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MENCION INGLÉS**

English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

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Febrero, del 2016

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN

Magister

María Olivia Arias Córdova

DOCENTE DE LA TITULACIÓN

De mi consideración.-

El presente trabajo de titulación: “English language students and their motivation to learn the language” realizado por Lilia Virginia Orquera Falconí ha sido orientado y revisado durante su ejecución, por esto se aprueba la presentación del mismo.

Loja, febrero de 2016

f) _____

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

Yo, Orquera Falconí Lilia Virginia, declaro ser autora del presente trabajo de titulación “English language students and their motivation to learn the language” de la Titulación de Licenciado en Ciencias de la Educación mención Inglés, siendo María Olivia Arias Córdova la directora del presente trabajo y exonero expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos y 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 prosperidad 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”

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Dedication

This work is dedicated to God for all his blessings throughout my life, to my parents, who have supported me in every one of my projects and dreams, to my fiancé who is always by my side and finally to all who have made possible the culmination of this professional purpose.

Lilia

Acknowledgment

I would like to thank the Particular University of Loja for allowing this achievement. Also, I would like to thank deeply to Mgs. María Olivia Arias Córdova for her guidance and teachings during the development of this study.

Lilia

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Abstract

This work is about English language students and their motivation to learn the language, It has been carried out in order to determine how intrinsic and extrinsic motivation, activities or strategies, teaching approaches and methods and the roles of the teacher can influence on the English learning process of the students. The research was conducted at a public high school in Quito and the population for this study was about one hundred students with Spanish as a mother language, so English was considered for them as a foreign language.

Quantitative and qualitative methods were used for this research. Quantitative method was used for the numerical analysis of the collected data on the surveys and the direct observation sheets using during the classes. Qualitative method was applied to collect all the necessary information for the research.

This study has corroborated that English language students and their motivation to learn English is related to intrinsic and extrinsic motivation, the roles of the teachers and their applications on activities, strategies, and teaching approaches and methods.

KEYWORDS: intrinsic and extrinsic motivation, methods, activities, strategies, approaches, roles of the teacher.

Resumen

Este trabajo acerca de los estudiantes de Inglés y su motivación para aprender el idioma, ha sido desarrollado para determinar cómo tanto la motivación intrínseca, extrínseca, las actividades o estrategias, los enfoques de enseñanza, métodos y los roles de los maestros pueden influenciar en el proceso de aprendizaje de Inglés de los estudiantes. La investigación fue realizada en un colegio fiscal de la ciudad de Quito y la población para este estudio fue de alrededor de cien personas, las cuales tienen al Español como lengua materna y aprender en Inglés como un lenguaje extranjero.

Los métodos cuantitativos y cualitativos fueron usados para la investigación. El método cuantitativo fue usado para ofrecer un análisis numérico de los datos recolectados en las encuestas y en las hojas de observación directa durante las clases. El método cualitativo se aplicó para recolectar toda la información necesaria para la investigación.

Este estudio confirma que el aprendizaje de los estudiantes de Inglés está relacionado con su motivación tanto intrínseca como extrínseca, los roles de los maestros y su aplicación en las actividades, estrategias, enfoques de enseñanza y métodos.

PALABRAS CLAVES: motivación intrínseca y extrínseca, métodos, actividades, estrategias, enfoques, roles del profesor.

Introduction

Learning a different language can be hard, but it can also be a fun and self-rewarding experience for both teachers and students. On one side are the students, not all of them want to learn the language, some of them just have to study because it is part of the curriculum at high school or because they feel the pressure of their parents to learn it, only a minor group of students feel the internal motivation for different aspects to learn the language and to practice it with other people.

On the other hand, teachers have to plan, organize and apply different methods, strategies and activities in the classroom in order to motivate the students to learn the language. The class plan created by the teachers has to include all the aspects necessary for the students. It means that teachers have to think not only about the level, the age, needs of the students, and the size of the class but also they have to think if the students feel motivated to learn. It is definitely important at the moment of learning and the teachers play a very important role to get the students motivated for an active participation in the classroom.

It is significant to take into account that Ecuador is a country where English is taught in almost all high school as a foreign language in both public and private institutions. In public high schools it is common to find that English is not taught in the level required, the hours assigned for this subject at institutions are not enough for a good learning. For this reason teachers have the most important role and responsibility, they have to look for different strategies and methods that motivate the students to learn English.

The purpose of this study is to know about students' perceptions in relation to their motivation to learn English inside the classroom, for this reason it is necessary to answer the following key questions that will be addressed in the study concerning motivation: What do you think motivates students to learn English? and What do you think hinders students to learn English?

There have been a number of previous studies in this area that influence motivation on students to learn the target language. The first study was conducted by Öztürk (2014) and the purpose was to know if there is a correlation between students' attitudes and motivation for learning English, the results showed that "there is a strong relation between the prep class students' attitudes and motivation for learning English at DEU School of Foreign languages and indicates that more effort could be put in to help learners develop more positive attitudes towards learning English, and thereby to motivate them contributing to their overall achievement". The author has not declared any conflict or limitation.

Second, in a study "Effects of Intercultural Learning on English Learning Motivation among Students Studying Abroad" researched by TSAI (2012), the aim was to investigate how intercultural learning has an effect on English learning motivation among students studying abroad.

The results showed that under the influence of intercultural learning, more than half of the subjects in the three groups considered English important to them for interacting with native speakers and people from different countries understanding more about native speakers attending the activities of the target language group, appreciating English arts and literature and being respected by people in the target culture". The limitations found were the lack of control in recruiting subjects according to the length of residence might cause

some unexpected results and this study was limited to being unable to find out what effects exactly looked like due to the adoption of quantitative research.

Third, in a study “Teachers’ motivation, classroom strategy use, students’ motivation and second language” conducted by Bernaus and Gardner (2009) consider that an extent language achievement is associated with characteristics linked to integrative motivation, which the students bring with them to the class and is relatively independent of strategy use. Factor I obtained appreciable loading from the measure of English achievement and four of the AMTB variables, factor II, the most notable feature of this factor is that it identifies characteristics of the class that are associated with teacher Motivation. This is a crucial finding in the field of motivation and second language learning. Factor III, this factor was identified as a Traditional Strategy Use dimension. It seems particularly informative that there is agreement between teachers and students about the use of Traditional Strategies but no Innovative ones. Factor IV , denied that strategies can be employed in the classroom to reduce anxiety and the structure of this factor supports this belief. As a consequence, this factor is defined as Teacher Innovative Strategy Use. A major limitation was that strategy use was no investigated directly, but rather, was based on perceptions of teachers and students.

Finally, a study conducted by Takase (2007) which studies the multidimensional motivation with strong intrinsic motivation for L1 reading, intrinsic motivation for L2 reading, parents’ involvement in and family attitudes toward reading, and entrance exam - related extrinsic motivation. The results demonstrated the predictors of reading book in the L2 were intrinsic motivation for L2 reading and intrinsic motivation for L1 reading. However, reading performance in the L1 and L2 did not correlate partly because of the insufficient L2 reading proficiency of some of the most voracious readers of Japanese

books. This study had some limitations: generalizability because the participants are from a homogeneous group in terms of L1, age, gender, and educational experiences. A second limitation concerns the research design. Because the participants were from three consecutive years.

The direct beneficiaries of this study are teachers, students and people related to English education in general, for any institution where English language is taught. Throughout this study teachers will better understand what motivates or hinders students to learn English. Also, teachers will comprehend the roles they have inside the classroom by applying interesting techniques and methods to improve their English lessons. Also teachers will set the importance of the activities according the motivation of the students for each of them.

Students will benefit from this study by recognize the activities that motivate and hinder them to learn English language. Besides, they will identify the aspects motivate them to learn English in class.

The only obstacle in this study was the coordination of the schedule of the teachers for the direct observation and for the application of the surveys to the students.

Nevertheless, this obstacle did not represent a limitation to carried out this study.

Method

Setting and Participants

In order to observe, examine and analyze and take notes of the students' motivation to learn English, a field research was carried out at a public high school in Quito. The population was one hundred students from 8 EGB, 10 EGB, 1BGU, 3BG. Most of the students were female and some were male and all of them had Spanish as mother language and learn English as foreign language at a public high school.

Procedures

To gather the information for the literature on this topic some steps were followed. First of all, the information regarding intrinsic motivation, extrinsic motivation, and activities or strategies that motivate students to learn English. Additionally, teaching approaches and methods, communicative language learning, cooperative language learning, content - based instruction, task - based instruction, translation method, total physical response and the roles of a teacher was collected by primary resources such as books and the Internet. In addition secondary resources such journals and review articles.

Then several previous studies were investigated on the Internet in order to find and select only those which were more relevant to the topic.

For this research, both quantitative and qualitative methods had to be used. The qualitative method was applied to gather the information. The quantitative method was applied to analyze the results, and to present the results in statistic graphs. A completion and open - ended questionnaire was applied to one hundred students in order to obtain information concerning their opinion about the aspects that motivate them to learn English.

At the end students had to complete the survey. Once the data was tabulated were classified according to the answers students gave individually. The information was organized in different excel tables for each question of the study. After examining the information it was analyzed, tabulated and interpreted, and finally described.

Additionally to the surveys direct observations were used during the classes for collecting information about the teachers and the students, noticing the aspects that motivate or hinder students to learn the language.

Discussion

Literature Review

This section intends to provide an overview of some of the most outstanding ideas of the authors regarding aspects of motivation, attitude, language anxiety and gender of the students when learning English as a foreign language. The topic of this investigation was, “English language students and their motivation to learn the language.”

The purpose of this section is to know scientific information regarding motivation, activities and strategies that motivate students to learn English, teaching approaches and methods, additionally the roles of the teachers in the classroom.

Motivation

For Brown (2007), motivation is an interior strength that impulses people to do something in order to realize their goals, besides the author adds that ego has to be the principal internal motivator. Motivation for the students can be intrinsic or extrinsic; it means that not only may be motivated by other people but also by themselves, with their attitudes, their interests or their necessities.

Each motivation has characteristics that may be good for ones or for others in different situations, that is why the teachers has to help with the best criterion to use the corresponding activity. For instance, this study explains the different roles that the teacher face inside the classroom for helping the students in their motivation for learning English as a foreign language.

For Brown (2007) intrinsic motivation is better than extrinsic. This is because intrinsic motivation is a determiner of achievement for the students or learners. On the other hand Harmer (1991) consider extrinsic motivation depends on rewards or prizes.

Motivation to learn English

Harmer (1991) defines motivation as a stimulus or incentive that students have or receive depending on the situation or the moment they need it or whom they receive it. Motivation is an essential part of each activity students have to perform in order to be successful learning English as a foreign language. It is significant and important to understand where the motivation comes from, how it can be applied in the class, when it is necessary for each student and how to motivate individually, according the necessities each student have depending on their goals. During learning a foreign language students feel fearful, afraid about the new knowledge and all the information they receive at the same time, so is in that moment where they have to receive motivation and as we will delve after, motivation can be of two types intrinsic or extrinsic; it means that motivation can be obtained from inside (each student) or outside (teacher, family, friends, etc.)

Lightbown and Spada (2006) suggest that “motivation is a state of cognitive arousal which provokes a decision to act, as a result of which there is sustained intellectual and / or physical effort so that the person can achieve some previously set goal”. For instance, motivation is a consequence of the stimulus received for example by the teacher within the classroom, not giving them just reasons for learning English but urging in their most important necessities and desires. Another important point that has to be taken into account is the attitude and thoughts of the students facing motivation. If they reply doing their best, means motivation was correctly applied. Opposite cases occur when students do not reply

with good attitudes when they did not receive the correct motivation or maybe not enough motivation for continue doing certain activity inside or outside the class.

Harmer (1991) states that motivation is not too easy in all the cases, especially when students are young, not all of them understand the importance of having English as foreign language, so in this case is required a process where students receive motivation every day, during the process of learning, it means show them the benefits of the language, the application and the importance of it in the future. There are some cases where in despite of the motivation of the teacher or the other people students really do not like and they have that in their minds and is so difficult to change it. Perhaps parents do not help or assist in this process the learners and instead of motivate students, they support the idea that English is difficult, is not so important or maybe the most common “I do not like too”. Finally, not all depend what students receive, all depend what students feel inside and how other people can strengthen and support that feelings to impulse to use them in the best way.

Intrinsic motivation

According to Brown (2007), this type of motivation is what any person can feel inside, not depending on any prize or any reward he or she could get. Intrinsic motivation makes feels better to the individual who gets the goal for which was internal motivated to obtain the satisfaction the person can have at the end of the work or the activity is an interior pleasure. In some of the cases intrinsic motivation can be higher than extrinsic, because each person feels according to their necessities, students can see intrinsic motivation as a motor to continue with their plans to the future, maybe use their knowledge of a foreign language to apply for a better university outside the country, to study something related to tourism or teaching, etc. Intrinsic motivation is not the only but the

most important part of motivation because in almost all the activities the desire to achieve something is the impulse that students have to work more and more, until they get their goals. It does not matter how difficult or complex it could be, the important is to feel the satisfaction of the accomplishment of the tasks or activities.

Regarding intrinsic motivation, Nakata (2006) who thinks that in the classroom the teachers give the opportunity to each student to work on their skills by their “reasons” motivated by an autonomous way so these learners will have more opportunities of be successful. Some authors consider that intrinsic motivation is positive while extrinsic motivation is negative, it occurs because while extrinsic motivation grows, intrinsic diminish or disappear and with that the natural interest. Intrinsic motivation could be applied for example if the student feel so exciting to learn a new language, maybe he or she see the activity as a challenge maybe interesting or fun, it means the student enjoy the moment, the circumstance and every activity during the process of learning the language.

Extrinsic motivation

Brown (2007) states that extrinsic motivation comes from outside of the students. It may come from their parents, the teachers, etc. It influences in the behavior of the students because sometimes teachers or parents offer rewards, parents give money or any other gift to motivate their children to study. In the case of the teacher, he or she could offer them good grades. In some cases extrinsic motivation could be just a little part of entire motivation, this means that the student has intrinsic motivation but not enough, they just need a boost and can perfectly complete the required activity. In other cases extrinsic motivation has to be higher than intrinsic, maybe in any point of the process this could change, but some students need to feel a lot of motivation that sometimes could be seen as

pressure and this pressure has to have a limit in order the students can develop the activities normally, and not feel frustrated if they do not succeed at first.

Brown (2007) explains that parents or authorities confuse motivation with authoritarianism and these two words of course have totally different meaning. While motivation means give impulses, authoritarianism means an obligation or an order parents give and students have to comply with that. Giving orders is not the way how the students will learn a language. In some occasions parental expectation makes them pressure their children without thinking if they pressure excessively the students cannot develop their knowledge. In this case if students just receive orders they will not achieve their goals. That is why the attitude the students take in the process of learning a new language is basic, they have to take the positive parts of motivation and discard all the pressures and orders that will not help. During the process of instruction, students can loss or increase their enthusiasm so motivation has to be offered to the students from the beginning to the end. There could be changes but the attitude must to be intact.

Harmer (1991) considers that the initial motivation is the most valuable action in almost all the people. Additionally, curiosity can be present in a new activity where the expectations are high where the students show their interests. It also has to be maximized and extended. If the teacher or the motivator lost this precious moment, it will be difficult to have initial motivation at the same level as the first time.

Activities or strategies that motivate students to learn English

Regarding activities or strategies that motivate students to learn English, Willis (1996) considers that strategies used during learning impulses students in a positive manner

to learn the language having a systematic process. If there are different students with different level each learner of a new language has to have his own characteristics and that is why there are differ types of strategies that help students to learn English in a successful way. Those students who a very good academic record have a tendency to discover, use and improve strategies that help them in all the areas in this particular case, learning a new language. The reasons learners do these might be because they have an internal motivation and think how to use better strategies when learning the foreign language.

Also, Willis (1996) suggests that one strategy for the students could be: create a personal vocabulary, it through having a notebook or a digital list that have to be check it frequently in order students do not forget the acquired knowledge, it avoiding pressure and anxiety. The strategies have to be adapted to the situation; and the conditions of that situation not have to be rigid, have to be flexible thinking they could be changed according to the necessities.

O'Malley and Chamot (1990) identified three main types of strategies: "metacognitive (organizing one' learning, monitoring and evaluating one's speech), cognitive (advance preparation for a class, using a dictionary, listing/categorizing new words, making comparisons with other known languages) and social (asking for help, interacting with native speakers)" (p.10).

Willis (1996) explain that metacognitive strategy refers that students understand how they are learning, analyze what and why they are thinking. This kind of strategy has a very important and positive impact on the students giving them the information to create a plan or routine to work.

On the other hand, cognitive strategy helps the students in the process of learning, in this kind they can learn how to improve the knowledge using repetition of the words, phrases, etc, use of extra materials and comparison between mother language and the new one.

Finally, social strategy is known as affective too, this means this strategy use knowledge of other people for learning, if the student has problems with specific topic or need reinforce the information he /she has. He/ she can ask the teachers or people who has English as a mother language, so in this way the student can learn or dissipate any doubt he could have during learning.

Dörnyei (2001) considers that the teacher has an important role in this part because students need to know some strategies but they need to know how to use it too. Once the students know how to work with them, they can use by their own and the quality the classroom can increase and as a final result the students can help each other and make easier the process during the English lessons.

There are some very important conditions during the use of strategies to learn English or any other language, they are summarized in: use the language in a real way taken into account the four skills (listen - read - write and speak) this help not just to learn but help to be part of the language and feel comfortable in the process. It has to be clear that not all the strategies works in all the circumstances and in all the students, that is the reason teacher has to follow a process and create the necessary motivational environment, without forget the initial motivation we talked is very important and the base for the motivation process and maintain this motivation all the time. Additionally teachers do not have to forget promote in the students positive demonstrations of self - assessment during learning.

Strategies have to be adapted to the group of the students, to the goals and to the environment the class is developed.

Teaching approaches and methods

First, it is important to differentiate the meaning of approach and method, to learn about each one. Harmer (1991) believes that an approach is related to the own characteristics of the language and the process of teaching - learning, how and why they are applied during the class. A characteristic of an approach is the use of fundamental units on language constructions, the other characteristic is taken into account the conditions to let the process be successful. Approach is like the theory than the students have to apply after.

On the other hand, Harmer (1991) thinks that method is a general plan with some specifications, it uses an organizing and methodical presentation based in the approach. It is seen as the application of the approach including a variety of actions and process, in other words the relation between the theory or hypothesis and the practice. Methods have as a principal elements; the students and their teacher and then comes the resources and the order to apply them. Not all the results depend on the approaches or the methods, they depend if they were correctly chosen for the students, the activities, the objectives planted, etc. We have to think the students, their necessities, desires and plans for the future are essential to achieve the objectives because approaches and methods are just a way for help the learners with the learning - teaching process.

Communicative language learning

Richards and Rodgers (1999) explains that this approach gives emphasis to the contact or interaction between the means and the last goal of the learn and it was its origin

in British around 1960 and was developed at first around 1970 and 1980 in Europe and in the United States.

There are some important aspects related to Communicative language learning that Brown (2007) highlights in his book and these are “authenticity, acceptability and adaptability” (p. 45) this could be taken as the principles of this approach that has been taken when it is applied to the students in the classroom.

Communicative language learning is seen by Brown (2007) as a combination of teaching grammar and functions of language, and its principal characteristic is the attention to the features of language function and structure. The principal characteristics are:

First, the center of attention has to be in all the elements of communicative competence while organizational and pragmatic elements have to be interrelated. Second, the structure and the function has to have a relation, language methods are planned to connect the learners. Third, it is important to center the attention on fluency and comprehension of the language in the classroom. Fourth, students have to be capable to understand, produce and receive information outside of the classroom. And finally and again the role of the teacher during the learning - teaching process is to help and guide the students for a correct development.

Cooperative language learning

Brown (2007) considers the basis of this approach is that students have to work in groups or in pairs depending on the task applying social interaction and experiences. Teacher has to use a set of different tactics. It is important to structure correctly the groups (members) and the activities that have to be open - ended as a recommendation instead of

answers because is useful for the group who has to complete it. Each member has a task in order to complete the activities and then members can interchange information and know more about their classmates even help each other to improve their skills. An advantage is students work collaborative as a team no as individual, so there is no competence between them. Groups or pairs of students can successful achieve goals, learn to work collaborative, low the anxiety that may be feel alone. A challenge of this approach is to face with the diverse education hopes, acquisition knowledge methods, and behaviors of each member of the group.

This approach is known as collaborative learning, but according to Herrell and Jordan (2011), there are some differences: in cooperative learning the activity is based on the information shared by the learners, while in collaborative learning each learner work with other who has a better knowledge, who can helps him /her it means attendance and direction. An strategy used in cooperative learning is to set up the team dividing the class in groups, give them the activity and the individual role within the team, it implies that each member helps to develop the activity. It is important the teacher constantly observe and check the groups to control the process and the participation of all of the members. At the end of the activity each group has to describe the task assigned to the rest of the class. Again the teacher has to participate checking the work as a team, and grade if th process and result was correct.

Content - based instruction

According to Brinton and others (1989, pag 55), the “integration of content learning with language teaching aims”. What the author wants to say is that at the same time the students have to learn the foreign language and the academic subject and it has to be

structured according to the content. Some other approaches separate the essential content from the principal skills, but this one considers that they have to be related because the skills are applied in the fundamental content.

On the other hand, Freeman (2000) suggests that this approach has a special role because it incorporates learning in a new language and the contents which almost all the time have academic topics. Additionally, academic contents are used because they make available to work with content for language instruction. For non native speakers to study academic themes is difficult at first and for this reason students need guidance and support at the moment they have to read texts. Another aspect to be considered is vocabulary. Sometimes it could make the students get confused and do not let them to understand the topic. The students have to understand and have in mind the language purposes set up by the author of the book and ask for helping in the instant they need it.

One characteristic of content based instruction is the relation with intrinsic motivation that can be generated by each student within the classroom taking into account that they have the “pressure” of extrinsic aspects and their own aptitude and independence leading them to proceed and to work with the new language they are acquiring. Content based instruction has to face up to a wide variety of texts and books of different disciplines belong to academic and professional in diverse areas. The levels where it is applied according to the instructions are intermediate and advanced.

Task - based language learning

While some researches and authors consider this approach very similar to communicative language teaching, Brown (2007) considers it has substantial differences.

One of them could be that task involve the utilization of the language with the importance on meaning for getting an objective. For other concepts task and technique could be synonymous but for this case task is the principal, consequently it involves the techniques. The basic tasks of this approach are pedagogical; they are different from target tasks because of their aims and goals.

Inside the class tutor teaches the students to organize individual information in order they used it at dialogue or interview such as practice understanding through doing exercises in class, reinforce the use of frequency, give students exercises for listening, activities like interviews, consider the elements of interview, and work in pairs the dialogue of the interview, at first it can be between the teacher and one student and then students could practice another dialogue with a classmate, the dialogue has to be created and presented by the students in all of the cases (Brown 2007, p 51).

Once the students have clear the process of an interview they have to participate in front of the class with a play-acting where they have to create a dialogue, set up the time; not too short, not too big, and organize the interview

The objective of this task, according to Freeman (2000) is to work in an ordinary situation where students employ the language, practice the skills and have the possibility to work together with teacher and other classmates. It let the students to acquire practice in speaking and listening by individual interaction of their own ideas. The students have the opportunity to solve tasks given them as a problem, working with negotiation, comparing the information they have and the information they are taking. At the same time the author

establish some principles of this approach where the objectives have to be related with the results, so they go together during all the process. The other is that students have to do practice with someone else for working by themselves after that, just with assistance or correction in some specific situations.

Translation method

This method is known by diverse names but with the same principles as Freeman (2000) explains. Teachers had used it for several years. It was the first method used and is known as “classic” for that. The principal objective of this method was to help out the learners to interpret and understand a second or a foreign language. This process considered the practice of grammar with native language and the students, it suppose to help the students to speak and write based on the native or mother language. At first, it was seen as a method that would facilitate the intellectual development, maybe students never use the objective language, but the rational actions learned would be valuable in any case.

The principles of this method shown by Freeman (2000) are: learn a new language where the student (learner) has to be capable to read, understand and write literature in the second language. In the case of spoken language, it has to be used with an advanced literature because the target of this skill is higher than others. The purpose for the learners is they have to know how and interpret or translate the language they are learning to the other they already know, in some cases it refers students can translate any language into another, just practicing the grammar. If they do this, they have completed their learning process and successfully achieve their goals.

Total physical response

Herrell and Jordan (2011) explain this approach works with the second language acquisition established in first language acquisition studies. It means the principle shows that language is learned since we are kids and of course speak and listen are the first skill before writing and reading because those are skills that have to be learned through a process at school. This is the reason why in this approach teachers have to work with some simple instructions acted then by the learners that demonstrate they have already understood the commands, during the process teachers change the demonstration and learners have to act in response to those instructions. Total physical response has limitations, it is usually particularly at the basic levels, where the effectiveness is important, which is not the case when it is applied in advanced levels.

There are some stages during the total physical response explained by Herrell and Jordan (2011). Expressions and vocabulary the teacher use in the class have to be correctly selected for oral instructions, the most relevant are: nouns, verbs, adjectives and adverbs. Students have to know a file where they could find all the information according to the instructions. The vocabulary or the expressions teacher use has to be set up little by little, for a better understanding, depending on the time of class, the level, size of the class, etc. A recommendation is to give two or three instruction and act or demonstrate it in a physic way. The introduction of each command has to be gradually, teachers could apply some games for practicing, for this is better to start with students who has some knowledge or has clear what they have to do, because it is a help for the others who feel shy or afraid about the exercise. During the process, the teacher has to review and evaluate the development of

the students, checks if the physical response to the instructions are correct, this evaluation has to be easy and do not take a lot of time for that.

The roles of a teacher

First, Littlewood (2007) clarifies that sometimes teachers are seen just as an instructor who gives information and exercises to the students for practice but the teachers really are facilitators, they are the people who assist and guide during the teaching - learning process. Teacher has to elaborate and organize activities for the students, thinking on their ages, the topic, the size of the class, and the level. The teacher has the responsibility to set up some activities for each lesson including the theory and the practice where he or she is able to identify the level and the acquired knowledge. If students need reinforce or they just have to continue practicing, the teacher has to give the orientation and the exercises for each group.

As instructor the process include: organization of the activities developed by the students, evaluation and correction of each one. As a mentor the teacher helps each student when it is necessary, the teacher has to go around into the class and set up which of the students needs more help and which needs less. As co - communicator, the function is to motivate for new language learning, it does not mean that they have to forget to work by them.

Then, Brown (2007) explains that in some cases teachers have the role of facilitators where the democracy is the principal characteristic. Teacher as controller, refers to he/she is controlling the class, it means to register, tell the instructions to the students, put in order the activities and all is given from the teacher in the front of the class. Teacher as prompter;

in this case the students can lose inventiveness because the teacher can be so rigid, in this case students cannot develop all the skills at all. Teachers seen as resource: it does not mean that the teacher has to know all about any topic, it means the teacher can help in any situation giving the solutions to the learners when they need it, on the other hand, as resource teacher cannot be solving all the situations, just helping the students, because students become dependent of the teacher. The teacher is the person who has to adapt to the situations, to the students, the environment and the necessities. For instance is essential to apply strategies and methods thinking on the students benefits.

All the theory reviewed was general information about how students are motivated to learn English and some abilities that influence on students that have or get during the learning English process.

There have been some previous studies based on English language students and their motivation to learn the language. The first study was piloted by Öztürk (2014) who set some research questions in the investigation: first, is there a significant relation between the learners' attitudes towards learning English and their language learning motivation?, second, do the learners' attitudes towards learning English vary significantly in terms of : their gender, their age, the type of high school they graduate from, their language level, their father's level of education, their mother's level of education, their having studied English before or not, the time they spent to study English a week?, third, does the learners' language learning motivation vary significantly in terms of: their gender, their age, the type of high school they graduate from, their language level, their father's level of education, their mother's level of education, their having studied English before or not, the time they spent to study English a week?

The author of this research applied descriptive questionnaires with a quantitative approach and each item on a 5 point scale. This was taken at School of Foreign Language at Dokuz Eylul University to 511 participants; 193 females and 318 males. The result of this research was to notice the intense relation the students can have taken into account their attitudes and their motivation for learning English. As more effort more positive attitudes for learning English students develop. Many methods or techniques can be taken for those students who with negative attitudes or no motivation.

The second study was carried out by Tsai (2012) which purpose was to investigate whether and how intercultural learning has an effect on English learning motivation among students studying abroad. It was applied at a University in the United States to 150 Asian students. The study conducted a questionnaire survey, based on Schumann's acculturation model which asserts that acculturation involves one's social and psychological integration and is beneficial for the success in second or foreign language acquisition. The conclusions for this study were that motivation is related with the effects of intercultural learning and the relationship between integrative and instrumental motivation.

The third study by Bernaus and Gardner (2009) researched about student motivation and achievement in English and their relation to teacher motivation and strategy use in the classroom. The research was applied to 31 English teachers and their 694 students at Catalan Autonomous Community of Spain. Both; teachers and students were administered a series of questionnaires, these questionnaires were planned to recognize the diverse methods used by teachers and at the same time they had to distinguish the strategies used at classes; and distinct between traditional and innovative strategies. The students had taken two objective measures of English Achievement. One considering reading skills and the

other considering listening - comprehension skills. Authors according to their study consider that extent language achievement is associated with characteristics connected to integrative motivation, the student have those characteristics and the strategy is independent.

The results were that language achievement is related to characteristics joined to integrative motivation, the student's knowledge into the class has not relation with the strategy use by the teacher. Taking into account factor I teacher motivation has a big influence in the strategies and the perception of the students and this influence include attitudes toward the learning situation and motivation.

For factor II both Students and teachers identify the employ of classic strategies, and the relation it has with lower levels of English achievement. According to actor III teacher's observation of new strategy consider apply them in classes where language anxiety is low. Finally, factor IV related to the role of the teacher and the application of strategies was seen not simple than the author thought, because of the influence during language learning.

The fourth study carried by Takase (2007), set three questions: What are the components of L2 reading motivation for this sample of Japanese high school students?, what components predict the high school students' motivation to read English books? and what is the relationship between the participants' reading motivation and performance in Japanese and English?

The research was carried out on a private girls' high school to 219 second year Japanese students in intact classes. Information was gathered from 22 to 34 students in

each class and they took nine 45 minute English classes per week: 3 English II classes, 2 reading classes, 2 composition classes and 2 oral communication classes.

The results obtained by the author were: the participants had involved several dimensions of motivation with very special attention to intrinsic motivation for L1 reading; intrinsic motivation for L2 reading, on the other hand parents' involvement in and family position are the most related to extrinsic motivation. In the case of reading a book in L2 or reading in L1 is most important intrinsic than extrinsic motivation.

Finally the last research carried by Siew and Wong (2009) aimed to investigate the extent of English language anxiety of Form 4 students, the gender differences in language anxiety, how HLA and LLA Form 4 students improve their proficiency in English, and gain insights into how HLA and LLA Form 4 students feel in English class and why they feel that way.

The participants of this research were 177 students including 90 males and 87 females in an urban co-educational government secondary school in Kuching, Sarawak. Students were request to mark their agreement with the statements presented in questionnaires they were based on four point scale.

Students had to reflect on their learning English process and then they had to answer about: how often they used the four basic language skills, what steps they took to improve themselves in each skill, and how they felt in English class and why they felt that way. Questions were applied in both languages for a better comprehension. Students took an anxiety scale and it was around fifteen minutes. The answers were taken in both languages.

According to the result a large number 68.4% of the students experienced reasonable levels of language anxiety, 14.1% experienced high levels and the rest of the student 17.5% experienced low levels of language anxiety. Taking into account the gender the research noticed that there was not a big difference in the gender.

Description, Analysis and Interpretation of Results

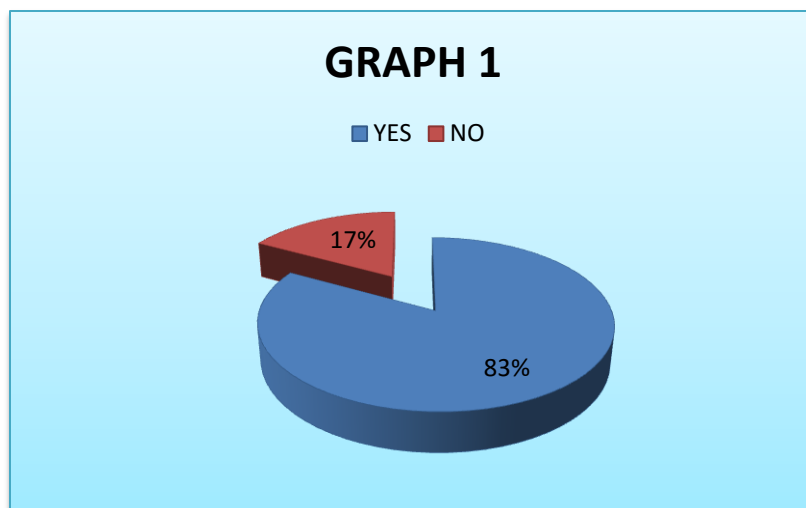
Quantitative and Qualitative Analysis

This section attempts to analyze, describe and interpret the information gathered from one hundred students from twelve to eighteen from a public high school in the north - central of Quito. The purpose of this analysis is to answer the questions pose at the beginning of this study. First, What do you think motivates students to learn English? and second, What do you think hinders students to learn English?

After students complete the questionnaires the results were tabulated and finally they were interpreted and analyzed in order to obtain the results and conclusions for this study and understand the positive and negative aspects about learning English as foreign Language.

What do you think motivates students to learn English?

Do you like to learn English?



Author: Orquera Lilia

Source: Surveys

Graph 1 shows that 83% of the students like to learn English and 17% do not like to study English at all. Most of the students looked engaged and motivated with the class.

Regarding this question related why students like to learn English, most of them like to learn English for several reasons such as: it is necessary for personal or professional purposes, for an effective communication, and it gives the opportunity to speak with foreign people. Continuing with the analysis, 32 students like to learn English because they considered it is a global language and it is very important at the moment of getting a good work or for studying in a good university.

Twenty six students consider that English is an interesting language, more than others. Nineteen students answer they like to learn English because they like to travel to another country or countries in a near future. Finally, six students answer that they like the language because they consider it gives personal satisfaction.

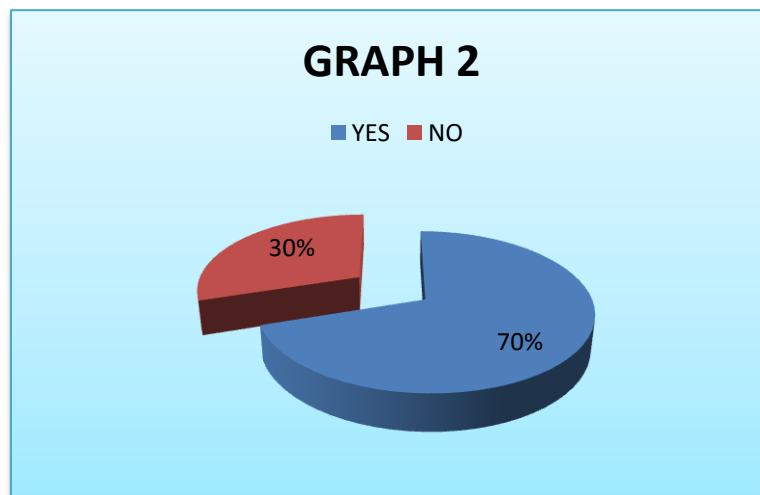
According to the questionnaire 17% of the students do not like to learn English and the reasons of learners are divided on the number of the students that explain: Twelve students do not like to learn English because they see it is hard and difficult to learn, sometimes it is confuse because of the grammar, the structures, the vocabulary that is extensive or the pronunciation it has. Five students seem English as a boring subject, they do not feel motivated to learn it, sometimes they have to take it, others feel forced to approve but they do not want to learn it.

The reasons the students wrote for the positive answer to learn English coincides with Brown (2007) who considers motivation for learning the language is not just the attitudes of the students as their personal or professional interest or necessities.

Regarding motivation, Öztürk (2014) notices the intense relation the students have taken into account their attitudes and their motivation for learning English. As more effort of the students more positive attitudes for learning English students develop. Harmer (1991) Sees motivation as a stimulus or incentive that students have (inside) or receive (outside), it as individually motivation according the necessities each student can have depending on their goals.

According to direct observations, the majority of the students liked to learn English, during the class students paid attention to the teacher explanations. Only few students in each class were distracted or got bored during the exercises or the English practice. About the students who do not like to learn; frequently they needed to be motivated because some of them got distracted easily and the consequences of none motivation was they do not like to learn.

Are you motivated to learn English in class?



Author: Orquera Lilia
Source: Surveys

The results shown in graph 2 demonstrate that 70% of the students feel motivated to learn English in class. Thirty percent of the students do not feel motivated to learn the target language. The main reasons might be lack of interest to learn the language as they did not consider it as important as it is, and the bad disposition because they feel afraid to make mistakes.

The question related to why students are motivated to learn English in class 70% of the students answered they were motivated to participate in class activities; 59 students said that they participate in the activities because the teacher motivates them, giving them different kinds of activities for each class and they do not get bored or feel confed. In addition, learners consider that the teaching learning process is good, and the teacher uses diverse strategies and methods, for this reason, learning is easier for them.

In reference to the negative answers we can observe that 30% of the students feel demotivated to learn English in the class while 17% of the students indicates that English

is very hard and difficult to learn, they consider stressful, confuse and complicated. The classes almost always have the same process, the teacher does not change the techniques according the topic, so they are the same all the time. Students considered the topics very extensive and the teacher does not take the time to explain each item, additionally they said the teacher talk very fast, for that the students cannot understand, ten learners consider that during all the academic year they have not learned anything, it means they did not improve your English in any of their four skills (listening - reading - writing or speaking), for the students this is a problem with the teacher, because she does not use a variety of strategies for teaching.

Two students manifested that they felt motivated during the class but it was founded any answers. Finally, one student felt demotivated because the student sense shy and afraid to make mistakes in front of the teacher and the classmates.

In the language learning context, Nakata (2006) thinks that in the classroom the teachers give the opportunity to each student to work on their skills by their “reasons” motivation by an autonomy way, so these learner will have more opportunities of be successful. Intrinsic motivation could be applied for example if the student feel so exciting to learn a new language, maybe he or she see the activity as a challenge maybe interesting or fun. While, for Brown (2007) this motivation comes from outside of the students, maybe from their parents or the teachers. In some cases extrinsic motivation could be just a little part of entire motivate, this means that student have intrinsic motivation but not enough, they just need a boost and can perfectly complete the required activity.

In other cases extrinsic motivation has to be higher than intrinsic, maybe in any point of the process this could change, but some students need to feel a lot of motivation that sometimes could be seen as pressure and this pressure has to have a limit in order the

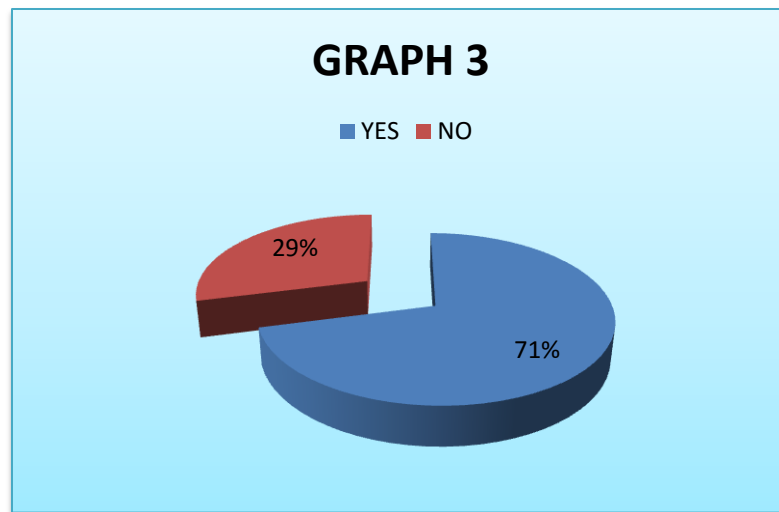
students can develop the activities normally, and not feel frustrated if they do not succeed at first.

Bernaus and Gardner (2009) consider that extent language achievement is associated with characteristics connected to integrative motivation, the students have all those characteristics of integrative motivation and the strategies are independent and separate to that.

During the class observation, the majority of the teachers used different methods, strategies and activities, it was easy to notice the students did not get distracted because of the dynamic classes. Another noticed thing was that some teachers did not reinforce the attention of those students who did not pay attention. Teachers worked with them who got involved in the classroom.

Based on these results, it is important to notice that motivation during the class is essential for learning English; it helps to the students to develop their abilities. For instance, students with a low motivation do not work up on their knowledge or not try to learn new things. In despite of low motivation other students can work in the class and learn the language.

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



Author: Orquera Lilia
Source: Surveys

Graph 3 shows that 71% of the students like the way their teachers teach them to learn English while 29% of the students do not like the way of teaching of their teachers. Here, is important to analyze those reasons answered by the students in the surveys where they explained why or why not they like or dislike the way their teachers teach during the class. Most of the learners (71%) like the teaching process, students stated that the teachers explain in a good way, teachers group the students in order they can work among students who have more knowledge and those who do not, the pronunciation of the teacher and the speed of talking is according to the level of the students, they can understand and do not get lost during learning, if the students have problems, teachers explain them again and if they continuing with the problem the teacher make clear them individually in order they can comprehend and do not have lack of knowledge.

Twenty four learners affirm motivation is a reason for learning English, the teachers do different activities and the classes are funny and the students do not feel they are

studying, the use of didactic activities give the students the opportunity to interact during the class, in some classes teachers work with didactic material and play games with the students, it does not let get boring and they feel they learn more than in boring classes. Finally three students answered they like their teachers way of teaching English, but they did not specific the reasons. Maybe they did not want to answer or they did not know how to explain it.

In respect of the negative answers the surveys demonstrated that 29% of the students do not like the way their teachers teach them English due to different reasons: teachers talk very fast during the class and the students are not able to understand the words and the message, if the students ask for individual explanation, they feel the teacher does not help with his/her doubt, the explanation of the topics are confused because teachers do not express themselves in a good way and this makes the English class complicated and the topics something difficult to understand. Another reason is the attitude of the teachers, they consider teachers so rude, they shout during the class and they do not create a good environment to work. Finally, students cannot ask question because they are afraid.

Littlewood (2007) clarifies that teachers really are facilitator, are the person who assist and guide during teaching - learning process. Teachers are the responsible to elaborate and organize activities for the students, taking into account their ages, the topics, the size of the class, the level of students, including activities for those who have learning problems, etc.

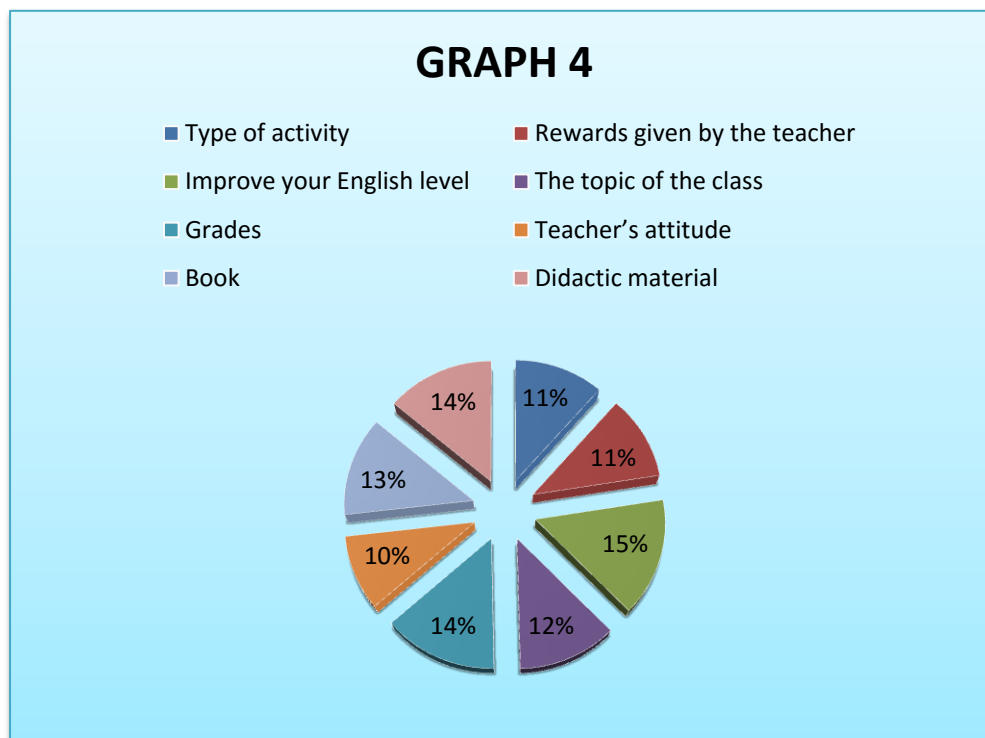
The teacher has the responsibility to set up some activities for each lesson including the theory and the practice where he or she is able to identify the knowledge acquire, if students need reinforce any topic or they just have to continue with the next theme. As co -

communicator, the function is to motivate for new language learning, stimulate learning process and let the students to work by themselves in order they can develop the activities and get the knowledge.

For Bernaus and Gardner (2009) it is important to consider the relation between extent language and the characteristics connected to integrative motivation, the students have all those characteristics of integrative motivation and the strategy applied during the class is independent of this.

The outcome of the observations showed that the teachers made activities such as playing games, elicit questions and some activities using didactic materials properly. The attitude and behavior of the teachers motivated them to participate in the activities proposed for the topic. In the same way, encourage students to feel confident and try new things.

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



Author: Orquera Lilia

Source: Surveys

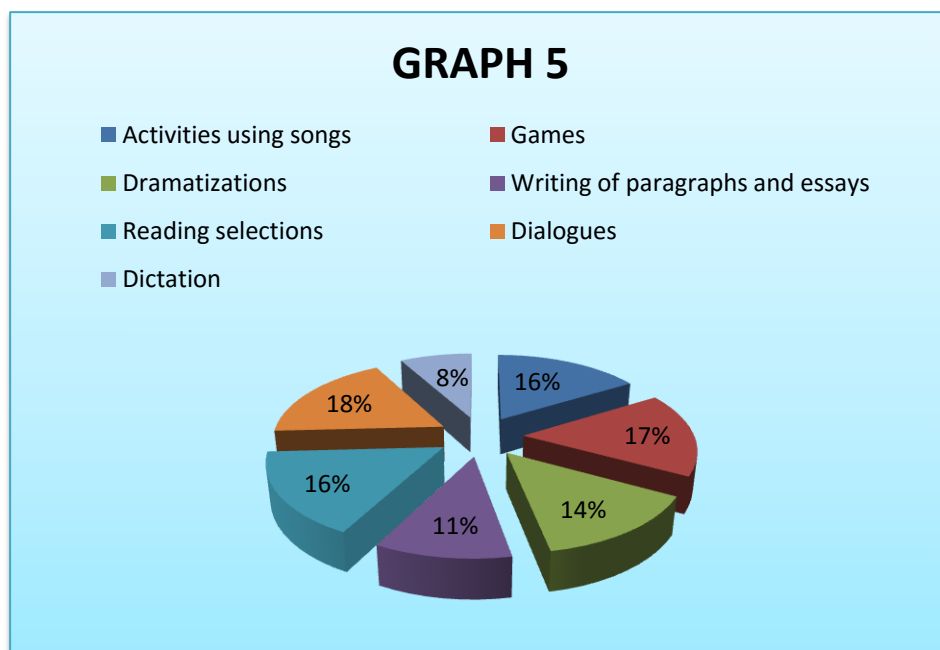
Graph 4 shows that 15% of the students consider this as very important because they are motivated to learn English in the class by diverse aspects such as improve their English level; 14% of the students consider that didactic material and grades are elements for their motivation; 13% of the students expressed that the book used in class is interesting because the contents and activities are attractive. The topic of the class was selected by 12% of the students, they feel motivated because they like interesting themes when learning English; 11% of the students consider that the type of activity, is an important aspect for learning English in class because of globalization. Next, 11% of the students expressed they have rewarding given by the teachers such as extra points for participating or for

answering questions. Finally, 10% of the students mention that teacher's attitude is related to their motivation in the English class.

Regarding aspects which motivate students to learn English in class, Willis (1996) stated that strategies used during teaching - learning process are aspects that impulse students in a positive manner to learn the language, it is important to have a systematic process where the students can be adapted to all the aspects planned by the teacher. If there are different people, of course each English learner has to have his own characteristics and that is why there are differ types of strategies, methods and activities that help students to learn English successfully. Students do this is because they have an internal motivation and think how to do it better.

During direct class observations, it was evident that in some classes the lack of teaching materials and diverse kind of activities during the teaching process. Another aspect to be considered is the rude attitude of the teachers with some unruly students, these aspects did not help to improve the process because does not motivate the students. On the other hand, in other classes teachers gave the students extra material for working, explained the topic and the objectives in order to be familiar with. In this case, the attitude of the teachers were appropriate with the students, they found the way for getting the attention of their learners.

Do the following activities motivate you to learn English?



Author: Orquera Lilia
Source: Surveys

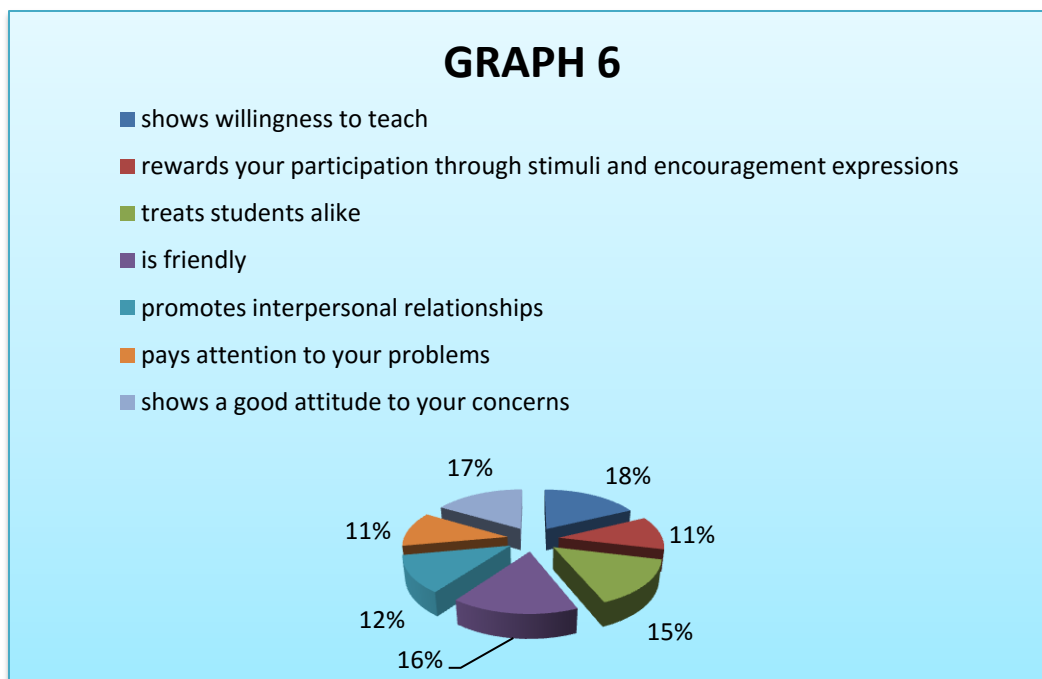
Graph 5 shows that 18% of the students confirmed that dialogues play an important role to feel motivated in class to learn English. Games obtained 17% of answers because most of the students like to perform games in the learning stage. Next aspect is related to reading selections with 16%, students consider this activity motivating, they feel they can learn and improve their English by reading some interesting paragraphs or essays about different topics because there they can find some new vocabulary, review the structures of the sentences they have learned before and practice grammar. Activities using songs obtained 16% of the answers because most of the students like to complete filling activities or discovering the words with similar sounds. If teachers use popular songs that students are able to recognize it could stimulate them, but not all the time because students have already known the lyrics, so it is important to alternate the songs, the rhythms.

Dramatizations obtained 14% of the answers because students like to interact and participate in activities with their friends and their classmates. They may feel them in a confident environment and they could participate without be shy or afraid because they talk in an familiar way. 11% was assigned to writing paragraphs and essays, these activities motivated them to improve their writing skill. Finally 8% of the students did not agree with this affirmation because it could be difficult to take notes given by the teacher or listening activities.

In reference to activities that motivate students to learn English, Dörnyei (2001) suggests that the teacher has an important role because students need to know some strategies but they need to know how to use it too. There are some very important conditions during the use of strategies to learn English or any other language, they are summarized in: use the language in a real way taking into account the four skills (listen - read - write and speak) this help not just to learn but help to be part of the language and feel involve and comfortable in the process of learning.

The observations reveal that activities applied during the classes, students were able to interact with their classmates, they liked when the teacher proposed to work individually, in pairs or in groups in some activities they create the exercise; the dialogues, the dramatizations or writing. Teachers practiced games with the students using vocabulary and practice their speaking ability.

What is your teacher's attitude in class?



Author: Orquera Lilia

Source: Surveys

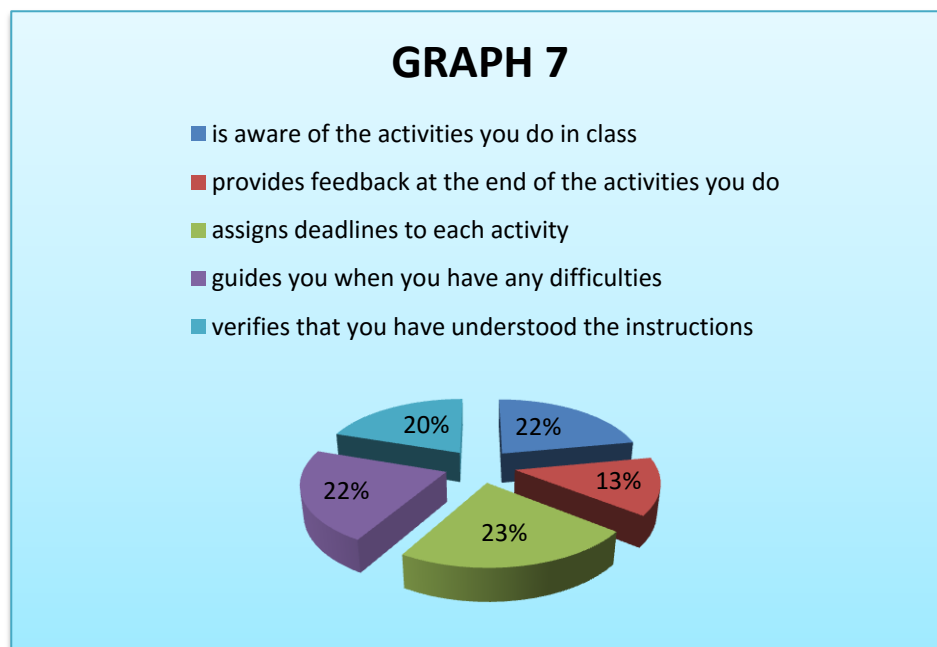
Graph 6 reflects that 18% of the students consider important that the teachers show willingness to teach, it means a good attitude of the teachers in the classroom in order to make the students feel confident and comfortable and for getting an homogenous level of the language while 17% of the students think that teachers play a very important role in the learning process. 16% of students consider important a friendly teacher inside the classroom for the following reasons: teachers not only have to give the knowledge to the students but also they have to lead mutual understanding or rapport, teachers have to be friends of the students, and give them the opportunity to participate in class. Fifteen percent of the students consider that the teacher treats students alike. Also, students express that pay special attention to some students only and their responsibility is avoid favoritism. With respect to promote interpersonal relationships obtained 12% of the answers. Students

consider important that their teachers should promote good relationship and a good environment among the classmates in order to get an homogenous group. Eleven percent of students consider that a reward for their participation through stimuli and encouragement expressions is important because the teacher recognizes when the work is well done. Regarding the teacher's attention to their problems 11% of the students consider it as somewhat satisfactory.

Concerning teacher's attitude, Littlewood (2007) states that teachers can be seen as resource. It does not mean the teacher has to know all about any topic, it means the teacher can help in any situation, giving the solutions to the learners when they need it, on the other hand, as resource teacher cannot be solving all the situations, just helping the students, because students become dependent of the teacher. The teacher is the person who has to adapt to the situations, to the students, the environment and the necessities. For these reasons, it is essential to apply strategies and methods thinking on the students needs and benefits.

Based on observations sheets the results show teachers help the students on their problems, almost all of the teachers paid attention to the whole class. Another aspect was that few teachers used rewards for students when they did a good job, giving them extra points. All the teachers tried to be friendly and showed willingness to teach, it means they are doing what they love.

What is the role of your teacher in class?



Author: Orquera Lilia
Source: Surveys

In Graph 7 we can observe that 23% of the teachers assigned deadlines to each activity and the teacher is aware of activities students do in class as well while 22% , of the students determined that is important teachers are aware of the activities students do in class. This role specified that the teacher does not only give the instructions or the exercise to the students but also continue working with the students while they develop and answer the questions. The other 22% corresponds to guide the students when they have any difficulty. It means help the students with their difficulties, their doubts or mistakes during the learning process. Twenty percent of the students consider very important teachers verify the number of students who have understood the instructions. Finally 13% of the students expressed that is significant the teachers provide feedback at the end of the activities the students do. It is essential for reinforcing knowledge with the whole class.

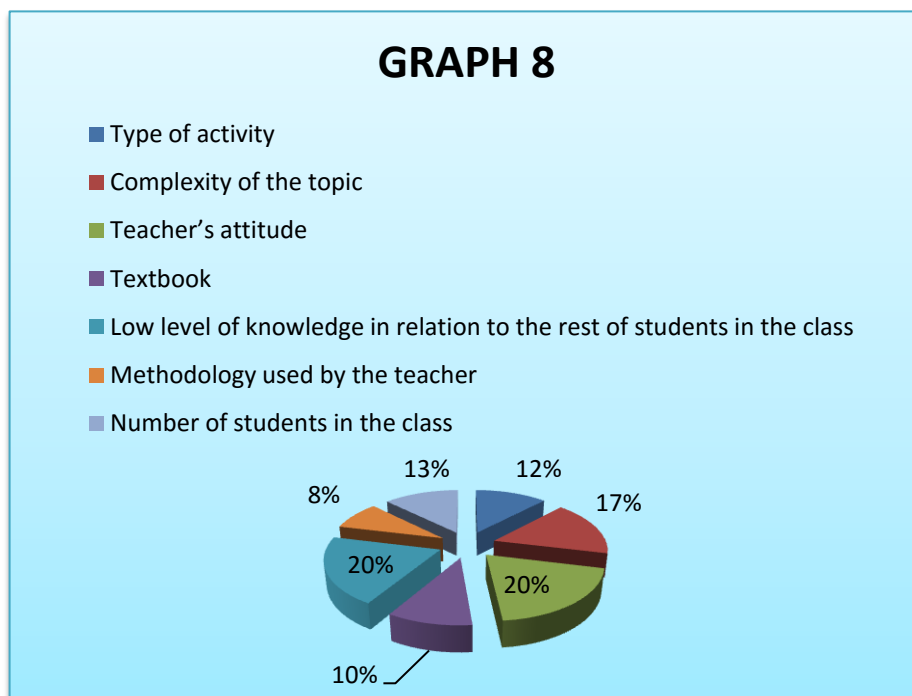
Regarding the role of the teachers, Brown (2007) explains that teachers have different roles such as facilitators where the democracy is the principal characteristic. In addition, the teacher should be as controller when developing class activities. It means to register, tell the instructions to the students, put in order the activities. Another aspect to be into account is the teacher as prompter, in this case the students can lose inventiveness because the teacher can be so rigid .

In the same way, Brown (2007) suggests that teachers are seen as resource, it does not mean that the teacher has to know all about any topic; it means the teacher can help students in different situations, giving the possible solutions to the students when it is needed. On the other hand, as resource, the teacher is the person who has to adapt to the different situations.

Based on the observation sheets, the results show that teachers does not have just one role in the class. They play different roles such as facilitators, controllers, prompters, and resource according to the situation and the necessities of the students. Each teacher has recognized when he/she has to change his/her role.

What do you think hinders students to learn English?

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



Author: Orquera Lilia

Source: Surveys

Graph 8 shows aspects that hinder students to learn English. Twenty percent of the students think that low level of knowledge has close with relation to the rest of students in the class while, the other 20% of the students said that teacher's attitude hinders learning. Complexity of the topic corresponds to 17% of the answers. Students consider the topic hinders them to learn English because each topic has difficult activities to solve and the teacher does not explain them as a process, so they cannot answer the questions and complete the activities. Thirteen percent of the students state that the number of the students in the classroom affects motivation in class because of enough time. Continuing

with the analysis, 12% of the students consider that the type of activity should be focused on the topics and should not be too extensive, and according to the level of knowledge of the students.

Ten percent was assigned to the use of the textbook. Some of the students think English book is difficult to understand, it has a lot of boring activities, the knowledge they have approved from it is very poor. The exercises of the textbook are not related to the topic presented by the teacher. Finally 8% of the students said that the methodology used by the teacher is another aspect that hinders them to learn English because they do not consider it as an very important aspect but some students said that teachers do not explain well the subject, teachers cannot answer the questions of the students, some teachers just make a copy of text on the blackboard, the activities in the class are the same all of the time.

Öztürk (2014) emphasizes the intense relation the students can have with their teacher attitudes and their motivation for learning English. Many methods and techniques can be applied for those students who with negative attitudes or no motivation, in this case, it is important to take into account aspects like the activities, the complexity of the topic, textbook, low level, etc.

Based on the observation sheets, students demonstrated that exercises were very difficult and they did not complete them adequately. Reinforce and the end was not possible and the students felt that the activities presented by teachers were very boring and it did not let them to understand the topic.

Conclusions

The results of this research show that most of the students like to learn English while a minor group dislikes learning the language. The majority of students feel motivated to learn English because they consider English as a necessary language for personal or professional purposes, for traveling abroad, studying or working. The other group is demotivated because they think it is difficult. These findings demonstrate that intrinsic and extrinsic motivation play a powerful role when learning a new language.

Most of the students consider that the role of the teachers when developing the lessons is positive and motivate them to learn English in the class because they apply different strategies, methods and activities that engaged them in the learning process. Only few students considered the labor of the teachers as negative and demotivated them because the repetitive activities and the level of them made difficult to understand the topic quickly.

The most important aspects that motivate the students to learn English were the type of activity, improvement of their level, grades, books and rewards by teacher. Teachers' attitude and didactic materials were aspects that did not motivate them. The activities that motivate students to learn English were dialogues, games, activities using songs, reading selections, dramatizations, on the other side the activities that did not motivate them at all were writing paragraphs, essays and dictations.

The results show that teacher's attitude motivates students to learn English because it promotes interpersonal relationships, treats students alike, rewards their participation and show willingness to teach.

Another aspect considered by students was feedback because it reinforces knowledge with the whole class. When feedback is applied in the classroom the students clear their doubts and learn for a correct practice of the language.

Recommendations

The educational institutions including authorities and teachers have to include motivating activities in the teaching - learning process because they help students to get involved and feel comfortable to participate and learn English as a foreign language.

It is highly recommended that teachers apply appropriate methodologies in order to increase the students' motivation to learn English because the use of correct didactic materials, utilization of mixed methods and the application of different kind of activities will increase knowledge of the students .

It is suggested that when planning classes is important to take into account age, level, needs of the students, time, and size of the class, additionally promote good environment in order to decrease the level of anxiety.

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