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

TRABAJO DE TITULACIÓN.

AUTOR: Valladares González, Ingrid Casandra

DIRECTOR: González Torres, Paul Fernando, Mgtr

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2015

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De mi consideración:

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

Loja, noviembre de 2015

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“Yo, Valladares González , Ingrid Casandra declaro ser autora del presente trabajo de titulación: “English language students and their motivation to learn the language”, siendo el Mgs. 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.

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Autor: Ingrid Casandra Valladares González

Cédula: 171554315-1

DEDICATION

This work is dedicated to God, for giving me enough strength and knowledge in every aspect in my life; to my parents Jhonne and Mercy, for being always my support and for helping me accomplishing my goals. For sure, they will be always my example of life, to my siblings, Mayra and Jossua for their endless love and motivation during this process.

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ABSTRACT

Nowadays, English has become a worldwide language that has created great interest within different educational contexts. Due to its importance it has been important to conduct a research about: “English language students and their motivation to learn the language”, whose main purpose is to learn from the students’ perceptions their motivation to learn English.

The principal instrument used was a student questionnaire that focuses on the factors that motivate students to learn English. The surveys were applied to a hundred students from a private school in Tumbaco, Quito. Also, as a matter of fact, five observation sheets were fulfilled in order to encompass attributes that were not clearly reflected within the questions. The surveys’ questions were focused on searching quantitative and qualitative data.

Finally, it was possible to conclude that students’ motivation most of the time depends on the teacher actions, methodology, attitude and the relationship established during the classroom. Besides, it was possible to observe that the kind of motivation shown by the learners focused more toward an intrinsic motivation.

Keywords: extrinsic motivation, intrinsic motivation, language, attitude, teaching.

RESUMEN

Hoy en día, el inglés se ha convertido en una lengua mundial, que ha generado gran interés en diferentes contextos educativos. Debido a su importancia se ha considerado importante realizar una investigación sobre: "Los estudiantes del idioma inglés y su motivación para aprender el idioma", la cual tuvo como principal objetivo aprender las motivaciones de los estudiantes dentro del aula a través de sus percepciones.

El principal instrumento utilizado para la investigación fue un cuestionario para los alumnos, centrado en los factores que motivan a los estudiantes a aprender inglés. Las encuestas se aplicaron a cien estudiantes de una escuela privada en Tumbaco, Quito. Además, cinco hojas de observación se llenaron con el fin de abarcar atributos que no se reflejaron claramente dentro de las consultas.

Finalmente se pudo concluir que la motivación de los alumnos de la escuela privada, la mayor parte del tiempo depende de las acciones de los maestros, incluyendo su metodología, su actitud y la relación establecida durante la clase. Además, el tipo de motivación mostrada por los estudiantes se centró más hacia una motivación intrínseca.

Palabras clave: Motivación extrínseca, motivación intrínseca, idioma, aprender, enseñar.

Introduction

Nowadays, English has become one of the most important languages around the world, allowing society to improve their relationship through communication. In this context, one of the main student's problems at an English educational level has been motivation in secondary schools. Most of the teenagers do not feel comfortable with what they are learning, especially when talking about English as a Second Language. Also, there have been some difficulties from English language teachers when accomplishing teaching goals, or even more, they ignore or neglect essential factors that involves students' motivation: intrinsic and extrinsic motivation in students from high school. According to Harmer (2007, p. 20) intrinsic motivation relates to factors that affect students' motivation, such as, techniques and methodologies used by teachers. While extrinsic motivation emphasizes on all aspects related to conditions, goals that make student feel motivated to learn something new.

In this regard, the main purpose of this investigation is to learn students' perceptions in relation to their motivation to learn English inside the classroom. Moreover, there are two specific questions to be answered: What motivates students to learn English? And what hinders them to learn English? By answering these questions, it is possible to determine what factors related to motivation is influencing students from high school to learn English as a Second Language. Besides, with the results from the study, it will be possible to understand what motivates students to learn English, so that practitioners (teachers) and education authorities can analyze the factor of motivation for future planning and design of materials for their lessons.

Due to the perception of lack of motivation for learning English in Ecuadorian students from high school, it can be observed that negative factors affect the acquisition of language skills. Many studies have been done in relation to other aspects that involve attitude, language anxiety

and gender of students, however, motivation has been studied in different countries where English is important for personal, academic and professional aspect, but in Ecuador there has not been any kind of investigation that helps people understand the reasons for demotivation in high school students.

There are some previous studies developed by different authors that focus on the subject of students' motivation when learning English. For instance, a study was developed by Bahous, Bacha and Nabhani (2011) with a sample of thirty students, where intrinsic motivation was shown as a principal factor for students' motivation. Learners consider teachers' attitude, methodologies, and techniques on fundamental aspects for students to feel comfortable when learning English. Besides, English was considered by students' as a subject that must be obligatory for academic purposes, as it helps for other courses. In this regard, this study agrees with Gardners. Statement (1983), that the topic of the class must be of the students' interest.

Another study conducted by Khatib and Najafi (2011) reveals in a sample of 50 students that the techniques used by the teachers are not enough for motivating students to learn English. The investigation was done using a questionnaire that reflects students' perception on cognitive, affective and social aspects. The results showed that the topic was not clear, students do not receive feedback, assessment and dynamic activities were not used. Furthermore, students' participation was affected due to the teachers; authority during the class, which do not create a healthy social environment. As a result, it was possible to observe that, once again, intrinsic motivation has influence on students; desires for learning English.

Cheng and Dornyei (2007) developed an investigation on Taiwan with a sample of 387 teachers where motivational strategies were proved as an influential factor for students' motivation. Consequently, the results showed that the teachers focuses on their positive attitude

for motivating students to learn English even more that their behavior also affects the classroom environment.

Regarding the limitations this research presented, two were shown: the range of age in the sample is necessary to be considered in further investigations, to have more consistent results. In other words, it is necessary to be aware that motivation varies also with the age of students; it is known that some activities differ according to the students' age. For example, younger students might prefer using games, while the older ones might prefer writing or reading activities. Also, some of the questions applied in the questionnaire were not clear, especially for the students in the first years of secondary school, they asked the teacher for some explanation in order to give an answer.

Finally, it is necessary to consider that the collaboration of students contributed to accomplish the aim of the investigation in a successful way. Besides, the instruction provided all the help needed in order to apply the students' questionnaire.

Literature Review

Nowadays learning English as a second language has become a communicative need. Therefore, the presence of a foreign language in many social and professional situations, has created an important challenge to people. In order to deal with these circumstances, people started to perceive the communicative value of learning English until getting motivated to acquire better knowledge of it (Ligthbown & Spada, 2006).

In this regard, motivation can be generally defined as a force that encourages people to overcome obstacles and achieve new goals. According to Dörnyei (1998), motivation has become one of the key factors for learners to succeed on second language learning. Due to the importance of motivation in foreign language learners, it is necessary to consider its role from the initiate step of learning through its continuous function on sustaining the learners' desire to complete the learning process.

When students become interested on a specific topic, they create a desire for learning, which eventually become a decision reflected as an action. The success of the action will depend on the learners' attitude towards the second language community. If learners present a positive attitude towards foreign speakers, they will feel a need to have more contact with them, which makes them acquire proficiency on English learning (Ligthbown & Spada, 2006).

Motivation to learn English

There are many reasons for people decide to start learning English as a second language, but one of the most important is the motivation of students to learn something new. A research made by Gardner and Lambert (1972) suggested that motivation has a great influence on the success of second language acquisition. Thus, learners who wanted to integrate to a foreign

culture tend to be highly motivated to obtain better results on language acquisition than the learners who just learn English for a specific purpose.

There are two kinds of motivation that makes students learn English at any level or age: extrinsic and intrinsic motivation. The presence of external factors such as the motivation from the outside, or even more, the people's opinion and attitude towards learning something new is called extrinsic motivation. In contrast, intrinsic motivation is the one created by internal factors, which includes all the activities performed inside a classroom, for instance, the methods used by the teacher, the activities where the students form part of and their feelings on their learning process have great influence on this type of motivation (Harmer, 2011).

The strong desire for accomplishing goals came from integrative and instrumental rewards that later on become extrinsic motivation. Thus, integrative rewards refers to personal growth and cultural enrichment, while instrumental rewards, allude to practical specific purposes of the learner (Lightbrown & Spada, 2006). Some of the most common examples of this kind of motivation is the hope of getting financial rewards, high academic results and have the opportunity to travel to foreign countries (Harmer, 2011).

Nevertheless, it is important to take into consideration intrinsic motivation as a result of a high performance on extrinsic motivation. Furthermore, when students learn English for practical goals (extrinsic motivation), gradually they develop an affection for the foreign language (intrinsic motivation), finding themselves more interested on the subject (Nation & Macalister, 2010). Although extrinsic motivation can generate effective results in learners, an excessive application of rewards during English teaching can increase unsuccessful outcomes by hindering intrinsic motivation (Burden, 2000).

Intrinsic motivation, on the other hand, considers individual desires that make the learner feel joyful towards the learning process and, at the same time, it encourages the person itself to become better (Harmer, 2011). According to Nation and Macalister (2010), intrinsic motivation has become relevant for the success on English learning since the students feel identified with every activity, getting deeply involved in the learning process.

As it was explained before, motivation in students depends on many factors and activities that encourage students to learn. There are some activities and strategies that are used in order to acquire a good level of motivation in learners.

Activities or strategies that motivate students to learn English

The existence of activities and strategies that motivate students have been an advantage for teachers to success in second language teaching. According to Crawford and Krashen (2007), many researchers have found efficient ways to sustain students' learning and acquisition of a new language. It is important to consider that language acquisition will be effective if teachers understand learners' needs and the existence of other factors such as gender, ethnicity and their status of language (native or non-native) that can affect English learning (Canagarajah, 2006).

There are hundreds of activities that can be applied in English classes. Every activity is focused on different aspects and goals, and each of them can have diverse effects on various educational contexts. Hence, activities and strategies have demonstrated their relevance in English teaching. Moreover, many researches have confirmed that, when applying different ways of teaching, students tend to be more motivated to learn (Lightbown & Spada, 2006).

Some of these activities include motivating students to be engaged in the lesson, varying activities, tasks and materials, and using co-operative goals (Crookes and Schmidt, 1991 cited in Lightbown & Spada, 2006). In this regard, it has been shown that when teachers give an

introduction to what is going to be taught, students become interested in forthcoming activities. Also, when classroom becomes a routine for students, their motivation and attention tend to decrease. For instance, it is necessary to diversify activities depending on teaching goals and try to use materials that can get students' attention. In addition, referring to co-operative goals, working in groups has demonstrated that competitiveness feelings decrease and self-confidence toward students increases due to the important role that each member of group has to complete a task.

Herrell and Jordan (2012) have developed many strategies in order to encourage active involvement, which means to increase students' participation during class. These activities consider many aspects such as the use of a contextualized language by employing visuals, real objects, etc., the use of previous experiences to understand new English vocabulary, the involvement in authentic activities, the loss of embarrassment during students' participation and the opportunities to use their own language level in different activities.

Within this group of strategies there can be found: predictable routines and signals for reducing anxiety, preview and review activities for learning new vocabulary, visual scaffolding for a better understanding on vocabulary use, working on small groups and using cooperative learning strategies, scripting for creating self-confidence in unfamiliar situations, multiple intelligences for integrating knowledge, culture studies for engaging students into research activities, manipulative strategies and KWL¹ and data charts for research and organizational purposes.

Each of the strategies and activities mentioned can be used for different language purposes, not only for learning language as means. Some of the strategies can be employed for

¹ A chart designed for learning, it involves three important issues: what I *Know*, what I *want* to know, what I *learned*

teaching math, literature, social studies and also depending on the level of English to be taught (Herrell & Jordan, 2012).

In addition, for the implementation of these activities and strategies, it is necessary for teachers to consider approaches and methods that will let them success on English teaching. Thus, activities are presented as tools that must be used within the method chosen by the teacher for English learning.

Teaching approaches and methods

Learning English is a process that requires some skills from teachers in order to motivate learners to get a proficient level of language. Thus, having knowledge of teaching approaches and methods certainly will give an advantage on their application for both teachers and students. There is also a variety of ways of teaching; the most common and important will be considered in the process of second language learning.

When learning a second language, one of the relevant aspects to be considered is the learners' desire to communicate with a foreign community. In this regard, Richards and Rodgers (2001) suggest that communicative language learning should be considered as an approach because of its focus on language as a definition of communication. Therefore, learning the principles of communication through language will improve the teachers' methods of teaching English as a second language.

In addition, communicative principles should be considered when teaching a second language. For instance, learners must focus on language as a prime aspect for communicating. Moreover, students' goals in classroom activities must be geared on getting genuine and eloquent communication. By this, the learners' aim fluency and many other language skills that consequently will make an English learning process efficient. According to Cook (2003),

communicative approach consists of a language system, which is used by learners in context. Hence, language is not measured by the compliance with rules and the level of knowledge of an English learner, but by the ability to clearly express language.

A teaching method known as the cooperative learning has acquired a great importance in ESL classes, which enables to accomplish shared goals of a group work (Zhang, 2010). In the 1960s and 1970s, in the United States the cooperative method was used in order to integrate public schools, suppressing traditional learning where competitiveness was shown (Richards & Rodgers, 2001). Also, results presented in many researches, have demonstrated that students are more effective in English learning when working in groups; in contrast, working individually revealed that students do not present a wider range of outcomes because of the pressure of competitiveness and individualistic efforts (Johnson & Johnson, 1991; Slavin, 1995; Kagan, 1999 cited in Zhang, 2010). Working on a cooperative environment, motivates students to achieve greater goals and attain its highest level of learning.

Cooperative language learning, as an instructional method, allows students to intervene with their information, creating feedback within a social environment; as a consequence, students' participation and motivation is encouraged (Olsen & Kagan, 1992 cited in Richards & Rodgers, 2001). Therefore, other aspects of a learners' life are involved during the application of this method, such as self-esteem and better retention and understanding of the language. As a result of the assets presented, the cooperative method is considered an essential strategy for effectiveness in English learning (Richard & Rodgers, 2001).

Regarding, content- based instruction, a complementary work between language and content are presented within classes. The approach is developed toward a specific subject, considering English as a second language priority. For instance, social studies, science, history,

literature, etc., are taught to students in order to acquire a wider range of learning language and content (Lyster, 2007).

Therefore, according to Richards and Rodgers (2001), by using this type of approach, students tend to be more successful in second language learning, as they get motivated by the content of what is taught rather than language itself. Besides, the fact that students learn English in different subjects reflects their needs at the moment they get more related in many contexts of different subject matters.

Within teaching English as a second language, the concept of “task” has become relevant, as it led teachers to get a task-based teaching. This approach emerged in order to respond the constraints presented by the traditional PPP approach, which focuses on presentation, practice and performance of language (Ellis, 2003: Long & Crookes, 1991). According to Nunan (2004), task is an essential element of syllabus design, classroom teaching and learner assessment, focusing on students comprehension on the learning process. Moreover, tasks in a pedagogical framework, are shown as the accomplishment of a set of activities instructed by a teacher in order to provide a purpose in the classroom.

Similarly, Prabhu (1987) cited in Harmer (2001, p. 86), argues that language should be learnt by solving problems presented during the performance of an activity, and not by learning language itself, focusing on structure and forms. By the use of task-based approaches, communicative tasks are shown in order to demonstrate the knowledge of the language. The consideration of some aspects, such as meaning, task completion and assessment has been relevant when using this approach (Brown, 2002).

Another method used in English teaching is the grammar- translation, also known as the classical method. As the name shows, it emphasizes on grammatical aspects of language and

the assurance of comprehension by translation (Zainuddin et al, 2011). It was first named in Germany in the 1980's, where the method was introduced with some activities related to short grammar rules and word lists as tools for solving translation exercises. In fact, over the time, the method has spread over the world with some changes in its appliance and practice (Lightbown & Spada, 2006).

The method has become relevant due to the use of a specific part of the brain that make students practice it in various stages of learning. The key factor of the grammar-translation method, is the comparison of the mother tongue with the second language that let a feedback production. Nevertheless, many authors agree that an excess usage of the method can produce negative effects on language learning because of the limitation that students get by trying to find a L1 equivalence. Thus, most students stops getting a language proficiency and takes out opportunities to students to activate their language knowledge (Lightbown & Spada, 2006).

In other words, as a result of always translating, communicative skills of the students are not well developed. Learners tend to focus on the mother tongue as a base for speaking in a second language, without taking into consideration that each language has its own rules. This problem results in a reduction of effectiveness of language acquisition and on how a learner communicates in a second language. Although these limitations are present in classrooms, they are still being practiced in many reading activities, conjugation of verbs, etc. (Zainuddin et al, 2011).

As a last teaching method, there is the total physical response (TPR), created by the psychologist James Asher in 1974. According to Asher (1982) cited in Harrel & Jordan (2012, p. 84), the TPR is “an approach to second language acquisition based on first-language acquisition research”. When students listen to their mother tongue, at the beginning of the learning process,

they are receptive, so when they get some knowledge, they attempt to speak based on what they have heard. Also, it is necessary to take into consideration that when learners do not feel ready to speak in a second language, the only way they have for responding to commands is by actions.

Likewise, Zainuddin et al. (2011) argue that the method expresses the importance of the combination of the physical and mental activities in English learning. For instance, many activities in this method requires a physical response to commands from the students: that is, the teacher gives some instructions in order to receive a nonverbal response that will assert students' comprehension. The use of this method is more common in young children or learners with little knowledge of English, however, it can be used to introduce new procedures and vocabulary in almost any stage of learning (Herrell & Jordan, 2012).

An example of the application of this method is when teachers give an instruction and students must respond in a physical way by drawing, pointing, ordering pictures, or moving things. These kinds of responses will show the level of comprehension of the language and at the same time will create a low anxiety atmosphere (Krashen & Terrel, 1983 cited in Herrell & Jordan, 2012).

By the explanation of the approaches and methods that can be used for teaching English as a second language, it is necessary to understand the roles of the teachers in second language learning, as they have influence on students' motivation by their attitudes and methods.

The roles of a teacher

Teachers can be remembered according to the impact they had on students' life and they can be evaluated based on their personality, adaptability and with the roles they play within a class. According to Harmer (2007), a good teacher is who demonstrates different roles depending

on what students are doing and how fluent they are on these changes. In this context, a teacher can act as controller, organizer, assessor, prompter, participant, resource, tutor and observer.

A teacher acting as a controller, should be common when students are working individually on any activity class. Thus, a controller must be in charge of the organization of the class, give instructions to the students and as the name says, they are the controller of the students' activities. Teachers acting as controllers tend to be the center of attention for learners as they try to impart their knowledge in a kind way. Nevertheless, there are some controllers that abuse of this role causing a lack of experimental learning, a decrease on opportunities of students to participate during classes, and a low variety of activities that make classes a routine (Harmer, 2007).

Even though many students tend to have a bad idea of a teacher because of its way of control, it is relevant to understand that teachers must take this position when they need order on the class or a task must be done. Acting as controllers most of the time is a way of getting discipline and good behavior from students.

Another role of teachers is to act as an organizer. Organization during class is fundamental for accomplishing educational goals. For instance, a teacher must organize every activity that has to be performed, as well as the material that will be used during the whole class. Making students understand how an activity should be done depends on how organized a teacher is. With this, it is possible to have success in English teaching. In addition, teachers should focus since the beginning of the class on explaining what activities will be done in order to involve and make learners been prepared on the activities proposed. A good recommendation made by Harmer (2007) is that teachers should demonstrate or give an example of what students are supposed to do in order to ensure that students have a better comprehension on what the

instructions are. After this, considering how much time an activity will have is vital important to later on organize a feedback session between the students and the teachers.

Following the roles proposed by Harmer (2007), teachers act as assessors of students. Most of the learners want the teachers' feedback, so they can know where their mistakes were, on what tasks they need to put more effort or what should be improved in order to get a good language learning. In order to be a good assessor, it is important to make students understand what the teacher is expecting on every activity or what skill is going to be graded so they can concentrate on it. When having the grades of students, a sensitive attitude from teachers is required so that students can feel a constructive criticism and support.

As a forth role, the teachers presents themselves as prompters. This role is applied when there are tasks in which teachers do not want to help students in order to encourage creativity but they know it is necessary. Thus, teachers must act in a discreet way in order to support students but without taking their initiative. For example, when students are participating in a monologue, the teacher prompts students to speak in English rather than using their first language.

Acting as a participant during class, joining to an activity not as a teacher is another role presented by Harmer (2007). Most of the time, students enjoy having the teacher participating as one of them, due to the self-confidence and support they feel. However, it is necessary that teachers take control on the proceedings, because they can make students treat them as someone superior and all their attention will be focused on them and not on their mates.

A teacher is well-known as a resource for students when something is not understood or unknown. However, it is important also to encourage students to use resource material by themselves in order to solve their concerns. For example, when they do not know how to spell a word or do not understand the meaning of something, the teacher could suggest the student use a

dictionary. This kind of attitude does not mean that the teacher does not know something or that everything is known, it is a simple way of preventing students from over-reliant on teachers. Nevertheless, sometimes when a teacher does not know something, it is necessary to provide the information on the next day in order to maintain the confidence from the student (Harmer, 2007).

Continuing with the roles of the teachers, we have the tutor aspect. This role is applied when students are asked to conduct research or prepare projects. Acting as a tutor will give the students a real chance to share their ideas and opinions with someone that will be guiding on the process of accomplishing a task or activity. Nonetheless, as with being a prompter and resource, it is necessary to have a limit on being a tutor, so the teacher cannot intrude on what the students are working.

Referring to the observer role of the teacher, Harmer (2007) states that taking notes is relevant during classes. Observing the performance of students during some activities, especially the oral communicative ones, is an advantage for the student in order to receive the teacher's feedback. Also, when observing students participation, it is possible to appreciate the success of the materials used by teachers during classes. If these are not good, it may be the chance of changing them and making better. In fact, observation is not only made for students, but for teachers too, in order to evaluate the way of teaching and what have they accomplished during classes.

As it is shown, the role of the teacher may vary depending on what they wish the students to achieve. It is important for teachers to understand, when adopting an attitude is necessary, as a wrong decision could bring negative effects on teaching.

Finally, in order to have better understanding on what motivates students to learn English, five previous studies will be examined. With them, it will be possible to relate all the literature review provided in a real context.

The first study was developed by Bahous, Bacha and Nabhani (2011) at a university that follows the American system of education in Beirut. English is taught as a foreign language because of a variety of students that come from different countries with different speaking languages. The purpose of the study was to investigate the perceptions of students and teachers about the limitations that hinders students to learn English as a foreign language relating it with motivation. The participants were thirty students chosen randomly that attend to the EFL program at the university, and also six full-time and part-time teachers.

The method used in this research was qualitative, questionnaires and semi structures interviews were made. Also, notes were taken during classes, discussions and meetings regarding the EFL program. Besides, any other comment that comes from a students about the English classes were documented. In order to diminish researchers' bias, all the information provided was confidential and anonymous. The qualitative data collected showed many problems of motivation on English learning. The results were compared with other international studies.

The results of the research were focused on three main issues: purposes of language classes, content and teaching methods, and language skills. Referring to the purposes of language classes, most students said that the subject helps them deal with other courses, especially on the writing skills. Besides, 70% of the students think that English classes should be obligatory, while 30% consider that English classes should be optional or even not taught. In the case of the teaching methods, there were two considered as the most important: relaxed atmosphere and interesting topics for students. Furthermore, classes should be focused on students, and teachers

should encourage them to learn by the usage of materials and enough background information before discussion. In contrast, teachers revealed that they emphasize on learners' opinion towards a specific topic, also on critical thinking and logical activities. When students were asked about language skills, a lack of motivation was shown. Learners feel blamed by the teachers of not knowing the basic academic language, and also, they do not feel satisfied with the materials provided for their learning, as they are not of their interest.

The researchers conclude on what Gardner (1983) states about choosing the correct topic for classes in order to cover students' needs. Also, the different status of each student should be taken into consideration, as they are the center of the class. Furthermore, there is a lack of strategies used for students' motivation. Indeed, other skills should be encouraged, such as the communicative because of the multicultural context of the university. Researchers recommend a deeply investigation on students' motivation at the university level, as one of the limitations was the small group used for it, and it is not possible to generalize the results.

A second investigation was made by Khatib and Najafi in 2011 at different high schools in Asadabad, Hamedan. The main purpose of the research was to know the strategies used by Irian teachers to promote students' motivation. For accomplishing the purpose of the investigation, 50 students from different high schools were chosen randomly (23 males and 27 females), they were at an intermediate level of language. The method used was qualitative and quantitative, a fifteen-item questionnaire was applied to the participants. The questions were focused on motivational strategies such as cognitive, affective and social items. There was no time limit for students to answer the questions. When the data was collected, a statistical method was applied in order to describe the answers of the students.

As a result of the investigation, it was reflected that teachers do not use motivational strategies. They do not tend to give a brief summary of the topics just learnt in classes. Besides, there are no clear objectives presented by the teacher. Referring to the affective motivational strategies, it was shown that teacher uses traditional techniques that are not enjoyable for students, and there is no assessment in classes. Moreover, a lack of students' participation is one of the biggest problems, the teachers presented themselves as the mere authority during class. Also, there was not an optimal social environment, because of the traditional techniques used by the teachers. In conclusion from the study, the researchers found that even cognitive and affective factors are important, effective elements are an essential key for acquiring proficiency in a second language. In addition, due to the lack of motivational strategies during classes, the students did not feel engaged with the language. Some of the reasons that caused this scarce motivation were: teachers' skills, learners' conditions and educational circumstances. The authors' recommendation is to provide sufficient information to the teachers about the importance of motivational strategies in learning English a foreign language. However, they suggest for other investigation to consider the sex factor in order to determine any variation on the results and also to administer the study in different levels of language.

A third study developed by Cheng and Dornyei (2007) was made in Taiwan. It had as a main purpose exploring the importance of motivational strategies for teachers as well as the frequency of usage of them during classes. The participants of the investigation were 387 English teachers from elementary schools to universities in different educational sectors. The teachers had from less than one years' to twenty years' of experience. The method used in the study was quantitative. After applying the questionnaires by mail, many statistical analyses were made. The strategies mentioned on the questionnaire were grouped in order to get more consistent results.

When all the information was organized, descriptive statistics was used for obtaining the last results considering the frequency of the answers provided. The results showed that teachers were aware of their leadership during classes and their positive attitude within classes had influence on students' motivation. Besides, they had knowledge about the relevance of motivational strategies while English teaching and at the same time they recognize that the environment created in class depends on their positive attitude on teaching. The authors' conclusion was focused on the importance of macro strategies (displaying teacher behavior, promoting learners, self-confidence, pleasant classroom climate, etc.), which are essential factors for teaching pedagogy. However, making the learning tasks simulating, and familiarizing the students with the second language culture were strategies not used by the Taiwanese teachers.

In the fourth study, developed by Wong (2014), the main purpose was to understand what the factors that motivate students from different levels to learn English were. The study was made with a sample of 109 secondary school students. A questionnaire with social, familiar background and language skills were made. The students had 30 minutes to complete the questionnaire, after that, statistic methods were applied in order to obtain the results (SPSS). The results demonstrated that there was no correlation between grade and motivation. Nevertheless, the most important reason that motivated students to learn English, was the public exam provided by the government. Also, students think that learning English will give them more opportunities for working, entering to universities and improving on career prospects. The researchers conclude that even though students are motivated, teachers should use motivational strategies in order to provide an appropriate English education to students.

The last study was made by Oletic and Ilic (2014) in Novi Sad, Serbia. The participants were 60 students divided in two equally distributed groups depending on their age. The aim of the

investigation was to know what kind of motivation the students have: intrinsic or extrinsic. The method used was qualitative. A test was provided with different sub items that considerate many aspects of motivation to the students during classes. The tests were anonymous and they needed to be accomplished in 10 minutes. Later on, descriptive statistics were applied in order to analyze the results. In this regard, it was shown that students present less intrinsic motivation rather than extrinsic motivation. All the motivation was focused on the rewards they could receive in the future. Moreover, university students consider English necessary in order to accomplish their goals.

The authors' conclusion emphasizes on using interesting materials in the curriculum in order to make English learning enjoyable, even if they feel motivated because of their future interest. Intrinsic motivation was not as high as expected as expected since most of the students look forward to long-term rewards.

Method

The development of the methodology for the research consists of two sections: i) description of the main characteristics of the setting and participants, and ii) procedures for carrying out the investigation: literature review, the method applied, the field research process, the techniques and instruments used for collecting data, the tabulation and some aspects considered for the qualitative results analysis. Finally, it is important to mention that the general approach of this study is qualitative and quantitative.

Setting and Participants

The current research took place in a private school, located in the parish of Tumbaco, city of Quito. The school has English teaching as one of their priorities, reason why the classes received in English by the students are of different themes such as: literature, social studies, economics, science, reading, etc. It is important to mention that the school started using a new model of the teachers' organization, each teacher has its own classroom for all their students from different grades. In other words, students must move from class to class for receiving the different subjects.

The sample utilized for the investigation consists of 20 students from five different English classrooms from high school (8th, 9th, 10th, second-to last –year and last year of high school). It is important to mention that the classrooms consisted of more than 20 students and that the students' age ranges from 12 to 18 years old. Each classroom was taught by different teachers, the ones who were of different genre, age and specialization.

Procedures

The topic of the investigation was defined as: “English language students and their motivation to learn the language”. Subsequently, the objectives were determined and the theoretical investigation began by the search of literature that can support the present study.

The content outline for the Literature Review was focused on four important aspects that were: motivation to learn English, activities or strategies that motivate students to learn English, teaching approaches and methods and the roles of a teacher.

The most important theoretical support was organized in collection information cards of two different authors by each topic. In this sense, the method applied was bibliographic so the information can be organized in order to process in an easy way all the material collected for developing the Literature Review.

Once this information was found, a deep investigation for previous studies was made. It was possible to read from the internet some studies developed among the same topic of motivation. Then, when all the information was organized in the Literature Review section, the data collection process began by the application of the following instruments: students’ questionnaire and the observation sheets.

Both, the students’ questionnaire and the observation sheet provided the same questions about the students’ motivation and attitude, their perception about the teachers’ knowledge, attitude and teaching. The questionnaire had 8 yes/no questions that also asked for a personal answer in order to support the data results.

Later, the school was selected in an urban zone, in order to identify what really motivates them to learn another language. Once the school was selected, five different courses of different English levels were selected. As each classroom was formed by more than 20 students,

the questionnaire was given to all of them, so at the end the questionnaires needed were chosen and used for the analysis. The questionnaire was completed at the beginning of each class and in some cases at the end. Then, five observation sheets were also fulfilled by the researcher in order to take notes of any detail that can help support the investigation or can tell more about any aspect that was not considered within the questionnaire. The observations were made not only on the students' achievement but also on the teachers' development during the class.

By the end, all the information was tabulated, statistically analyzed and graphed. All this information detailed was written in the "Discussion" section of this study. For getting better results, it was contrasted, compared and supported by theoretical information found at the beginning or any other complementary fact that could help us respond to our principal objectives. The quantitative method was developed by graphs in percentage, it was possible to observe the most selected answers by the students in the questions, in order to proceed with the analysis. Additionally, as some questions were of perception, it was possible to apply the qualitative method, using the answers of the opened questions presented in the questionnaire and the notes taken during the class.

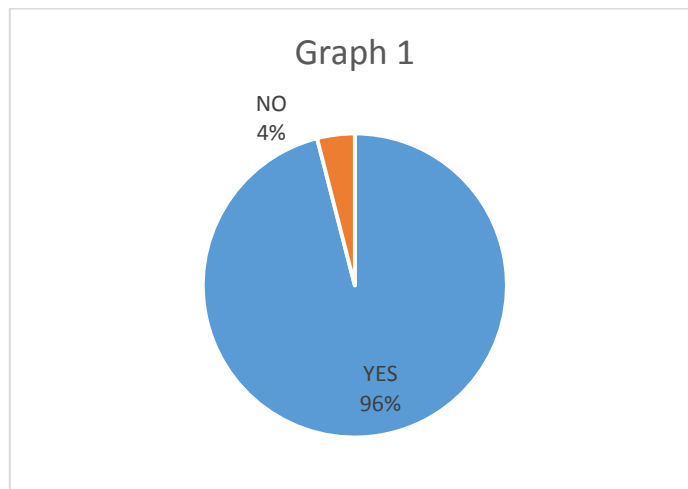
Discussion

Description, Analysis and Interpretation of Results

This section presents a quantitative and qualitative analysis that aims to obtain information concerning the students' opinion about the aspects that motivate them to learn English. The analysis was developed based on the observations of the classes that completed the questionnaires and is supported with the information provided in the literature review.

Qualitative and Quantitative Analysis

Do you like to learn English?



Author: Ingrid Valladares

Source: Student's Questionnaire

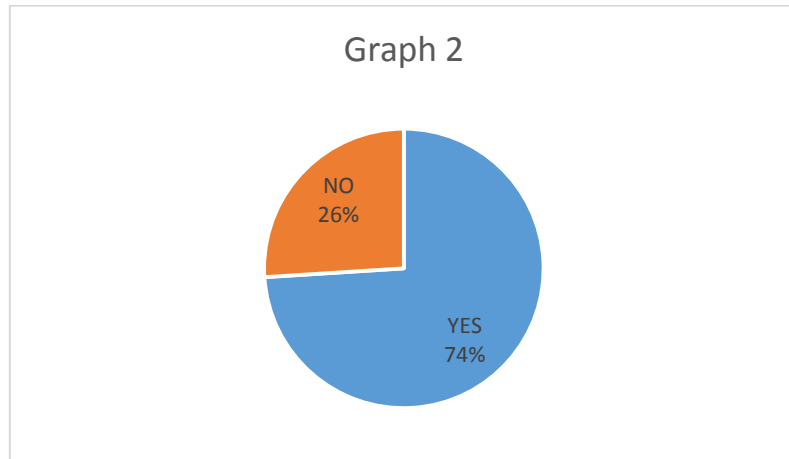
In Graph 1, the results show that 96% of the students like to learn English, while 4% do not like it. Most of the students consider English as one of the most important languages in the world because it will help them communicate with foreigners. Besides, as they form part of the group of students from the last years of school, they consider the importance of learning English for further studies and professional opportunities.

In contrast, few students dislike learning English, probably because they do not find the class interesting. Moreover, some of the teachers do not use the correct methodology which makes students feel motivated to learn a new language. The lack of use of strategies and methodologies can make English a language difficult to learn.

During the beginning of the class, the students show interest and respect to the teacher. They started to speak in English from the beginning until the end of the class. Some positive attitudes were shown by students when the teacher began the class. These attitudes were a form of showing how learners feel about English.

According to Harmer (2011), “All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly” (p.11). In the case of the results shown, there are different reasons for studying English. The most important is the huge range of opportunities that learning English provide. Besides, Harmer (2011) states “Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of choice.”(p.11). In this regard, Harmer’s statement explains how many choices or goals influence what students think about the language, especially when people want to use English as an international way for international communication and travel.

Are you motivated to learn English in class?



Author: Ingrid Valladares

Source: Student's Questionnaire

Regarding the results from the Student's Questionnaire, 74% of students feel motivated to learn English, while 26% of students do not feel the same. Graph 2 shows the existent relation with the first question. More than half of the students are motivated to learn English.

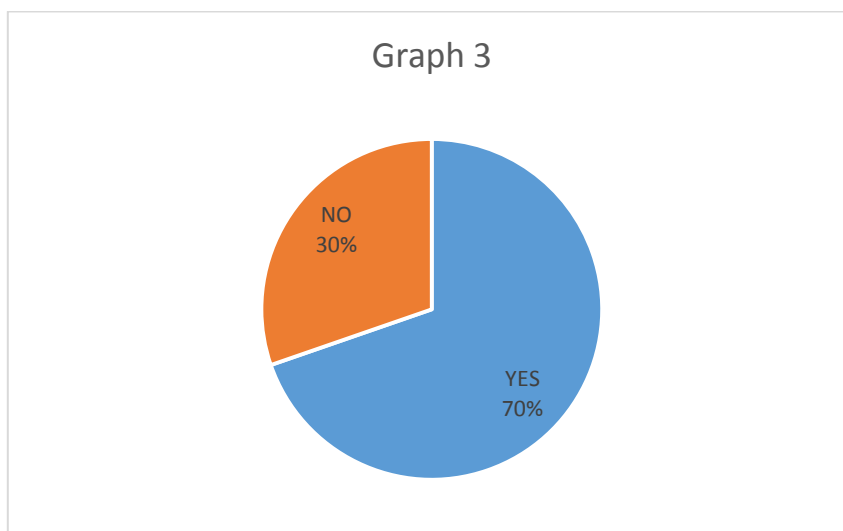
Many factors that motivate students to learn English involve how teachers participate during the learning process, also the different subjects they receive in English make the language interesting. Moreover, the environment that they are surrounded by is considered by the students as adequate: working with their mates, doing different activities and the teachers present a high level of English. Besides, their motivation is related with the reasons that make students like to learn the language. In other words, learners look for the accomplishment of their academic, professional and personal goals. Lightbown and Spada (2006) argues that "If learners need to speak the second language in a wide range of social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it" (p.63). It is important to mention that there is a part of the

group of the student's that are looking to learn more about another culture and they are expecting to travel in order to use the language for communicating.

On the other hand, there is more than a quarter of students that do not feel motivated because of a lack of methodologies and strategies used by the teachers. One of the aspects that reflects this demotivation is how bored they feel during the class. However, while the class was given, there were some students that even if strategies or methodologies were used, they did not want to learn. In this context, Lightbown and Spada (2006) states that "Such exceptional learners suggest that an aptitude for language learning is at least partly independent of cognitive, social, and personality characteristics that are often associated with successful learning"(p.60).

It is necessary to consider how important is the attitude of students when facing language learning. For example, during the class it was possible to perceive how many students have a negative attitude towards English that do not help them feel motivated to learn English.

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



Author: Ingrid Valladares

Source: Student's Questionnaire

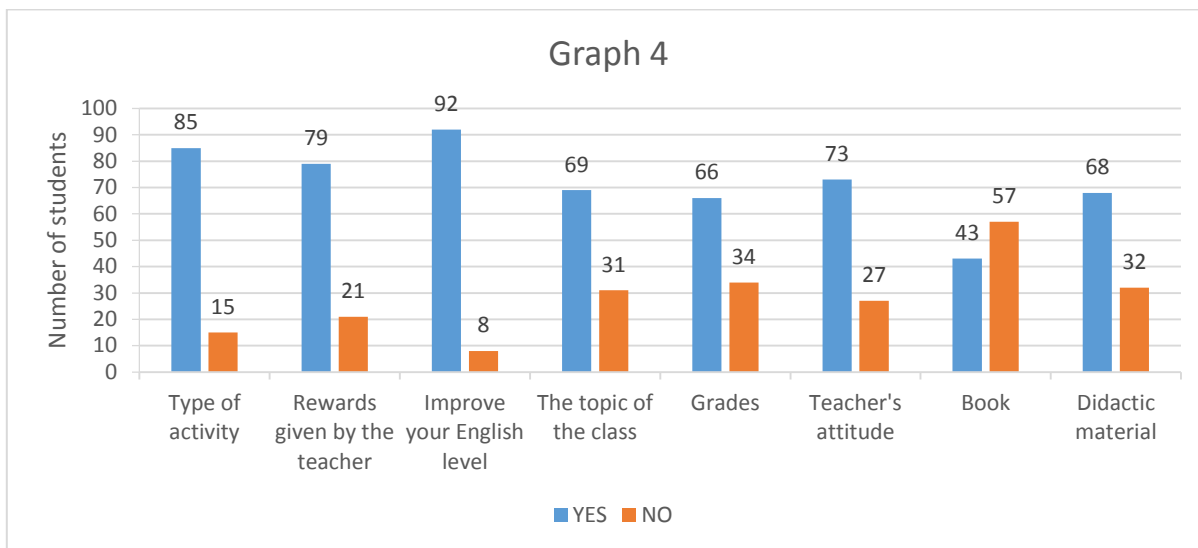
It can be seen from the data in Graph 3 that 70% of the students like the way their teacher gives English classes, and that 30% do not like the teacher's way of teaching. In the student's questionnaire, the students state that they do not like the teacher's way of teaching because the methodologies used in the classroom are boring. Besides, they explain that, most of the time, the way of teaching focuses on theoretical rather than practical issues, and that the activities provided by the teacher are repetitive. According to Lightbown and Spada (2006), "Lessons that always consist of the same routines, patterns and formats have been shown to lead to a decrease in attention and an increase in boredom" (p.65). During the class, it was observed that the teacher tend to explain grammar at the beginning of the class in order to understand rules so later on they continue with practical exercises. However, it is important to mention that sometimes it was not possible to end the class with some practical exercises due to the lack of time.

On the other hand, there is a great part of the group that likes the teacher's way of teaching due to the use of different kinds of materials such as: books, posters, pictures, etc. Learners considered the English classes enjoyable. In this context, while the class was developing, the teacher tried to get students' attention by applying different activities for explaining the theme of the class. For example, accomplishing listening tasks by the use of CD's, or the reading skills and using extra material different from the book. Also, students consider teacher's attitude important for teaching, as they feel confident with the person they are learning from. Harmer (2011, p. 20) mentions that teachers' objective is to maintain students' motivation by involving them in many activities that seem interesting to them, especially those that generate curiosity and provoke them to participate.

Finally, considering Herrell and Jordans (2012) statement "The teacher is responsible for providing the understandable language (comprehensible input), along with whatever supports are

necessary for students to understand the messages.”(p. 2). It was reflected the students’ opinion that what they like from the teacher’s way of teaching is how understandable and clear were all the subjects taught, and also the level of English that the teacher has.

Do the following aspects motivate you to learn?



Author: Ingrid Valladares

Source: Student’s Questionnaire

In Graph 4, the data shows that students’ motivation is developed because of all the aspects presented in the questionnaire. However, there are three aspects that present more preference: improving their English level appears with 92% of the students, type of activity with 85% and reward given by the teachers with the 79%. These three aspects represent the most important aspects that motivates students to learn English.

During the class it was reflected how students tried to have more participation; learners answered the teacher’s questions, read aloud during the class, and helped each other. A dynamic activity at the beginning of the class was held, motivating students to participate and speak more

in English. Also, when students were asked to develop a conversation, they used a lot of the grammatical rules while applying their speaking skills.

Besides, 73% of the students consider the teachers' attitude an important aspect for motivation. In this regard, Harmer (2007, p.37) states that one of the relevant teacher skills is the manner in which they interact with the students. They must establish a good rapport with them.

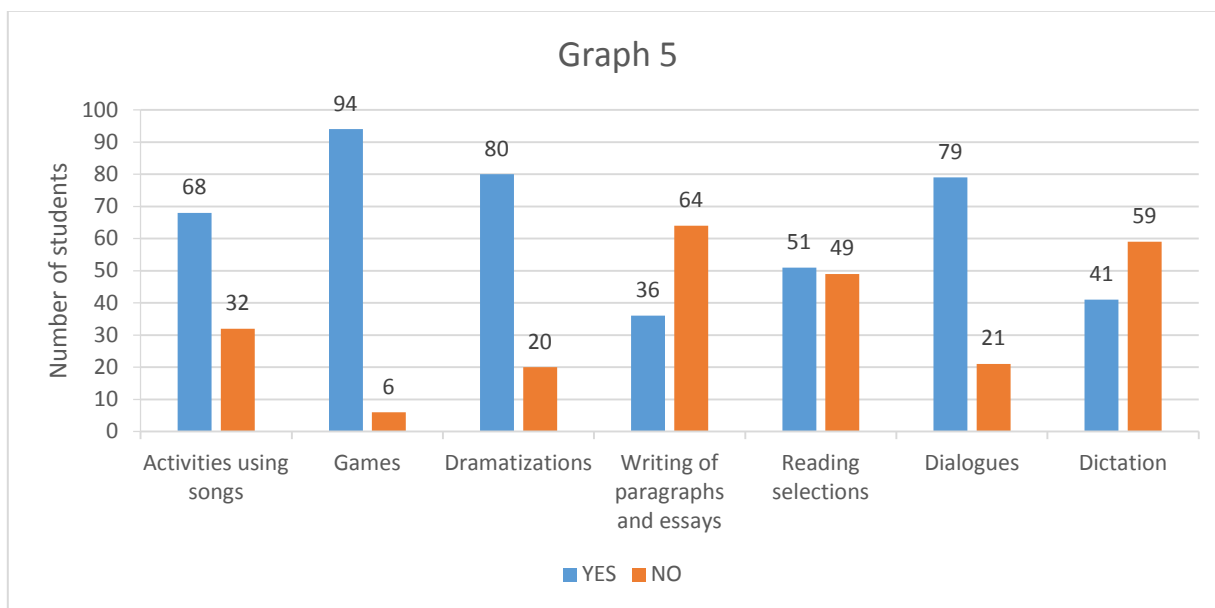
Considering the opinion from the students in the questions 1 and 2, some of the students answered that their motivation comes from the teacher attitude towards them, not only as a teacher themselves, but also as someone who takes care of the students individually. The kind of relation that existed between teacher and student during the class was visible. It was also possible to observe how a good environment was created and how this influence students' motivation.

Concerning the didactic material, 68% of the students consider this aspect as one of the motivators to learn English. According to Herrell and Jordan (2012) "Using approaches and materials that add context to the language –props, gestures, and pictures- contributes to the child's language acquisition and eventually to the production of new language." (p.2). Teachers use didactic materials in class; however, 32% of them do not consider this aspect as a motivation to learn the language. It is important to mention that every teacher has its own classroom in order to have all their material and the internal design of the room as they consider pedagogical.

One of the aspects that shows negative results on English learning is the book used in classroom. The data shows 57% of the students do not feel the book as an aspect that motivates them to learn English. Course books are used in every educational circumstance, according to Harmer (2007, p. 152) these materials are boring for teachers and students because they are often

inappropriate or the class. In consequence, teachers prefer to use their own ideas and use other sources such as other books, magazines and others.

Do the following activities motivate you to learn?



Author: Ingrid Valladares

Source: Student's Questionnaire

There were many activities presented in the students' questionnaire in order to observe their preferences toward them for motivating themselves to learn. In the first place, *games* was the most chosen by the students, with 94%. This kind of activity make students vary of actions and get out from the routine. According to Ersoz (2000), "Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts, they also encourage and increase cooperation." Even though games are a good activity for getting students' attention, it is important to consider that most of the teachers see them as a supplementary activity.

Second, *dramatizations* (80%) is another preferred activity by the students for motivating learning. Considering Harmer (2007) statement “Many teachers have found that quiet students speak more freely when they are playing a role, when they are not having to be themselves.”(p.183). Students feel more confident by acting through real situations and representing different characters. They have the opportunity to put in to practice many skills and abilities, such as intonation, pitch, etc. Besides, dramatizations require not only a passive activity where students should talk, it also involves physical movement that makes learners be active while they are learning.

Dialogues is in the third place. It is considered another motivational activity with an acceptance of 79% of students. This kind of activity is the most used by teachers, when enhancing speaking and reading skills. Students’ participation is relevant through this activity. Most of the time it was possible to observe during class how dialogue is applied. In accordance to the University of Michigan Press (2014), “Dialogues are primarily used to provide speaking practice but can also develop listening.” The activity also introduces and practices structure, form, vocabulary and different other levels of formality, attitudes, pronunciation, intonation, and other phonological features. Dialogues let students combine activities and other materials such as comics with bubble boxes, pictures, etc. These activities make students interested on learning by this way.

The fourth activity that motivates students to learn is *activities using songs* with 68% of the students. Considering the work developed by Neila (2013, p. 16), transition songs are a good source for relaxing and motivating students.

Reading selections is located in the fifth place with 51% of students, meaning that almost half of the observed sample consider reading as a motivator for learning. While the class was being developed, many activities involved reading as one of the most important skills used. Many activities in the book, or the additional materials involve reading. Few students have the desire to read aloud and participate, while another part prefers listening to what their friends were doing. Reading is considered as an important aspects for learning vocabulary, spelling, writing, grammar, punctuation, construction of sentences and paragraphs (Harmer, 2007, p. 97). This is the reason why reading is considered relevant for language acquisition, due to its role in learning.

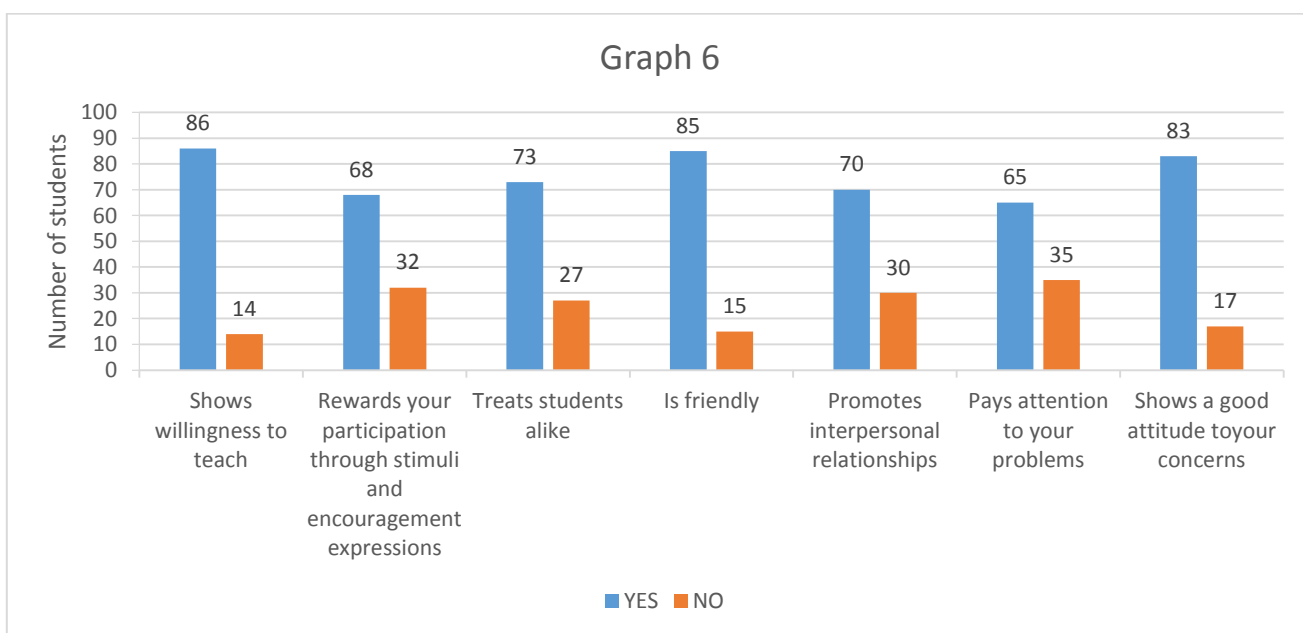
Besides, according to Harmer (2007), “There are many reasons why getting students to read English texts is an important part of the teachers’ job.”(p. 99). Some students want to able to read in order to accomplish some goals related to their future careers, their academic objective or simply for pleasure.

In the sixth place, we have *dictation*, with 41% of students that consider it as an activity that motivates learning, and 59% that dislike this kind of activity. Dictation is considered as a technique for developing listening and writing skills, as it works with students on what they hear and how they reproduce in a written way memorizing vocabulary or some statements. It is important for teachers to make students recognize sounds and at the same time learn spelling; however, including sound is the major cause of difficulty for some learners because of a lack of correspondence between sounds and spelling (Harmer, 2007, p. 92).

In the last place, we have *writing of paragraphs and essays*, with a positive answer of 36% of students and a 64% of students that answered that the activity does not motivate them to learn the language. Writing skills let students take time for thinking, providing

the opportunity for language processing, which means thinking about the language (Harmer, 2007, p.112).The data shows that the activity of writing is the less motivational; in this this regard, Harmer (2007, p.113), states that students may not like this kind of activities because of a lack of confidence, lack of ideas or, even more, they think that it is boring. Moreover, the writing activities have been considered as something routinary.

What is your teacher’s attitude in class?



Author: Ingrid Valladares

Source: Student’s Questionnaire

In Graph 6, it is possible to observe some teachers ‘attitude. It is shown in the data that all the options presented have a positive answer, having more of the 50% of acceptance from the students. In the first place, the teacher *showing willingness to teach* represents 86% of the students. The data reflects, that most of the students feel that teachers’ will is teaching English, and that is transmitted to them. This willingness, most of the time, shows how much someone

loves what they do. In this regard, it is said that good teachers are born, not made; it is something innate from a person (Harmer, 2007, p. 23).

In second place, we have a *friendly* attitude from the teacher, with 85% of the learners. According to Harmer (2007), “(...) students want not only to see a professional who has come to teach them, but also to glimpse the ‘the person as well’” (p. 24). It is necessary to understand that teachers’ personality is important for students, as they want also the teachers to show themselves as humans and not only as someone who is there just for teaching. During the classes it was possible to observe how the relation between teacher-students, make learners feel more confident on what they do, as they started asking what they do not understand and they felt a good environment, which encourage them to keep on learning.

Shows a good attitude to your concerns, is in the third place with 83% of the students response. When students have any kind of enquiry, they expect to receive an answer from the teacher in order to solve their doubts. This type of attitude makes learners increase confidence with teachers and they may feel that they have support from the teacher. According to Harmer (2007, p. 25), one of the roles of a teacher is being a tutor, who advises and responds to what students are doing and should do next.

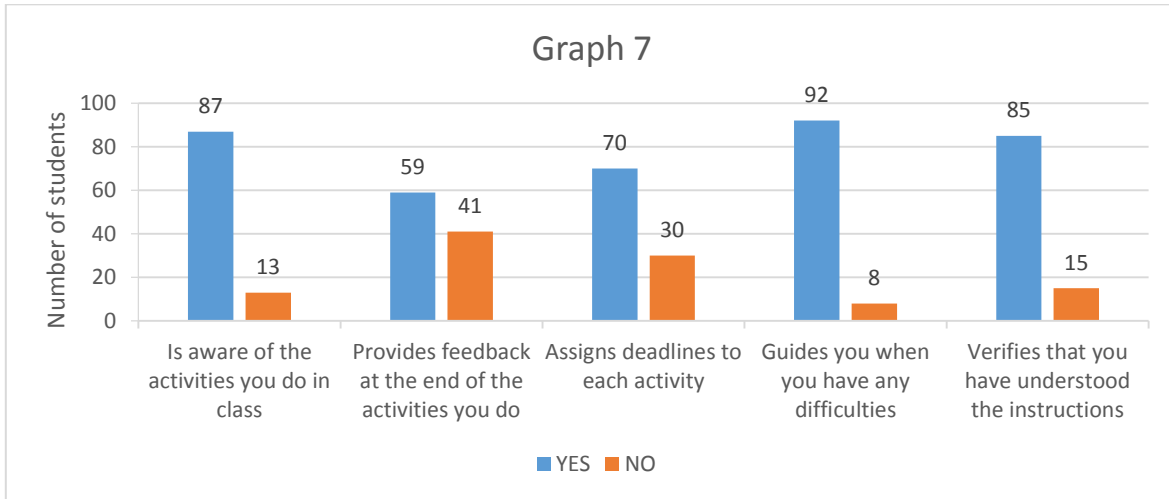
In the fourth place, we have the option *treats students alike* with 73% of students. In this case, it is important to take into consideration how this motivates students to learn. This aspect involves the relation of the teacher individually with each student. It must be a treat of respect and equity with all of them, not making them feel more or less than someone else. Affect must be taken into consideration, as it is one of the factors that can generate motivation for the learners. Teachers must be sensitive to different backgrounds, the ones that make each person special. In

this regard, it is necessary to learn more about each student in order to satisfy all their needs and expectations by mixing techniques and materials (Harmer, 2007, p. 20). Moreover, it is stated by Harmer (2007) that “Students will generally respect teachers who show impartiality and who do their best to reach all the students in a group rather than just concentrating on the ones who ‘always put their hands up’” (p.27).

The fifth place is the option *promotes interpersonal relations* with 78% of students that affirm the presence of this aspect in teachers. This aspect is related with rapport between teachers and the class. According to Harmer (2007, p.25), rapport is the word that explains the relation between the teachers and students. It is also related with intrinsic motivation. In this attitude, there are other factors involved such as teachers’ attention to students and what teachers thought about them. Most of the students observed present a high level of interpersonal relation with their teacher since there was confidence between them.

In the sixth and seventh place, we have *rewards participation* and *pay attention to problems* respectively. In this regard, it is important to consider that while the class was given, most of the teachers give academic rewards; for example, an extra point in an exam or in participation. This kind of rewards generates students’ motivation while learning English. Also, considering the problems of the students is necessary to mention Harmer’s statement (2007, p. 27) which explains that showing interest to students on what they have to say, and support them for any problem that can be presented during the student live.

What is the role of your teacher in class?



Author: Ingrid Valladares

Source: Student's Questionnaire

Regarding the roles of the teacher, in Graph 7 it is shown that 92% of the students affirm that the teachers act as assessors by guiding the learners when having difficulties and communicating how well something is done (Harmer, 2007, p. 25). Also, 87% of the students answered that the teacher is aware of the activities done in class and 85% tells that the teacher verifies the understanding of instruction of the learners. In this regard, teachers act as tutors. Harmer (2007, p.25) stated that this role focuses on advising the students on what they should have to do next. During the class, because of the teacher-student relationship, the class had a confident environment that allowed learners to feel sure of the teacher's attitude when having any problem when accomplishing activities.

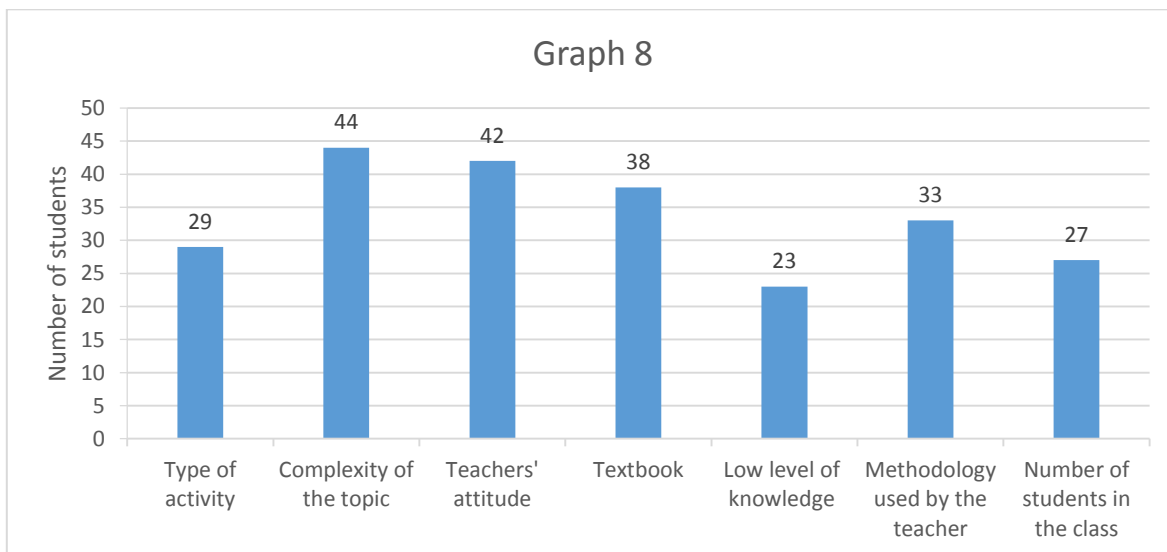
In the last place we have, with 70%, the establishment of deadlines to each activity and 59% that expresses that the teacher provides feedback at the end of the activities. During the class, it was shown that there is lack of time. This problem affected the two roles and seems to be

an incomplete class development. In this case, it is important to have someone who controls the class by giving times for each activity. According to Harmer (2007, .26), it is necessary to have prompters, which are the ones who are in charge of motivating students to finish activities and keep on doing a good work.

Moreover, the roles of the teacher are crucial for motivating students. Teachers are in charge of organizing every activity in the class, since the beginning until the feedback that must be accomplished for verifying that everything given in class was understood. In this regard, Harmer (2007, p.28) focuses on the language outcomes, which is the final product that teachers want to obtain from students 'attention.

Finally, the roles of a teacher may vary in each activity and students may be clear on what they want to reach and accomplish. When all the roles of a teacher are clear, they can be applied in different contexts, for example in a group of students from different ages and objectives (Harmer, 2007, p.25). In this regard, it was possible to observe from students that they consider they have a great teacher, thus he/she always pays attention to them.

Mark with an X the aspects that hinder your English learning. State the reasons of your responses.



Author: Ingrid Valladares

Source: Student's Questionnaire

Graph 8 shows some aspects that hinders students from learning English. 44% of students select the *complexity of the topic* as one of the most important factors that make learning English difficult to students. However, there is a little difference with *teachers' attitude*, that represents 42% and with the *textbook* that shows 38% of students. As the data reflects, these three options are the most selected by the students. As explained before in the other questions, the topic, the attitude and the textbook have an important role during English learning. It was possible to observe during the class how many students feel ashamed of expressing themselves in class, especially for their level of English. They do not feel confident when speaking in another language, which makes it difficult for them to develop better speaking skills. Moreover, it is necessary to consider that this confidence problem brings difficulties in the tasks assigned by the teacher.

In this context, it is important to mention the data presented of *low level of knowledge* that is 23% of the students, who explain in their answers that sometimes some classmates do not have a good level of English, which make it difficult for the whole class to continue with the topics. Sometimes, the teacher focuses on the students with insufficiencies of language and the classroom cannot keep on going. In this regard, it is important to consider that, if difficult topics can generate problems to students with a good level of English, for the ones with a low level can be even more problematic.

The attitude of the teacher can be related with the first problem mentioned. In this regard, providing help to the students is one of the teachers' roles, they should give support to the learners and work as prompters (Harmer, 2007, p.25). Besides, teachers' attitude influence the relationship developed with students. How values are shown and the attitude that have both actors in class effects the motivation learners have during English teaching. In this context Lightbown and Spada (2006, p.64) state that teachers can contribute students' motivation in a positive way, through the creation of an enjoyable and interesting place. This can be achieved through the correct use of materials considering their age, level of ability, learning goals and challenges.

The textbook, is one of the most used materials in educational context. In this research, it is possible to observe by the data shown that the books are the third fact that hinders students' English learning. During the class, it was possible to observe that books are considered as traditional materials, and that sometimes it does not have interesting material or sometimes it is difficult to understand. According to Harmer (2007, p.30), it is necessary to vary the ways in which the teacher use repetitive activities in a course book, especially on the comprehension exercises that almost always look the same.

Besides, it is important to consider as teachers, the adaptability of a book. Sometimes the material presented, content, topics are not adequate for the students, and this makes them feel not attracted to the book (Harmer, 2007, p. 130).

Referring to the *methodology used by the teacher*, 33% affirms that it hinders their English learning. At this point, it is important to consider the aspect of *type of activity*, which both are related in a certain form. Some of the students showed that the classes most of the time are filled with the same activities or many times the teachers uses the same boring activities in all classes, which make students feel demotivated about learning English. In this regard, it is important to consider one of the principles mentioned by Nation and Newton (2009, p. 20-21), where it is important to “Maintain interest through a variety of activities”. Considering this principle, the interest of students is based on the different activities proposed by the teacher and the material used during the class. The activities should be short and varied, most of them must involve movement, real objects and pictures, plan trips, songs or games. Most of the mentioned activities are used by a certain methodology from the teacher, trying to make a different class by attracting their attention until they get motivated to learn English as a second language.

Conclusions

The following conclusions have resulted from the research made in order to identify what motivates and hinders student from learning English:

Students' motivation depends mostly on the teacher's attitude and the way of teaching English. The relationship teacher-student generates confidence to the learners for participating during classes, and they feel free to express what they desire and think. Furthermore, teachers need to understand that some students feel encouraged to learn more English when they present good personality (good attitude, friendly, respectful, confident, attentive) and affectiveness to learners during class. In other words, learners start feeling as an important part of the class.

Most of the students consider that English classes are interesting, however, they prefer having varied activities that involve activities with movements. Teachers use most of the time the same activities that makes learners feel bored and uninterested in the language. One of the materials commonly used is the book; however, this instrument does not encourage them to learn English.

Even though the school provides a good instruction in English, the students that are not at the same English proficiency level hinders the other learners from learning and slow down the classes. The students with higher proficiency level state that the teacher focus on the low level students in order to make them understand the topics that are difficult to them. Also, they said that in group work it is difficult to interact with their classmates with a lower level of English. This demotivates high level students to keep on learning, as they start perceiving the class as boring. Most of the students with these problems are new students that entered recently to the institution.

Almost all of the students are aware of the opportunities that learning English can bring to their academic and professional life, generating an extrinsic motivation on them. Nevertheless, few students felt obligated to learn English as a second language. This shows their lack of interest in participating during class.

Feedback at the end of the class has great importance in English learning. Students need to notice how their learning is developing, making sure that they are accomplishing correctly with the tasks assigned. For the students, receiving advice or motivation from the teacher improves the development of learning. However, it is important to consider as a teacher that receiving feedback from the students is relevant in order to know what their necessities are, and how they feel with the teaching methods and techniques. During the observation, it was possible to see that some of the teachers do not have enough time for giving feedback to their students.

Rewards is a useful tool for motivating students to continue learning a certain topic. However, learners saw rewards as a good motivator for learning English, it was not too used by the teachers during the period of observation. Most of the learners perceived rewards as a system to encourage good work, behavior and manners. Also, it was used to make students achieve the goals proposed during the class by answering right to all the activities in an efficient way. Additionally, it is relevant to consider that most of the time rewards raise the students' self-esteem.

A great number of students stated that the teacher has a high-level of English, which may facilitate learning. This aspect motivates them to learn and feel confident in the teacher's knowledge. When they have any question, it is answered and they feel free to ask for extra explanation or repetition of any subject they do not understand. The students see the teacher as an inspiration to keep learning, making their goal be as good as the teacher.

Recommendations

Due to the importance of teaching methodologies for motivating students to learn English, it is required to encourage teachers to vary activities, mostly focusing on games and interactive exercises. If there is a lack of knowledge about different methodologies, it will be possible to organize different workshops providing information and materials to teachers in order to improve their classes. Also, it will be important to add topics that grasp students' interest in participating actively during class.

For students, the use of certain books are not motivating for learning English. In this regard, it is important that the government and the institutions reconsider the type and content of this material, by its adequacy for each level of students. Sometimes is not about following exactly the topics that the book presented, it is its complexity or uninteresting information presented in it. It is required to evaluate all of the books used by the teachers and implement another type of material, such as worksheets, interactive books, e-books, or even more implementing a platform.

It is important for the institution, to consider taking an exam to every new student that enters to the school, in order to see their English level. It is necessary to provide a leveling course to those students that do not have or feel in the same range of the major part of their classmates. It will be possible to provide extra classes before the school ends, or give extra work to them for home so they feel encouraged to improve their English. After this, it will be possible to proceed with classes normally and the other students would not feel affected by the difference of English proficiency levels between them.

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Annexes



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica
de Loja

MODALIDAD ABIERTA Y A DISTANCIA TITULACIÓN DE INGLES

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:

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

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

1. ¿Te gusta aprender Inglés?

| | |
|-----------|----|
| SI | NO |
| ¿Por qué? | |

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

| | |
|-----------|----|
| SI | NO |
| ¿Por qué? | |

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

| | |
|-----------|----|
| SI | NO |
| ¿Por qué? | |

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

| 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 | | |
| Brinda retroalimentación al final de las actividades realizadas | | |
| 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
INGLES 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 según lo observado en 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:
