which prove that women are more motivated with different types of motivation than men. Moreover, this study shows that the context in which students develop their learning is essential to acquire English as a second language, and also the teacher's help they need is important to motivate their learning.

Another important study conducted by Jamshidi (2012) states that the Internet-based informal context affects students' motivation to learn English, and also it reflects that students' attitude changed because of motivation influences performed in an informal study context. This author used the Gardner's socio-educational model, a complete helpful learning method that allows students to improve the learning process.

The outcome obtained in this research demonstrates that, the environment and the use of media influence the way of students perform the second language learning in variable levels. The most important findings found in this study were that the influence of the second language is motivated by cultural issues of English, depending on the informal situations in which the class is leading by the teacher. The learner's goals have to be successful in learning and practice English inside the classroom, so that students will have a high level of knowledge on English with the use of internet-based.

All of these situations help to engaged with their motivation to learn the second language in an informal context.

## **METHOD**

This part of the research includes valuable information about the steps taken in this study, also how this research was developed, taking into account especial features that allow the present investigation.

### **Setting and Participants**

This study took place and was developed in Quito, Ecuador. For this purpose there were selected two private high schools in different places of the city.

In the first institution, there were selected two different courses from senior high school. The students' ages were in the range from 17 to 18 years old. All of them were male gender. On the other hand, in the second private institution, there were selected three different courses from first to third year of senior high school. These students were male and female gender.

Five English teachers between 32 to 45 years old and a total number of 100 students participated in this research.

### **Procedures**

It was necessary to follow some steps to begin this research; at first, it was imperative to carry out a thorough search of literature. All of the related information had to be based on scientific material about the students' motivation for learning English inside the classroom. Besides, this material had to be arranged according to the exposed questions. A lot of books and scientific magazines were reviewed to find featured information about motivations for learning English.

The instruments used for this research were 100 students' questionnaires that contained 8 questions based on types of motivation, class activities, teacher's attitude and the teacher's roles, plus a question block about aspects that hinders the learning of English inside the classroom. There were 5 observation class sheets that included 7 questions about

the same as the students' questionnaires. The purpose was to register the factors about the students' motivation and their influence to learn English inside the classroom and how the class was developed by their teachers. There were approximately 20 students surveyed for each classroom, and one teacher for each course. The total number of teachers observed while they were leading a class were five, and the total number of students that took the questionnaire were one hundred.

It was explained to students how to fill the questionnaire sheets and what they must take into consideration before complete the survey. Several questions were not filled out because of the time constraint. Other questions were not completed, because students were tired or not interested in carrying out this task, but everything was fine at the end. On the other side, the teachers' observation performing classes did not present any problem at all.

With the collected and classified material, the literature review began to be written; the data was extracted from the previous studies, and it can be a helpful guide for teachers to know more about the students and their motivation to learn the language. Then, some private high schools were chosen, but just two were available for implementing this study. High schools' authorities did not agree with this job because they assumed that the Ministry of Education does not allow such activities inside the educational institutions.

Despite many problems encountered to proceed with the surveys and observations, the assignment was properly conducted in the chosen institutions.

When all the data was obtained from the students' questionnaires, it was revised and arranged according to the learners' responses, and the method used in this stage was quantitative. The result provided in the observation sheets was managed with a qualitative method, because it was made through the observer's appreciation inside the classroom.

All of this information was tabulated by using a spreadsheet program. The result obtained was ordered in columns according to the question and the number of “yes”, “no” and “do not respond” in the answers of students. The outcome was represented in eight graphics; each one of them belonged to the eight statements encountered and analyzed in the students’ survey

This process was finished by showing the outcome through graphics and interpreting the quantitative data and observation sheets about the English language students and their motivation to learn the language inside the classroom.

.

## **DISCUSSION**

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

This part of the present study was done considering the quantitative method. Furthermore, this section will describe and show by graphs the result of this research. Moreover, this survey was developed with the help of the student's questionnaires and the class observation format which contains the teachers' performance in the classroom. The questionnaires were handed out to students to fill them out without any kind of pressure, and also learners were informed not to sign the form if they do not want to participate.

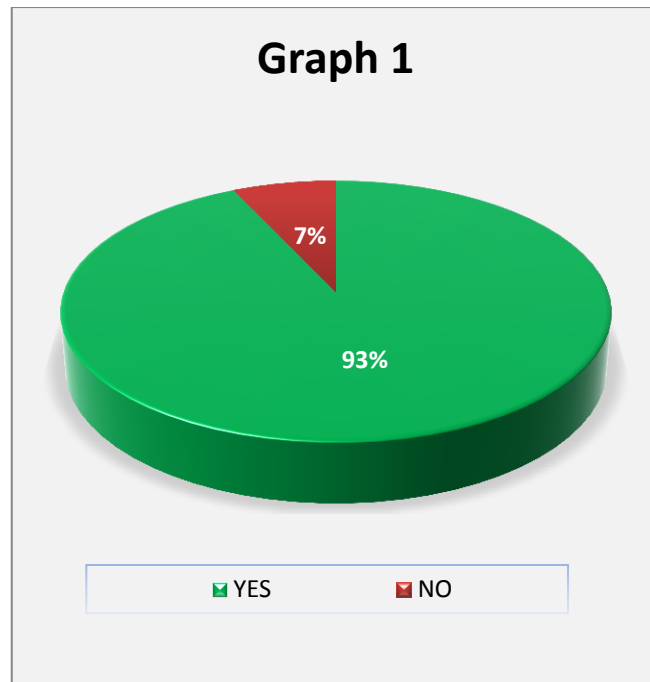
This action was taken to avoid students' fear and make them more confident and honest when responding the questionnaire. This activity was carried out in 5 different English classrooms in 2 private institutions from first to third courses of senior high school, and each classroom had a different English teacher.

On the other hand, the observation sheets were used to record how the classes were developed by the teachers; these instruments were analyzed and interpreted by using the quantitative and qualitative methods. The outcome obtained in this research is very helpful, because it will help teachers to determine the factors that have to do with the motivational influence in the teaching field. The valuable result of this study can be shared with teachers and students that need an advice about the student's motivation to learn English as a second language.



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

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



Author: Solis Burgos Miguel Armando

Source: Students' questionnaire

Graph 1 shows that 93% of students like to learn English and 7% of them do not like the language. Here, we can see that there is a wide gap between these two results and hence, it confirms that almost all students like to learn English as a Second Language due to the circumstances that will be explained below.

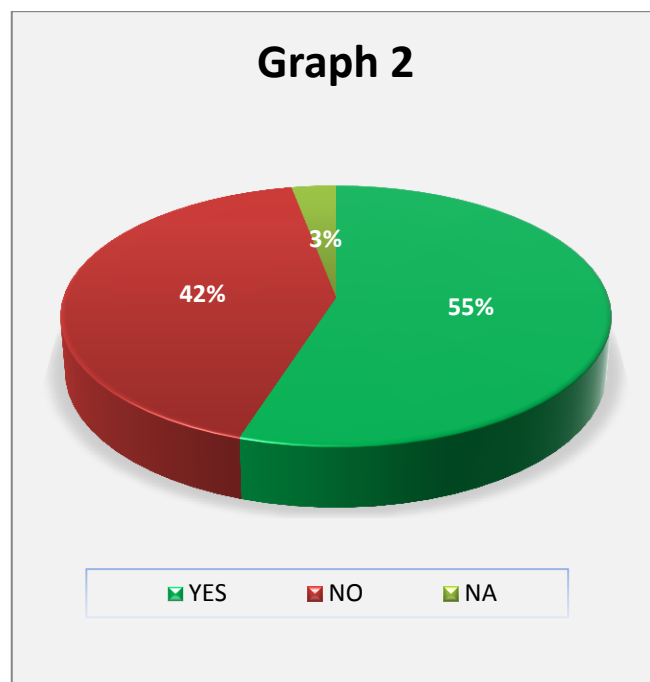
According to the question exposed to learners, there are many answers that are related to this issue. Some of students expressed that they like or want to learn the language because it is necessary and helpful for traveling. Another group of students said that they need English for studying and getting new opportunities in their lives. A considerable number of learners mentioned that as English is a global language, they want to learn it to increase their knowledge. Very few of them dislike learning English because they just do not like it, it is boring, or the teacher is not willing to lead the class.

The outcome observed in Graph 1 is related to the fact that every student has various reasons for learning something that they like to do, and also, it displays that the motivation is important in the learning process because it provokes a desire to study for achieving their goals, (Harmer, 2007).

The results obtained in this statement show that most of students like to learn English, but they always need intrinsic or extrinsic motivations to accomplish their goals. According to the observation inside the classroom, the teacher does not give students enough motivation.

That is why learners are demotivated in the learning process to acquire L2. So, learners will be successful in their studies if they are really interested in learning and also motivated by their teacher inside the classroom.

***Do you feel motivated to learn English in the classroom?***



Author: Solis Burgos Miguel Armando

Source: Students' questionnaire

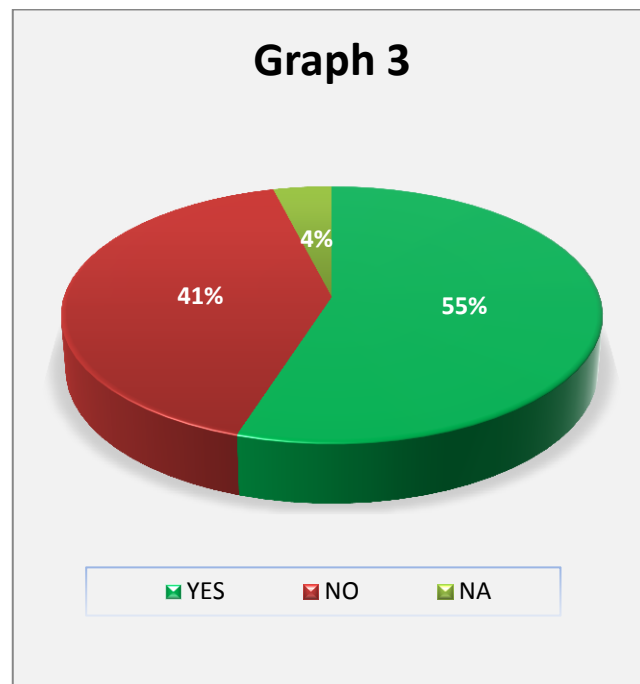
In Graph 2, we can observe that 57% of students have felt motivated and stimulated when they are learning English inside the classroom, while 43% indicates that learners are not motivated to study the language. 3% of learners did not answer this question. Furthermore, in this survey there are many items that are important to take into account. First, nearly half of learners found that the class is boring and difficult to understand due to the complex topics of the class, or it could be because of teacher's attitude. Second, the teacher made an interactive class and students were stimulated in some manner, using for example dialogues among them. Third, few of students expressed that the class was not didactic, or their teacher was unable to lead the class.

Based on the observation sheets, the result shows that students do not feel motivated by the teachers because they do not prepare good topics and dialogues for the class. It is imperative to maintain students' attention when learning the second language.

Kumaravadivelu (2006) stated that intrinsic motivation inside the classroom is very important in order to develop a successful class. As Graph 2 shows, most of the students were motivated, but almost half disagreed with that question; it means that the teacher is not doing well the job, or something is missing with the teaching process.

Students really need to be motivated intrinsically, and the teacher is the one who has to teach them by using some activities and strategies to make students feel more confident. This is very helpful for learners because they will get a high performance in their learning of English.

*Do you like how your teacher teaches English?*



Author: Solis Burgos Miguel Armando

Source: Students' questionnaire

Graph 3 indicates that 55% of students like the way their teacher teaches, and the activities they do in class. On the other hand, the same graphic shows that 41% of learners do not like how the teacher develops teaching because they refuse to attend classes. Only 4% of learners decided not to answer, maybe they feel some kind of fear against their teacher. In this finding, there were several aspects that prevent students to expand their desire for learning English.

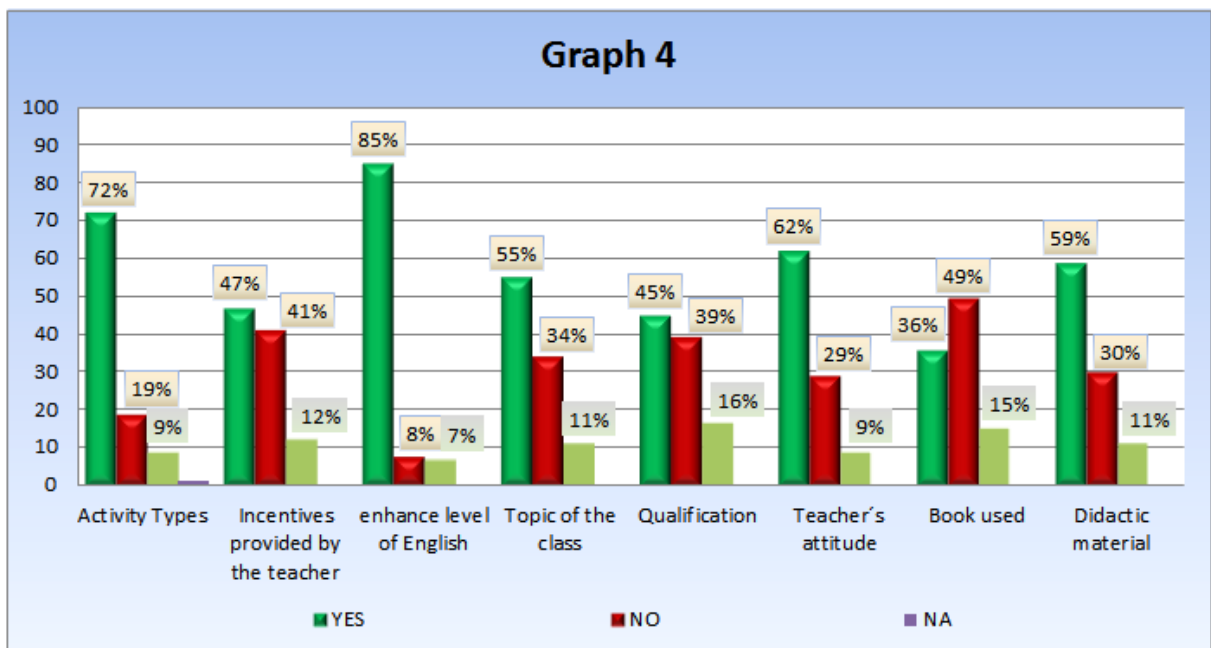
In this research, there are some aspects that are related to the students' performance in class; a considerable amount of learners complain about teacher's attitude inside the classroom. Another group of students said that the class is interactive and dynamic, other students stated that they are stimulated by teacher because of the methodology used with them. Many students affirm that their teacher is so skillful and bored, that is why they do not understand or like the entire English class.

With respect to the observation, it seems to be that the teacher's attitude is as important as stimulus because students can be more confident in the class when they are learning.

According to Shindler (2010), it is necessary the teacher's disposition for teaching in order to create a comfortable environment in the class that allows students to have a better learning process inside the English classroom. The teachers' skills and their predisposition to teach are essential to make a successful English class. It allows students to acquire the L2 faster than others, in contrast to the other situation in which the teachers are unqualified.

Students like to learn when they are motivated and their teachers prepare good topics, interactive activities and good didactic materials for the class. By getting the students' attention and their participation in class; the teaching activity becomes attractive and useful to prepare better students with high communicative skills that are necessary to learn English (Shindler, 2010).

***Which of these aspects motivate you to learn English in the classroom?***



Author: Solis Burgos Miguel Armando

Source: Students' questionnaire

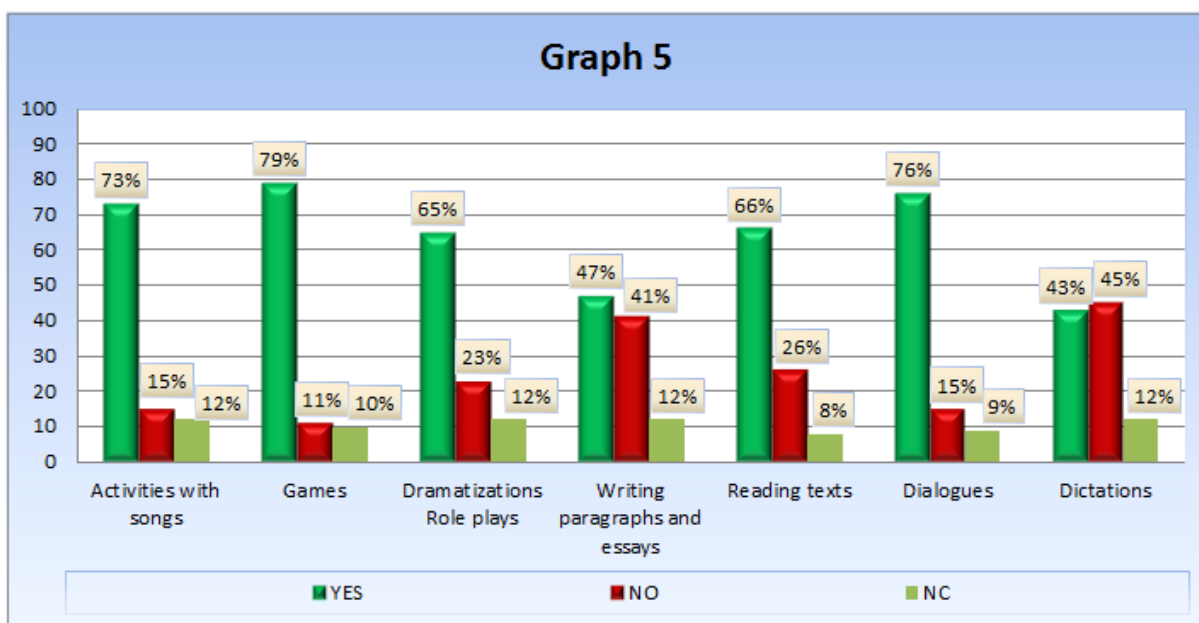
Graph 4 shows that 72% of students are motivated to learn English in the class by diverse activities such as interesting lectures and word plays; 19% did not agree with this activity because they do not like this kind of tasks. 47% affirmed that they are motivated with incentives provided by their teacher; in contrast, 41% of learners expressed that they do not have any kind of incentives. Eighty five per cent of them are motivated because they want to improve their English knowledge because of globalization. 8% is the minority that does not feel the need to learn English at all. 55% of learners are motivated by the topic of the class, because they like interesting themes when learning, but 34% do not agree with this statement. 45% of students said that marking is essential in order to motivate them to learn, but 39% stated that this is not the case. 62% of learners mention that teacher's attitude is related to their motivation in the English class. On the contrary, 29% of them answered negatively. Forty nine per cent of students mentioned that, if their English book is not the correct one, they are not motivated to learn the second language, but 36% of learners do not think the same. Finally, 59% of students affirmed that, the material used in class is important for them to motivate their learning interest. 30% of them do not care about this statement.

Concerning this study and the successful learning of students, Dörnyei (2001) affirms that "English learners need a variety of language experiences. They need to hear language, write language, speak language, and read language". This has demonstrated that motivation to learn English involves some of the strategies and activities that help students understand the second language in less time than others.

The results obtained in the observation shows that enhancing the level of English is the most important factor to motivate learners to learn L2 inside the classroom. Most of

students want to learn English because they want it for many purposes like studies or travels and they need to be prepared for those kinds of challenges. Furthermore, activity types and the teacher’s attitude are also important issues regarding a successful class when learning English. Some of the statements used in this questionnaire are very significant aspects that motivate students to learn English inside the classroom. The outcome obtained in this part of the survey could help teachers and authorities to realize that curriculums have to include strategies and methods that permit learners to easily acquire the second language and also improve the level of L2 inside the classroom.

***Which of these activities motivate you to learn English?***



Author: Solis Burgos Miguel Armando

Source: Students’ questionnaire

Graph 5 determines that 73% of students like to learn English with activities that include songs and also lyrics and those must be easy to understand and sing. 15% of them do not like activities related with music. 79% of learners stated that they like games in the class

because learners feel more comfortable and confident playing games while learning. 11% do not agree with this statement. Dramatization and role play obtained 65% of answers because most of students like to speak and perform in the learning stage. 23% of them do not like to perform in the class. 47% of learners stated that writing paragraphs and essays are good activities in order to improve the learning of English and 41% did not agree with this affirmation. 66% said that they like to read texts in order to increase their reading skills. 26% are not motivated with this activity. Dialogues got 76% in the results because most of them like to speak the second language and improving their speaking skills while 15% think that this activity does not motivate them. 43% of students stated that dictations are necessary to motivate their English learning but 45% do not agree with this kind of motivation to learn the second language.

According to Herrel and Jordan (2012), the use of activities and methodologies are really helpful in the students' learning process because English is easy to learn by implementing communicative activities to practice the four major skills: Speaking, Listening, Reading and Writing. The teacher is responsible for including interactive activities in the daily planning class, so students would have more opportunities to improve their English inside the classroom.

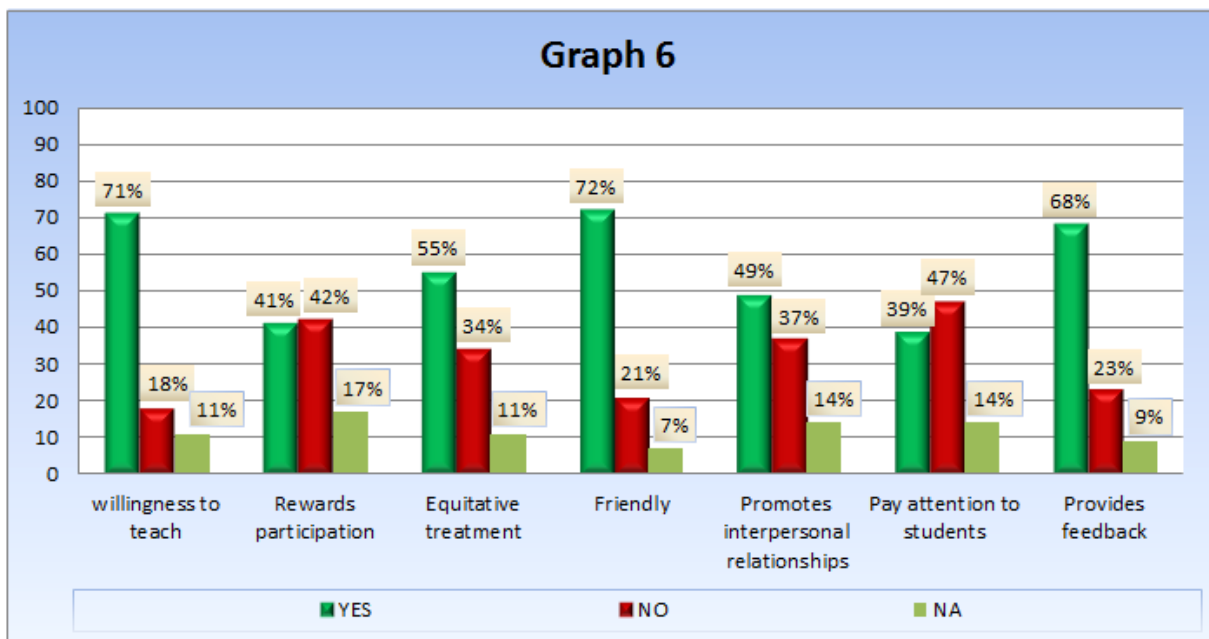
The outcome of the observation show that activities with songs, games and dialogues are the most important motivational activities for English learners; for instance, students like to sing new musical themes with lyrics in order to enhance their listening and speaking skills; games like "finding the right word", which consist of several words written in pieces of paper that complete a whole sentence that allow work groups to interact between them. Dialogues and speeches are also motivational methods to learn English. These kinds of activities are very helpful when students need to learn the second language without any stress because they



develop their communication skills by performing their previous knowledge of the second language.

In conclusion, learning proficiency of the students depend on how deep is the teacher’s skillfulness when teaching students. Teachers could implement some activities that contain the four major skills that are very necessary to improve the learning of English. Furthermore, the teacher can apply communicative activities that will help learners to practice every day with their peers.

***What is your teacher’s attitude in the classroom?***



Author: Solis Burgos Miguel Armando

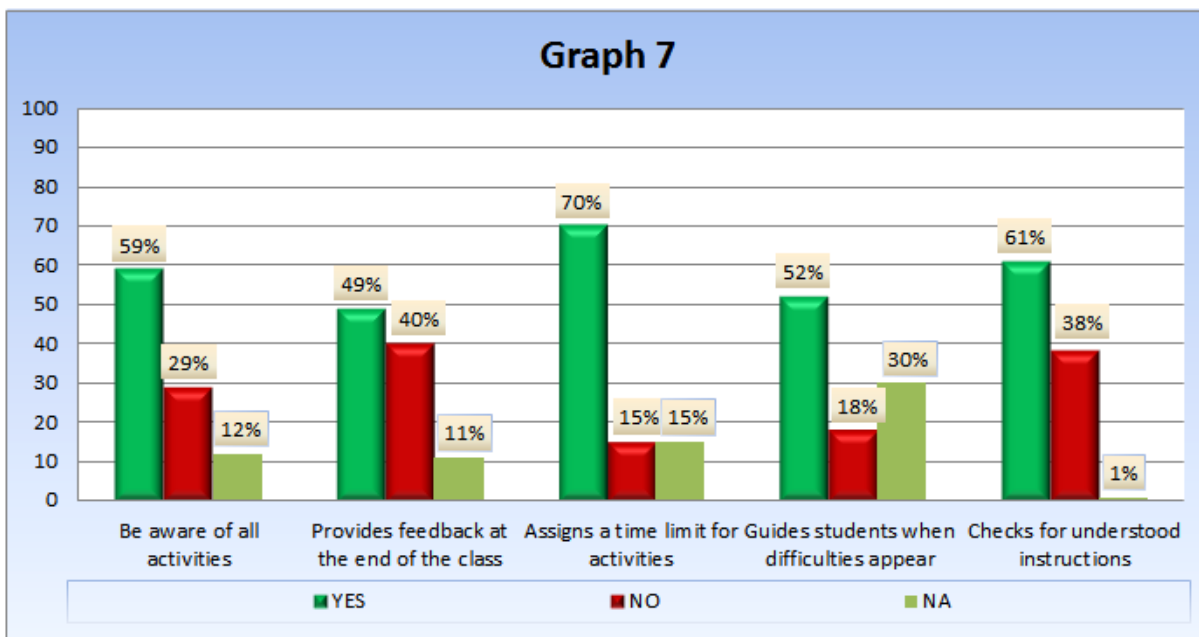
Source: Students’ questionnaire

Graph 6 shows the results about teacher’s attitude found in this research. 71% of students refer that teacher’s willingness to teach learners is good while 18% of them state that their teacher does not show this attitude. 41% affirmed that teacher used to reward students through many kinds of stimulus and positive oral expressions. Almost the same amount, 42%

of learners do not share this statement. 55% of students have said that they are treated in the same way as the rest of their peers but 34% did not say the same affirmation. 72% expressed that their English teacher is friendly because he or she spends quality time with them. Few students, 21% of them do not think the same way; they disagree with this statement. 49% of learners stated that teachers promote good interpersonal relationship among peers and 37% do not agree with this. 39% of learners have said that their teacher pays necessary attention to them when they need it. They also say that their teacher is who heard and give advices when learners require it; by contrast 47% disagree with this affirmation. 68% of students think that their teacher shows a good attitude when the class has finished. So they receive necessary feedback to complement the English class and the knowledge of the second language will be improved. 23% have not even received any feedback by their teacher.

In the outcome concerning with this statement, it was found that their teachers are willing to teach, and they are friendly as well. This outcome also shows that the teacher's attitude is a very important factor in their English learning process because in the observation it was noticed that students show good predisposition to learn inside the classroom when they are respectfully treated. It is important to say that "Class time is devoted primarily to providing input for acquisition, and the teacher is the primary generator of that input" (Richards and Rodgers, 1986). This demonstrates that the teachers' attitude is a very important factor that motivates the learning of English inside the classroom. The teachers' attitude and their predisposition to teach are essential because students can improve their language skills.

*What is the role of your teacher in the classroom?*



Author: Solis Burgos Miguel Armando

Source: Students' questionnaire

Graph 7 indicates that 59% of respondents say that their teacher is pendant of all their activities developed in the classroom. This means that, the teacher is giving extra time to their pupils, and it is beneficial in their learning process. 29% of them said the contrary to the rest. 49% of students affirmed that their teacher is giving them the sufficient feedback when the class has finished. Therefore, this is useful for learners in order to respond their queries about the new language. Almost the same amount, 40% asserted that they do not receive feedback from their teacher. 70% of learners said that the assignment of time for the activities developed inside the class is enough to accomplish what they are doing; taking into consideration that this positive answer is higher than the other statements. The rest of them, 15% do not agree with this, and the same amount, 15% did not answer the question. 52% of learners responded that their teacher is willing to guide them when they have troubles with the tasks given to them to accomplish in the classroom. 18% answered that their teacher is not a

good guide to follow. 30% refrained from answering. 61% stated that their teachers are good inspectors because they always check their assigned instructions. 38% of students differed from the rest.

Consequently, students cannot improve their English skills if the teachers' roles are not convenient for being successful in learning the second language. It is notorious that the teachers' roles help students improve their English learning.

In this statement, it was observed that students are not happy with their teacher's roles and attitudes in the classroom; their learning cannot be successful if the teacher is not willing to change his or her way of teaching and students will be always just listeners in the class.

Considering that the teacher's role is very important in the teaching-learning process, institutions most implement the use of these roles in the curriculum because some teachers are not conscious about these significant attitudes that must be considered when they are teaching the second language.

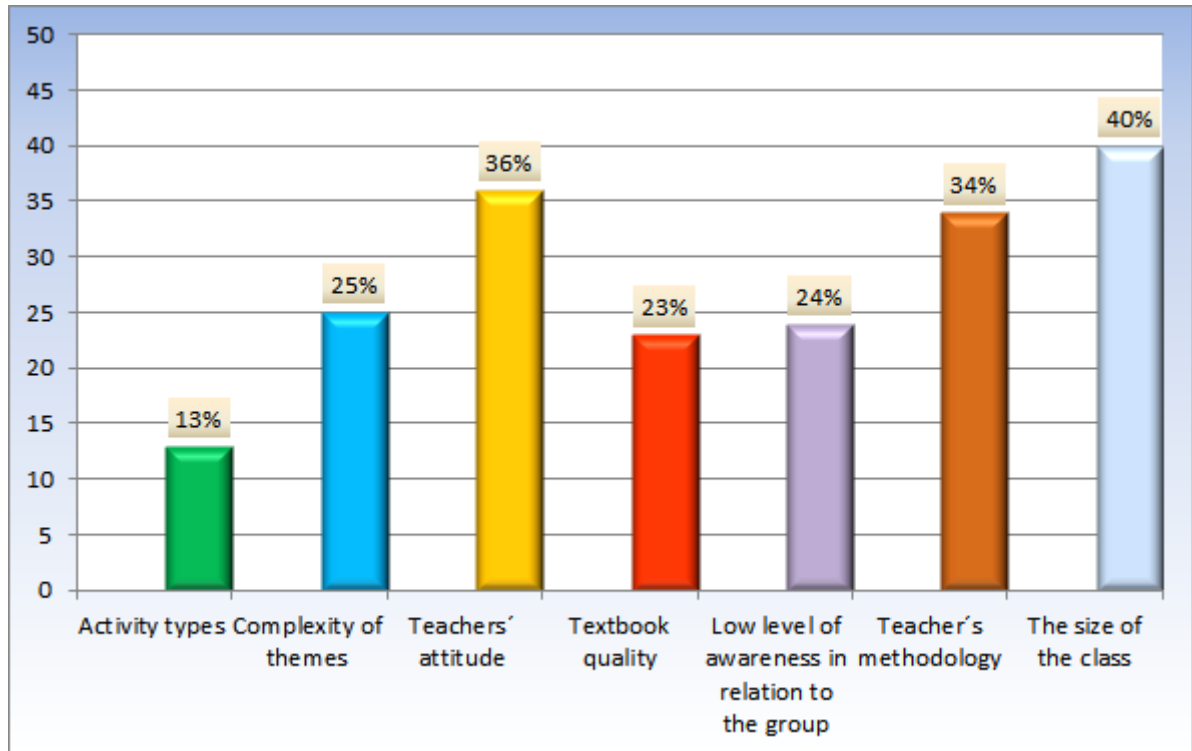
As Harmer (2012) stated, "part of a good teacher's art is the ability to adopt a number of different roles in the class, depending on what the students are doing".

This statement must be taken into account because few teachers are not ready to adopt these roles in class. Therefore, they are not ready to be teachers because learners need a person who guides them with responsibility in order to be successful in their learning of the second language.

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

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

Graph 8



Graph 9

**ITEMS EXPLANATION**

- Non interactive-Difficult-Boring
- Bad teaching-No vocabulary-Short time-Confusing-Low level of L2-Difficult-Extensive-No dialogues
- Teachers' incompetence-teachers' attitude-Annoyed teacher-No motivation-Impatient-Angry-Strict-Outdated
- Not used-Not appropriate to the level- Lack of content-no didactic
- Lack of practice-More explanation needed-Demotivates-Do not attend-Low level of L2-No progress in the level-No personalized-Wrong level
- Bad textbook-Teachers' incompetence-not performing in class-Outdated-To many homework-No interactive-Poor methodology-No motivation- Boring-No dynamic
- Too many students-no personalized-Less attention-Limited learning-Distractive class

Author: Solis Burgos Miguel Armando

Source: Students' questionnaire

This part of the survey has to do with complications appeared in the student's learning, and the things that hinders their improving in learning the second language. Most of students did not answer this part; we do not have reasons why they refuse to answer this statement, but the findings are explained in the chart above.

Graph 8 shows that 13% of students find difficult the type of activities developed in class, and also they claim that activities are hard and boring; they also affirm that classes are not interactive because there is not any kind of interaction between classmates, and that is why the class is not interesting and disrupts their second language learning. 25% responded that the themes that they are learning in class are so complex, and also difficult to understand. For instance, the lack of vocabulary, short time assigned to the large theme, low level of students' knowledge of English and the lack of speeches and dialogues among peers make it hard to learn the second language because students do not have enough practice in class.

Most of students, 36% argue that their teachers' attitude affects their learning because of the inability of the teacher to lead the class; demotivation, impatience and the outdated teachers also contribute to students to be reluctant to learn English. 23% said that the textbook is not appropriate to use in class because it does not have interesting content and material; students affirm that their book is unsuitable to fulfill their expectations of learning English. They also stated that the textbook is not daily used by the teacher to prepare the class. 24% of students affirmed that the low level of students' English knowledge is due to little practice of the language inside the classroom. The absence of attention of this issue limits students to develop their learning skills.

In consequence, the learners' level of English must be measured in order to determine the factors that affect their learning and it must be corrected in the curriculum. 34% stated that the teacher's methodology is not good because they do not understand the new class and the teacher must improve this teaching skill. They also say that the class should be more dynamic and didactic to make the learning process easy and understandable. 40% of students declared that the amount of students inside the classroom deserves consideration because it directly affects their learning motivation. This means that there are too many students in the same classroom; institutions must have into account this issue because students cannot develop their knowledge if they are in a crowded classroom. This item has the highest percentage in the survey and this problem was verified in the observation class; there are too many students to accommodate in a little space; most of educational institutions have many small classrooms and this issue must be taken into consideration if we require a good level of education in our country.

Harmer (2007) states that motivation is the most valuable reward that students could have for increasing their knowledge in English. Moreover, he affirms that activities have to be dynamic in order to maintain the attention of students inside the classroom. Furthermore, students' performance is better when their teacher's attitude is good in front of the learners.

Some important items were found in this study; those indicates that there are a considerable amount of students that learn much better if they are motivated by some activities that contain interactive tasks. The teachers' attitude is also an important motivational factor. These items are some of the highlighted parameters that influence the motivation of students to learn English inside the classroom.

## Conclusions

The results of this research show that most of students like to learn English because of different circumstances, such as traveling, studies for specialization, or just for increasing their knowledge of another language. This finding demonstrates that intrinsic motivation is an important factor to learn the second language.

Inside the classroom, the teachers' attitude is an essential factor that will allow students to be more confident when learning. This issue deserves more attention because students are not comfortable studying in both stressful and unmotivated environments.

Students state that the themes of the class are too boring and also tedious; that is why they do not pay enough attention to the topic they are learning. This item demonstrates that students are more motivated to learn English when the themes of study contain interesting material and those are easy to understand.

Most of the activities performed in these English classes do not include interactive activities with their teacher or peers. Therefore, the learning process becomes difficult because students do not have the teacher's support, practice and feedback to enhance their knowledge of the second language.

In this research, it was noticed that the textbook used in the English class is simple and does not have interesting content, images, vocabulary or tasks, so that most of time learners do not understand what to do when learning with this confusing material. Hence, students are not receiving any kind of motivation when using their textbook.

The level of some students is better than the others, for this reason, the low level of students interrupts the normal developing of the English class. This study indicates that low level of knowledge inside the classroom could be another reason for demotivation to learn the second language.



## **Recommendations**

Teachers should improve the lesson plan according to the student's needs, and also they could lead the class with interactive activities that allow teachers to interact with their students; this will permit learners to engage the topic of the class and increase their learning skills. Interaction is an important factor that motivates students to learn English inside the classroom. In all the observed classes it was noticed that learners need more practice of reading, writing, listening and speaking in order to improve their English communicative skills.

High schools authorities must implement a procedure to determine the best type of the textbook that will be used to teach their students because the findings encountered in this study demonstrate that this aspect is important for the students' improvement of their knowledge of English. The textbook must contain understandable material that let students practice the new language with no pressure and confidence. If the Ministry of education imposes the textbook, the teacher must prepare some options such as taking the theme of the class of the new textbook and implement the plan class with material extracted from other sources in order to complement this activity.

It is recommended that the teachers' attitude must be the best when the teacher is performing the class because it is an important issue that has to do with the students' motivation. Most of the time students complain about this problem; sometimes, the teachers come to class without good mood; therefore, students do not feel comfortable and willing to learn the new language in that environment.

## References

- Conday, R. (2012). The motivation for and attitude towards learning English. *The Asian EFL Journal. Professional teaching articles*, 63, 4-21.
- Cook, G. (2003). *Applied linguistics*. Oxford: Oxford University Press.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Freeman, D. (2004). *Techniques and principles in language teaching*. New York: Oxford University Press.
- Harmer, J. (2007). *How to teach English*. Harlow: Pearson Longman.
- Harmer, J. (2012). *How to teach English* (New ed.). Harlow: Pearson Longman.
- Herrel, A. L., & Jordan, M. (2012). *50 Strategies for teaching English language learners*. (4th Ed.). Boston: Pearson Education.
- Jamshidi, K. (2012). *The Asian EFL Journal Professional Teaching Articles*, 58, 28-51.
- Kumaravadivelu, B. (2006). *Understanding language teaching: from method to postmethod*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Lightbown, P., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford: Oxford University Press.
- Lucas, R. (2010). A study on the intrinsic motivation factors in second language learning among selected freshman students. *Philippine ESL Journal*, 4, 3-23.
- Moskovsky, C., & Alrabai, F. (2009). Intrinsic Motivation in Saudi Learners of English as a Foreign Language. *The Open Applied Linguistics Journal*, 2, 1-10.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. London: Prentice Hall.
- Rao, E. D. B. (2002). *Methods of Teaching English*. New Delhi.: Discovery Publishing House.

- Richards, J., & Rodgers, T. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.
- Richards, J., & Rodgers, T. (1999). *Approaches and methods in language teaching*. New York: Cambridge University Press.
- Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. (New ed.). Cambridge: Cambridge University Press.
- Shindler, J. (2010). *Transformative Classroom Management: Positive Strategies for Engaging all Learners and Promoting a Psychology of Success*. San Francisco: Jossey-bass.
- Yihong, G., & Yuan, Z. (2007). The motivation for and attitude towards learning English. *Tesol Quarterly*, *41*, 133-149.

## 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.

**Datos Informativos:**

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

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

**1. ¿Te gusta aprender Inglés?**

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?**

<b>El profesor:</b>	<b>SI</b>	<b>NO</b>
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**  
La Universidad Católica de Loja  
**MODALIDAD ABIERTA Y A DISTANCIA**  
**TITULACIÓN DE INGLÉS**  
**Observation sheet**

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

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

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**

	<b>SI</b>	<b>NO</b>
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**

	<b>SI</b>	<b>NO</b>
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**

	<b>SI</b>	<b>NO</b>
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.**

	<b>SI</b>	<b>NO</b>
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**

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

Otros:

---

---

---

---