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English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

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Aprobación del Director del Trabajo de Titulación

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De mi consideración:

El presente trabajo de Titulación: "English Language students and their motivation to learn the Language", realizado por las profesionales en formación: Robalino Chasipanta Johana Estefania y Robalino Chasipanta Yadira Cecibel; cumplen con los requisitos establecidos en las normas generales para la Graduación en la Universidad Técnica Particular de Loja, tanto en el aspecto de forma como de contenido, por lo cual me permito autorizar su presentación para los fines pertinentes.

Loja, febrero de 2016

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Dedication

We dedicate this work to the loved ones in our life, our dear brother and our beloved and marvelous parents, David and Maria; the ones that are with us in every moment, supporting us, helping us, and encouraging us to finish whatever we start without giving up. We really appreciate their sacrifices and their patience during our entire life, especially since the beginning of our carrier, so we thank them for being the source of our inspiration, our model to follow and for giving us all the love, the courage and the determination that we require to fulfill every desire of our heart.

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Contents

Abstract

The theme of this research is: "English language students and their motivation to learn the language". The purpose is to identify and analyze the factors that motivates or hinders students to learn English. This study was conducted in five high schools in Santa Cruz, Galapagos: three of them public and two private, and include the sample of 5 teachers and 100 students from grade eight to third of high school. The age of the students is between 12 to 17 years old.

The methods applied were Quantitative and Qualitative. The teachers and students were observed during their routine classes, and the instruments used to observe and interview students and teachers were questionnaires and observation sheets. All the data collected gave relevant information about the factors that motivate students and allow them to improve their learning process.

The analysis of the results show that methods used by teachers are fundamental factors that motivate students to learn. Also, demonstrate that it is crucial that teachers use engaging activities that truly motivate students and allow them to be active and enjoy their classes.

KEY WORDS: Motivation, EFL students, EFL learning.

Resumen

El tema de este estudio es: "Estudiantes de Inglés y su motivación para aprender el idioma". El propósito es identificar y analizar los factores que motivan o impiden a los estudiantes a aprender Inglés. Este estudio fue realizado en cinco colegios de Santa Cruz: tres de ellos públicos y dos privados, e incluye la muestra de 5 profesores y 100 estudiantes de octavo, noveno y décimo año de educación básica y de segundo y tercero de Bachillerato. La edad de los estudiantes es de entre 12 a 17 años.

Los métodos aplicados fueron cualitativo y cuantitativo. Los estudiantes y los profesores fueron observados durante una clase normal, y los instrumentos usados para observar y entrevistar tanto a estudiantes como maestros fueron los cuestionarios y las hojas de observación. Toda la información recolectada nos dio información relevante acerca de los factores que motivan a los estudiantes y que les permiten mejorar su proceso de aprendizaje.

El análisis de los resultados muestra que los métodos usados por los profesores son factores fundamentales que motivan a los estudiantes a aprender. Además, demuestran que es crucial que lo profesores usen actividades atractivas que verdaderamente motiven a los estudiantes y les permitan disfrutar de sus clases.

PALABRAS CLAVES: Motivación, estudiantes EFL, aprendizaje EFL.

Introduction

English is a universal language that is necessary in many aspects of our life such as, business, entertainment, tourism, and education. Here in Galapagos, it is very important to know English, because tourism is the primary activity and the principal source of income, so bilingual people have more opportunities to succeed. However, many children in schools do not like this subject, or think that English is boring. This is a problem that concerns everybody such as teachers, students, parents and institutions.

Therefore, it is important to have a clear idea about the factors that can stimulate and motivate students to learn English. For this reasons, the purpose of this study is to analyze and identify the factors that motivate or hinder students to learn English, in order to find real solutions for this problem.

Previous studies showed the importance of the motivation within the factors that develop students desires to learn a language. Such is the case of the study conducted by Kitjaroonchai (2013) whose purpose was to determine what types of motivation (integrative or instrumental) could be the primary source of students' motivation for learning motivation. This study concluded that students' motivation to learn English was high and they had both high integrative and instrumental motivation. The limitation of this research was that this study might not represent similar schools authorized under Office of Basic Education Commission in other regions.

Another study was carried out by Carreira (2006) whose goal was to define intrinsic motivation as motivation to get sufficient reward form the activity itself and extrinsic motivation as motivation to obtain an external rewards. The results of this study leaded to the conclusion that students have intrinsic and extrinsic motivation, but these decrease with the age. The limitations of this study were that motivation might be influenced by various

context-specific factors, the data collected was collected only by means of a questionnaire and was cross-sectional.

Additionally, the study conducted by Saeed & Zyngier (2012) gave more light about motivation role within students learning development. The aim of this study was to understand students' perceptions about their own motivation types and how this may influence and impact on student engagement. The results showed that motivation and engagement are important factors that guide behavior, and help teachers to use different strategies effectively to intrinsically and extrinsically motivate students in order to enhance their engagement in learning. One of the limitations presented in this study was that the research focuses its attention only on students' and teachers' roles, instead of present a global idea about the other factors that influence students' motivation such as the school, their parents and their relationship with other students.

These studies focuses on education, and were conducted in order to find the factors that increase or decrease students' motivation, and the role motivation have within the development of students' learning process.

The beneficiaries of this research will be teachers, students, parents, and educational institutions, especially here in Santa Cruz, because at the moment there are not any other studies that analyzed the role that motivation has in students' desires to learn, and the important role that teachers have within students' motivation in the high schools of the town. The results of this study will help the teachers to improve their teaching, change their methods, use interesting activities and take into account students' necessities in their lesson plan. Also, this research will help the institutions to acquire a deep understanding of why it is important to support English teachers, and will be willing to give them the tools necessary to teach English. The limitation of this study was that there were not too many questions surveys in order to reflect the global situation in the high schools of Santa Cruz.

Literature Review

Motivation plays an important role within the factors that influence students to learn a language, in this case English. Teachers want that their students to be active learners in their learning process; they want that the students not only learn but also have fun and enjoy while they are learning. To make this possible, teachers need to understand students' individual differences, including their motivation to learn.

Every student is in a different world; each of them has their own problems, their own culture, a different mother language in some cases, or different levels of understanding. This factors limit students' previous knowledge, and influence in their motivation to learn. If teachers paid careful attention to these factors, they will be ready to apply the correct learning strategies to make their classes interesting to the students and give them what they really need.

This section provides theoretical support of the factors that motivate students, the roles that every teacher need to acquire in order to improve their teaching methods, and the activities that they can use to make students like English, instead of hate it.

Motivation to learn English

First, it is important to know, what motivation means. Walker (2010) states: "motivation relates to the drive to do something"(p. 4). In addition, the author also states that motivation is what impulse someone to make something maybe for the reward they get when they do it, or only for the joy of have success. Two kinds of motivation exist, the first is the intrinsic motivation and the second is the extrinsic motivation.

According to Walker (2010), intrinsic motivation is the one that is within the students. Students bring it with them, and it has to do with their previous experience and with their self and metacognitive systems, these systems make students engaged with what they are learning. The metacognitive system is controlled by the self-system. When students believe that they

will successfully learn and have a good attitude about it, the self-system passes to the metacognitive system and pushes them to complete what they have proposed. In this motivation, students learn because they want to do it, not for the incentives they will receive. Therefore, students want to learn, because they want to know and discover new things, they feel curious and they feel well, doing it. They then start to learn for their own satisfaction not for please anybody else.

Likewise, Wiseman and Hunt (2008) conceptualize intrinsic motivation as the one that make students find the activities they do as something enjoyable and pleasurable. Students enjoy their learning process because they want to know more and increase their knowledge. In this kind of motivation, the rewards and incentives do not have any power or value for them.

On the other hand, Wiseman and Hunt (2008), express that extrinsic motivation happen when students do things because they expect something. They do because they will receive something valuable in return and not for their own sake. It is like students ask the teacher "what is in it for me" to work in class? It is clear that the unique objective is to receive something in return for their work.

Similarly, Walker (2010) says that in this kind of motivation students like to see tangible results. They work with the conditions, so teachers can easily manipulate student´s behavior offering them rewards. Besides the fact that giving students rewards or saying that they will be punished if they do not do it, really work, it is better if student start to learn because they like it. Additionally, Walker (2010) states: "The point is that we want to get students to learn because learning is fun, and because it helps them to achieve- not just because they will receive an external reward" (p.8).

Activities or strategies that motivates students to learn English

Within the activities that motivates students to learn, Theobald (2006), mentions that students need to be involved in learning, they need to experiment by themselves what they are

learning, so it is teachers' role to make sure that their students hear, smell, taste, and involve their hands in every aspect of the class. Also, Theobald states that the activities need to be stimulating, help the students acquire useful abilities in class, provide them valuable knowledge, and allow students to make hand-on activities such as role play, discussions, sing lyrics or using alternative media or games.

Based on Ferlazzo´s (2013) words one of the strategies include building relationship with their students, show sincere care about them, know what are their preferences, what they like and learning about their dreams, goals and objectives in life. When teachers get to know their students, they will give them the control of their environment; this power is a crucial need of students. When students feel comfortable in class, they will enjoy learning. Furthermore, Ferlazzo states that the strategies need to be authentic, creative, and interesting, in order to motivate students to be the own constructor of their learning, Remembering that Brophy (2004) mentions that if we teach the right thing, in the right way, motivation does the rest.

Teaching approaches and methods

One of the teaching approaches is the Community Language Learning, or CLL. This type of approach has to do with the interaction of the students and the relationship between them and the teacher. Gibbs (2007) stated that CLL highlights the students as whole persons, in which they are the clients and the teacher is the counselor. In this approach, interaction is the vehicle of learning; and making students work together is one of the aims. Whereas the role in this approach lapse on the students and what they need to feel comfortable at the moment of learning, teachers need to be aware of the students' weaknesses and get to understand in which aspects their students need help to succeed in their learning process.

Additionally, Richards & Rodgers (2014) established that in CLL approach, teachers are the one that gives advice to the students, are aware of their needs and give support to

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overcome their problems. Community Language Learning is a humanistic approach, that was concerned in the students as humans, with feelings, emotions and skills, so the role of the teachers in this approach is basically, help students interact with others, make them to be able to have good interpersonal relationship and have meaningful conversations with each other, that allow them to be in an appropriate environment for learning.

Equally important is the Cooperative Language Learning approach. Some information provided by Herrell & Jordan (2012) help in understanding this approach. The authors mention that Cooperative Language Learning is a "collection of strategies" that encourage students to work together as a group, in which everyone has a designed task that they have to fulfill, but the success that they will have when they finish to do the task, is not one student`s success, it will be the group`s success. Each group can be made of 3 or 4 students. It has to be small, because in this way students will have more opportunities to interact with each other's, and feel more comfortable and relaxed within a familiar group. This approach is related to group work, and is more effective with traditional groups, because this one helps the development of the language, increases motivation, decreases stress and anxiety, and allows students to work cooperatively without competing with each other.

Identically, Richards & Rodgers (2014) established that Cooperative Language Learning emphasizes peer support and coaching. The focus of this approach is on the interaction between students, so teachers need to help them to maintain positive relationships with each other, provide them with opportunities to develop their knowledge and acquire new skills. In this approach, communication performs a big role; students need to be able to communicate with each other in order to learn to work together to fulfill an objective and help each other to reach their group´s goals. For this reason, in this approach specially, teachers need to help student to develop communication and learning strategies and create a positive

affective classroom climate that promote students to be the directors of their own learning without any fear.

As well as CLL, Content Based Instruction is another important approach that teachers need to know. According to Richard and Rodgers (2006) in Content-Based Instruction "teaching is organized around the content or information that students will acquire, rather than around the linguistic or other type of syllabus" (p.204). The main focus of this approach is in content; the language is only the medium through which something new is learned. So, teachers need to have a deep understanding on what they are going to teach, because if the students are engaged with the content of the class, they will be intrinsically motivated to work on it. In this approach, communication is an important factor that the classroom needs to have, in order to reinforce the academic skills needed by the students, and to focus in the authentic input.

Like, Hinkel (2011) mentions, the Content-Based Instruction is a "two for one" approach, because while students learn new content, they will learn a new language, but the focus is not in the language but itself. For example, in some schools, students learn science or math in English, so they are learning what they suppose to learn, based on their age and level while they are learning an additional language. The role of the teacher in this approach is to facilitate comprehension and understanding of the content and material, making learning a language more interesting and motivating for the students.

In the same way as Content Bases Instruction, Task Based Language Learning is a relevant approach that need to be mention. Harmer (2011) declares that the emphasis of this approach is on the tasks instead of on the language. Students need to perform the tasks, familiarize with them, finish it, and then they need to check it up, finding their errors, and the way to correct their grammatical mistakes, to be able to improve their learning process with an authentic feedback. The basis of this approach is located in a list of tasks that teachers will

give to student; the main focus will be on the final task to be done, and the language is only the instrument that helps to fulfill the tasks.

This approach exposes students to as much of the foreign language as possible, connecting them to real-world situations. Ariza, Morales, Yahya & Zainuddin (2011) explain that Task-Based Language Learning is a set of communicate tasks that are related with the curricular goals and objectives established by the teacher. Oral communication is essential in this approach because allow students to complete the tasks, interact with each other, learn based on their own experience, experiment by themselves the authentic tasks, and focus in the language they are learning and in their own learning process. Another advantage of this approach is that provides a framework for creating interesting, motivating and comfortable classes, that overlay the students' needs and involves them into the target language.

Furthermore, an additional method within the approaches teachers can apply in class is the Translation Method. As Mukalel (2007) declared the Translation Method "consists exclusively in the formal teaching of grammar" (p. 45). The lessons are taught in the mother tongue of the students, so is easy for students to understand it. Students learn to translate material from their mother tongue to the target language, and are able to put words together based on the grammatical rules they have learnt. Translation and dictation form part of every class in this method, and teachers only supervise the development of their students while they are translating. The vocabulary that students learn is in the form of a list of words that they have to memorize in order to know their meaning and the correct spelling of each word. Sometimes, this could give students a wrong idea about what is learning about, because they will see learning language as a collection of words instead of seeing as a whole process, so teachers need to be careful at the moment of applying this method.

However, Richard & Rodgers (2014) declare that translation method is more than memorizing rules; it has to do with the understanding of the morphology and syntax of the

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target language. In fact, in this traditional method, reading and writing are the main focus; and little attention is paid to speaking or listening. Teachers give explanation in students' native language and then they will give them a list of words that students have to repeat in order to know their meaning and their pronunciation. In this case, the mother tongue is only a medium of instruction that helps student to understand the words and sentences before they start to translate it.

Different from the rest of the approach, is the method of Total Physical response, a method of teaching language using physical movement. As Herrell & Jordan (2012) explained based on Asher's work, in the Total Physical Response approach, students "are not forced to speak until they are ready", they do it when they feel comfortable to do, until them they obey commands, listen and acquire receptive language and response their teachers instructions through the movement of their bodies, doing activities such as drawing, painting, and other movements that involve active movement. The focus of this approach is on making students feel relax and not frightening about their participation in class; the role of the teachers is to give motivation and encourage them to participate actively in class, reminding them that errors are a part of learning, so they do not have to be afraid of make mistakes.

Richards & Rodgers (2014) said that when "more often or more intensively a memory is traced, the stronger the memory association will be"(p.277). This statement is the basis of this method; students need to do 3 things in order to be able to participate in class, they have to listen, watch and imitate. They listen when they obey their teachers' commands and instructions, they watch and imitate when they apply the commands and become imitators, reacting to language without thinking too much. The teachers in this method are only the directors of students´ behaviors and are the ones that help students to get ready to speak, after they practice their new knowledge by acting or performing the combined tracing activities.

The Roles of a Teacher

One of the roles that teachers can acquire is as a Controller**.** According to Wiseman & Hunt (2008), when teachers act as controllers, they have to manage their classes in order to decrease problems with students' behavior. They need to have a deep understanding on their students' needs, to be able to understand how to control their class and create management plans that will be successfully implementing. But before this can happen, is important to remember Farrell (2013) words´, in which he mention that teachers need to be sure of "who they are and what they do", they have to feel trust in their work and in their own identities, which includes their beliefs, values and emotions. Following these tips, teachers will have a good classroom management, allowing students to develop their own self-regulations capacities and control what their students do.

Equally important in teachers' roles is the role of Prompter. Stronge (2007) states that when teachers act as prompters, they need to show enthusiasm in their teaching process. They have to encourage students, support positive relationship between students and the teacher, help them when they get lost in one activity, and maintain an appropriate classroom environment, in which students feel motivated to learn. When students feel that someone is interested in their welfare, like in this case, they will be motivated to work in class, and will put all their effort to succeed in their learning process. In this role, creativity fulfills an important part. Zmuda (2010), establishes that when a teacher act as a prompter, he has to know their students very well, they have to be creative to create interesting activities in order to provide them meaningful opportunities to play with their ideas, to practice what they have learnt in previous lessons, and to participate in an interactive class.

Event though teachers act as controllers and prompters, they can assume the role as Assessors too. As Jones & Reynolds (20111) state, teachers can be the assessors of their students, giving them feedback, correct their mistakes, check students' performance and

progress, and, guide then during all their learning process. Teachers, are the unique responsible for teaching; they are the one who know the students better, the one that are with them most of the time and observe them while they performing the activities in class, so are the most adequate to act as assessors. At this respect, Korb (2012) declares that effective classroom management is the responsibility of the teachers. Teachers in this role need to lead students to learning, and not only to learning but also to application. If students notice that teachers are outstanding of their cognitive, emotional and psychological development in class, and is constantly collecting information about their progress, they will be more motivated to work in class, maintain self control and avoid attitudes of defiance, disrupts or disobedient.

Additionally, it is important to take into account that right now everybody is living in a technological and advanced era. Things are changing. Nowadays, students have access to uncountable sources of information, so they need teachers that are ready to act as Resources, the one that give advice, lead them by the correct path and act as a source of information but at the same time offers guidance to pick up the most important information, that will help them acquire new abilities. As Ron (2009) articulates, because students have access to available information, 24 hours a day, the role of the teacher is not only to teach but also help them to distinguish between real and useful information, from the fake and invalid one. When teachers act as resources, they will acquire skills that will help them to improve their teaching process and succeed in what they are doing. Dunn, Wilson, Freeman & Stowell (2011), help to have a better understanding in this aspect. They mention that when teachers act as resources, they need to interact with students and work with them, in order to maintain a close relationship, in which students notice that his or her teacher is interesting in their success, want the better for them and are really concerned about their students' goals. To make this possible, teacher can talk with their students about his life, encouraging them to do the same,

talk about their experience, problems, and fears between teacher, and students will make close their friendship.

Finally, but not least important, is the role of the teacher as a Tutor**.** According to Cushman (2013), teaching is a two-way arrow, in which teachers and students need to give something in order to obtain something in return. For example, if teachers wants that their students appreciate their work and paid attention in class in order to see the academic materials as something that "really matters", they need to accept every student's effort as the "best efforts" they can do, believing that their students are putting all their skills to work in order to accomplish what teacher commands to do. When teachers act as tutor, they pay careful attention to the need of their students, know what students require in order to improve their learning process, and what abilities they need to have to do it better. As Lavoie (2007) established, the "motivation is the key to learning" (p.5) and are in the hands of the teacher to maintain students' motivation during all their learning process. The only way to do it, is inspiring their students, leader them, trust in them, congratulate their effort and made the classrooms atmosphere interesting, enhanced, purposeful and fun. In this way, students will feel supported, helped and cherished.

Motivation is a problem that concerns many people. Some studies have been conducted to investigate what truly motivate students to learn a language, so in order to complete the information presented above, five of these studies are mention below.
The first one is a study done by Kitjaroonchai (2013). This investigation was carried out in a school in Thailand. Its purpose is to examine the level of the students motivation for English language learning, the type of motivation (integrative or instrumental) that become the primary source of their motivation and the difference existing between learning motivation of high academic achievers and the learning motivation of other learners. This study also wanted to demonstrate that high academic achievers have higher motivation to learn English than

other learners. The methods used for this research were a motivational questionnaire and an open-ended question. Questionnaires with 20 five-point Likert (1932) scale items were used as a prior element, and were divided in three parts: the students' general information, the motivational items and an open-ended question. The motivational questionnaire was based on the questionnaire developed by Gardner´s (1985) Attitude Motivation Test Battery (AMTB) with the integrative and instrumental orientation scales. On the other side, the open-ended question focused in obtains information about language learning difficulties and the barriers or difficulties that students experience while learning English.

After the research was performed, Kitjaroonchai showed that these students had high motivation to learn English, but they had not only high integrative motivation but also had high instrumental motivation. Based on the results, this was possible because students felt that learning English benefited them in different ways, such as helping them in their future career, a future job, increasing their education opportunities, and allowing them to learn new cultures and communicate better with others. As a conclusion, the research informed that the level of motivation students had was high, there was a significant difference between learning motivation of students with high academic achievement, and the other peers, and besides the fact they are motivated, their mother tongue interferes in their learning process, making writing the most difficult of the four language skills to acquire. Furthermore, researchers concluded that what really motivate students to learn English is the importance English will have in their future career, and in their school achievement. Leading to the conclusion, that when students realized that learned English is for their own future benefit; they were more motivated to learn it.

Another study that supports the importance of motivation in making students want to learn English is the study that was carried out by Humaida (2012). The purpose of this study is to investigate the different existing sources of motivation that students of Sudan may

present in order to accomplish their learning process. Also, its purpose was to identify the difference in motivation between students according to class, and to find if there exist any correlation between motivation and age. To implement this research project, the researcher designed a scale for measuring motivation consisting in 15 items with five alternatives for answering (always-often-sometimes-rarely-never), in which students need to answer according to what motivate them to lean English. The questions are related to the reasons students learn English such as: getting a job, create opportunities to talk with others, participate more freely in activities with others cultural groups, become more knowledgeable, be able to understand others, join higher education aboard, and others. The data collected was shown to be reliable and valid, and based on general reasons why is important to learn English.

The results obtained in this research helped the researcher to determine that students motivation for learning English was high, and even though the motivation is an important variable when examining successful language acquisition, there was no correlation between motivation to learn and age. Although the results were remarkable, the researcher lead to the conclusion that it is important the that teacher accomplishes learning goals, and provides their students many reasons why they need to learn English in order to facilitate effective learning. Consequently, Humaida established that the popularity of English language might be one of the reasons why English language leaners are motivated to learn it, and that students' motivation had to do with their desires to participate in the learning process. Noticing the importance of the English in their life, students will be ready to act as active members of their own learning process.

Meanwhile, Tamimi (2009) conducted an interesting research whose purpose was to determine which of the three types of motivation (instrumental, integrative and personal) was the primary source of motivation towards learning the English language. Tamimi investigated

in his research, what type of attitude they have and which of the three types of motivation is the one that lead them to learn English. In order to reach their objectives, the researcher collected the data using questionnaires and interviews. Questionnaire was the primary method used by Tamimi; it consisted of three sections. Section A collected information about students' previous background, section B identified students' motivation to learn English, and their desire for learning the language, and section C, collected information about students' attitudes toward the English language. It is important to mention that the researcher translated the questionnaire into Arabic, before giving to the students, to check its validity. Another method used in this research was the interview. The interviews were used in order to supplement and cross validate the information recollected by the questionnaires. The questions were about students' reasons for learn English, their interest in attending more language courses and their attitudes towards the English as a language, and as a whole world culture. The researcher used two types of methods to collect the data, the quantitative and the qualitative. The quantitative method was used to analyze the answer of the questionnaires, using the Statistical Package for Social Sciences (SPSS), and percentages, and in the qualitative method, the researcher used the content analysis method and divided it in two sections; students' motivation to learn English and their attitudes toward English language.

After this research was done, the researcher concluded that between the three motivations mention above, the one that received the highest mean score and really motivates students to learn English, is the instrumental motivation. According to this research, the reasons why students chose this type of motivation had to do with the utilitarian and academic reasons, such as, being able to carry their tasks more efficiently, complete their university requirement and further their education. The study also demonstrated that next to the instrumental motives, personal reasons came as the second source of motivation, and integrative motivation had the least impact on students' English language learning. In

personal motivation, students mentioned that another reasons why they want to learn English is because they want to increase their personal development and enhance their status among their friends. But, besides the fact they were interested in learn English, they were not so interested in learn a new culture or being part of it. Additionally, Tamimi stated that students in this research had great desires towards speaking English well, like native English speakers. After observed them, Tamimi realized that students had positive attitudes toward learning English, and were motivated to learn it because they knew that English plays a crucial role in their lives, their career and their future.

In the same way as Tamimi, Carreira (2006) carried out an investigation to analyze the important role that intrinsic and extrinsic motivation had in motivate students to learn English. One of his aims was to find more evidence that supports the fact that intrinsic motivation decrease with the age. The data was collected using the Motivation and Attitudes towards learning English Scale for Children (MALESC), a questionnaire designed by the researcher. This questionnaire was compound of 19 items, including items on motivation to learn, interest in foreign countries, caregivers' encouragement, and anxiety. Also, the researcher used a four-point Likert scale, in which students had to assign a number for scoring purpose, and then he analyzed the data collected using the Statistical Package for the Social Sciences (SPSS) computer program. The conclusion this study presents is that intrinsic motivation as same as extrinsic motivation decreases with the age. Carreira (2006) concluded that this happens because students when are young, they get absorbed in interesting and exciting tasks, but when they grow up, they become more logical and want to connect the English they learn in class to real communication. Sometimes, this cannot be possible, because in the classes they have few opportunities to use English with foreigners, so this little problems decrease their motivation and their desires to enhance communicative skills. Also, the researcher established that some of the external factors that are close related to the extrinsic motivation are

education, teachers, parent, peers and the classroom, so teachers need to provide students an appropriate environment and improve their teaching methods and materials, in order to have motivated students.

Finally, in this last study, Saeed & Zyngier (2012) investigated the close relationship between motivation and engagement, and the type of motivation (intrinsic or extrinsic) that is closely linked to authentic student engagement. This research used a qualitative method. This method gave a detailed and triangulated description of students, by using multiple interactive methods such as students' surveys and students' focus groups. Even though, the methodology was directed to explore students' thoughts and feelings in relation to their motivation and engagement, the patterns of Adaptive Learning Scales (PALS) survey was administered too, to identify students' perceptions about their own type of motivation.

After doing this research, the researchers found that the majority of the students in the class were intrinsically motivated, because they enjoyed their class work, wanted to learn more and had good relations with their teacher. These observations leaded them to the conclusions that motivation and engagement are close related, because when students like to learn and feel motivated to do it, they will have a succeed development in their learning outcomes. Consequently, according to the conclusions of the researchers, teachers need to provide a more supportive environment for student learning, promote authentic students engagement, and use different and effective strategies to intrinsically and extrinsically motivate their students. This study helps to remember that if teachers make classrooms more engaging places for students to learn and motivate and engage them, they will learn better and show the best possible outcomes in their academic studies.

Method

Setting and Participants

This research work was done in Santa Cruz, Galapagos Province, Ecuador. It was carried out at five high schools: three of them public, and two private.

The participants were male and female teenagers of 8th and 9th from Basic education, and 1st and 3rd from Bachelor, between the ages of 12-17 years old. In total, there were 100 students, twenty students for each high school.

Procedures

In order to carry out this study, it was necessary to collect bibliographical information to have a clear view of the topic to be examined, and to give a scientific basis and a theoretical support to this project. The information collected was found in books, magazines and journals of the libraries and on the Internet, and was closely related to the kind of motivation students need in order to learn English. After the data was collected, the researchers organized it in index cards, in order to use that information in the Literature Review. The Literature Review contained useful information about the factors that motivate students to learn English that was summarized, paraphrased and documented. Also, the Literature Review analyzed five previous studies related to the focus of the research.

For this research, a variety of tools were used to collect information such as: students' surveys and observation sheets. The students' survey was a questionnaire of eight questions related to their teachers' way of teaching, and the activities that motivated them to learn. The observation sheet took place during one class using notes, and consisted of a set of seven questions based on the students' and teachers' attitude in the class. The classroom observation gave a global idea about the role of the teachers in class and their previous planning.

Qualitative and quantitative methods were used to examine data gathered from this investigation. A qualitative approach was used to analyze the aspects that motivate students to

learn English in class, and explore students' attitude, teachers' attitude and teachers' role in class. Also, a quantitative approach was used in order to scrutinize the data gathered during the observation and the results of the questionnaires, in order to obtain real statistical results of the different factors that motivate students.

This research was based on direct observations in five high schools in Santa Cruz, three public schools and two private schools. In each high school, teachers' methods and student´s development were observed.

For interpretation of results, the information was collected, and then the collected data was tabulated. In this part, the eight questions from the students' questionnaires were considered with the class' observations. After that, the data collected were analyzed to obtain real values about the factors that motivate students in the different high schools of Santa Cruz, and graphs were designed to visualize and have a better understanding of the obtained data. The tabulation gave real number of occurrences in each factor, and a corresponding percentage for each case.

For the analysis section, students' answers and teachers' observations were taken into account in order to give more light about the factors that hinder students to learn. Subsequently, the results and conclusions of the study were drawn based on the final analysis of the results.

Discussion

Description, Analysis and Interpretation of Results

This section includes the description of the results obtained from the questionnaires that we have given to different students from 5 high schools in Santa Cruz, and the observations to their teachers and their classes. In order to investigate the focus of this research, we analyzed the information based on the two main questions of this investigation.

The results are analyzed in a qualitative and quantitative form. The qualitative analysis helps explore some characteristics include learning styles, teachers' attitude, appropriateness and relevance. On the other hand, the quantitative analysis includes the tabulation of the data collected, in which each question from the students' questionnaires will be present through a graph with percentages. These graphs will be analyze and describe based on the observation sheets, the students' questionnaires, the bibliographical research and our personal criteria.

The analysis and interpretation of these results will give some light on the factors that motivate or hinder the students to learn English and what teachers need in order to improve their teaching process.

Quantitative and Qualitative Analysis

What do you think motivates students to learn English?

Do you like to learn English?
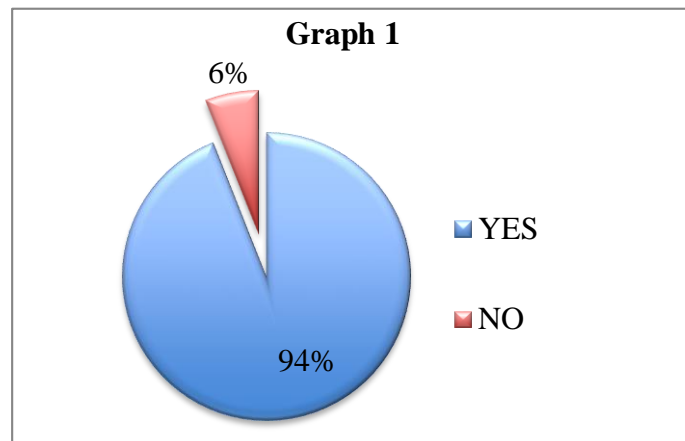
Authors: Johana Robalino and Yadira Robalino
Source: Students´ Questionnaires

Graph 1 shows that 94% percent of students interviewed like to learn English. Some of the reasons students mentioned were: to be better in the future, to find a job, to be able to communicate with foreign people, to travel around the world, because English is a universal language. The results of this question demonstrated that almost all the students thought that learn English will help them to improve their future and open new opportunities to find a job or to continue with their studies, especially here in Galapagos, a place in which English is close related to the principal economic activity, so English is important to communicate with the tourist and to open more doors in the business world.

The fact that 94% of the students like to learn English was because they want to improve their future opportunities is a proof that they were intrinsically motivated. According to Marzano (1992) when students set their own goals for learning they are more likely to be motivated to pay attention to the learning.

On the other hand, a 6% found English a boring subject with a huge list of acknowledge and difficult words that demotivated them to learn English, because the classes were boring and the teachers did not used interesting method to teach.

During the observation, it was clearly demonstrated that the factors that discourage students, and made them reluctant to learn are close related to their teachers and their ways to teach. Students wanted to learn, but they need a person who motivate them and switch on their desires to do it.

According to Theobald (2006) "Teachers need to provide the opportunities and the appropriate environment for students to be active learners and set up the situations for more hands-on activities" (pag.68). So, it is important that the teachers have a previous planning of their class, take into account students' necessities and make their classes interesting. If teachers do not create a comfortable environment for students to learn, students will be unmotivated, which means that the role of the teacher is crucial within the factors that motivate students to learn English.

Are you motivated to learn English in class?

Graph 2

25%

75%

YES

NO
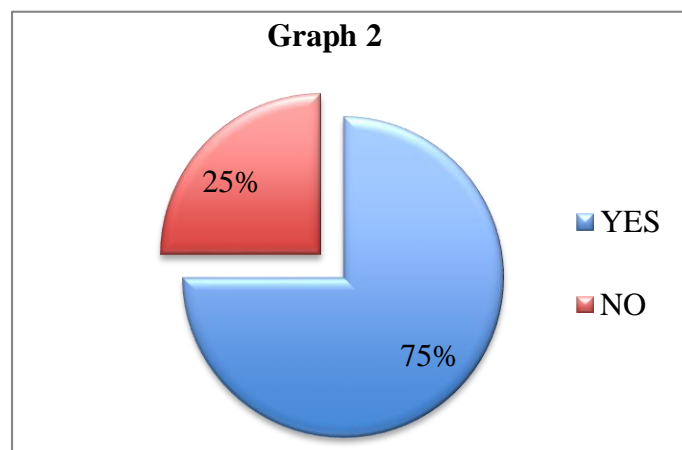
Authors: Johana Robalino and Yadira Robalino
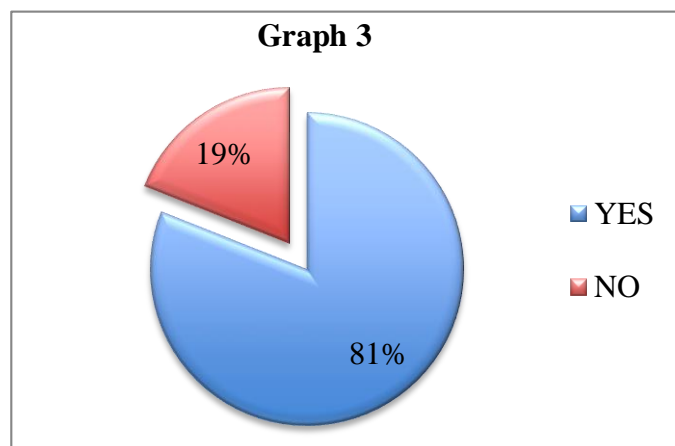Source: Students´ Questionnaires

The analysis of the graph 2 shows that only 75% of the students felt motivated to learn English in their classes, because they liked their classes and the way the teachers taught.

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During the observation, it was evidenced that students were more outstanding when the classes were dynamic; the teachers were patient and used interesting activities, because these encouraged their determination, released their fear and allowed them to participate in class.

Meanwhile, the other 25% did not feel motivated to learn English, because their classes were boring, there were too many students, and it was difficult to listen and understand the teacher.

Additionally, the results demonstrated that the factors that limit the motivation of the students were that teachers were not motivated to teach, did not have a previous planning, and only work for the economic retribution they will have. Based on Ferlazzo's words (2013), teachers need to know that the key to motivate students are to take care about them, learn about their lives, necessities and desires, and have engaging lessons.

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

Graph 3

19%

81%

■ YES

■ NO

Authors: Johana Robalino and Yadira Robalino
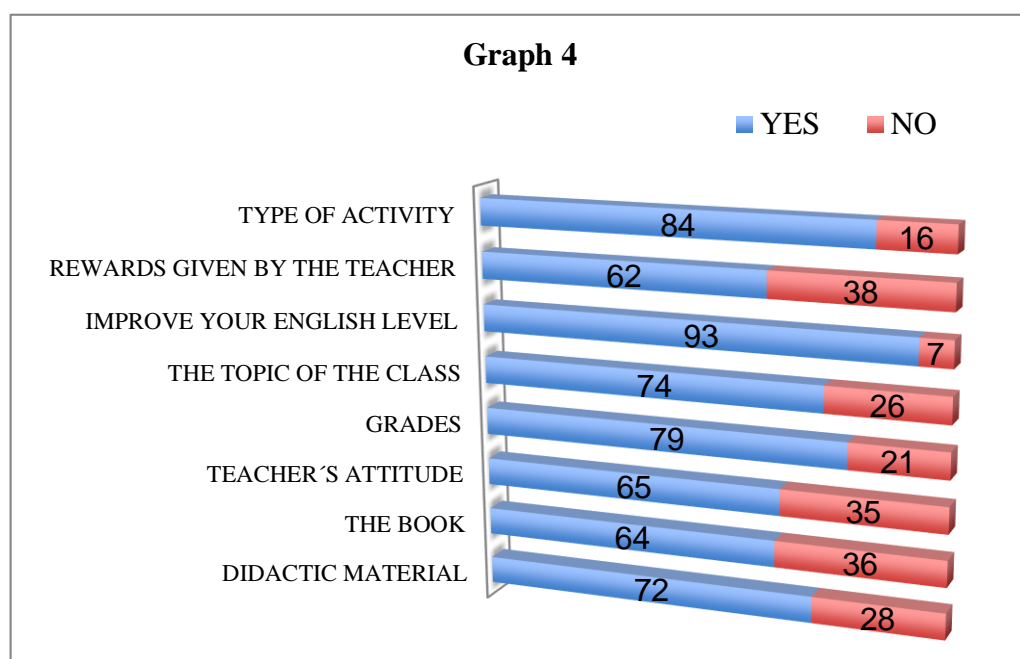Source: Students´ Questionnaires

Graph 3 shows that 81% of the students where motivated to learn in their classes, while the 19% did not feel motivated. Based on the results of this research, it can be mention that the 81% like the way their teachers taught because their teachers presented interesting activities, were creative, used different resources to teach, and made dynamic classes.

In contrast, the 19% left, felt bored in class because their teachers were angry when they did not understand the class, the way of teaching is outdated, and teachers repeated the same activity every day in every class.

In addition, during the observation, the majority of teachers only used the book for the whole class or only used one boring activity during the hour of class, which reveal the lack of previous planning of the teachers that made students felt bored. It has to be mention that the lack of teachers' planning was one of the most common mistakes observed in classes that affected students' development and their desires to learn.

Theobald (2006) proposes that teachers need to implement several strategies that require active learning because students like to talk, move, play, work with each other, and be in charge. If teachers use engaging lesson, and make them participate in class, students will retain, comprehend, and be more involved in their learning.

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

Graph 4

■ YES   ■ NO

Aspect	YES	NO
TYPE OF ACTIVITY	84	16
REWARDS GIVEN BY THE TEACHER	62	38
IMPROVE YOUR ENGLISH LEVEL	93	7
THE TOPIC OF THE CLASS	74	26
GRADES	79	21
TEACHER´S ATTITUDE	65	35
THE BOOK	64	36
DIDACTIC MATERIAL	72	28

Authors: Johana Robalino and Yadira Robalino
Source: Students´ Questionnaires

Graph 4 shows the different aspects that motivate students to learn English. It can be observed in the graph that the most important aspects were: it improved their English level

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with 93% and the type of activity with 84%. The results shows that students chose these aspects because they were aware that learn English is necessary and very important to improve their future and because they really enjoyed the English class when the teacher created a comfortable environment to learn, in which the teacher used different resources and methodology to make the class creative and interesting.

On the other hand, the grades occupied the 79%, the topic of the class the 74% and the didactic material the 72%. Following by the 65% of teachers' attitude, except for rewards given by the teacher and the book with 62%.
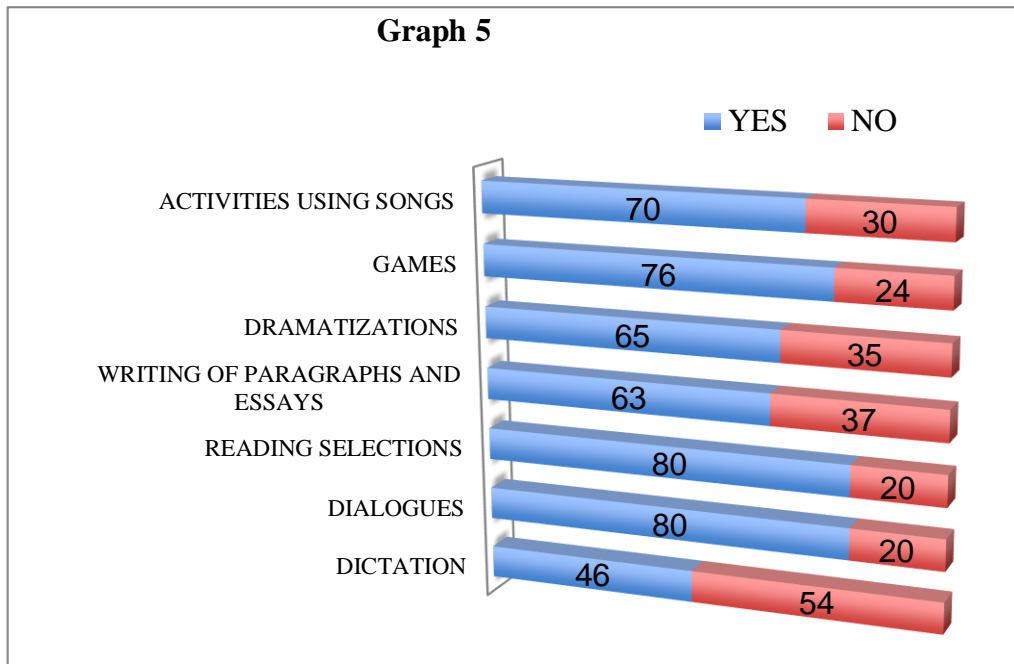
The graph results shows that students liked to have good grades and were intrinsically and extrinsically motivated, but they did not receive any rewards from their teachers. The topic of the class and the didactic material used by the teachers, motivated students and allowed them to perform in class and be active learners. In order to this, Herrell & Jordan (2012) say that teachers can encourage active involvement and verifies students' understanding, by introducing vocabulary and have students responds by drawing, pointing, putting, or any other physical response.

Additionally, it has to be mention that teachers' attitude was one of the aspects that teachers need to improve, because they did not take into account students' necessities neither created a comfortable environment to learn. According to Farrell (2013), teachers need to act as vendor, as entertainer, as communication controller, as juggler, as motivator, as presenter and as arbiter, in order to be able to manage the learning environment, and develop students' interest in their classes.

Also results show that students' do not like their book, because the book is boring, and the activities are so simple. Students really want to learn English, but the book and teachers' attitude disappointed them to learn. As Stronge (2007) mentions "the teachers enthusiasm for teaching, learning and their subject matter has been shown to be an important part of effective

teaching, both in supporting positive relationships with students and in encouraging student achievement" (pg. 27). So teachers need to effectively motivate students by establish positive perceptions about learning and by using books and activities that students really understand and enjoy work on it.

Do the following activities motivate you to learn English?

Graph 5

ACTIVITIES USING SONGS — YES 70 / NO 30
GAMES — YES 76 / NO 24
DRAMATIZATIONS — YES 65 / NO 35
WRITING OF PARAGRAPHS AND ESSAYS — YES 63 / NO 37
READING SELECTIONS — YES 80 / NO 20
DIALOGUES — YES 80 / NO 20
DICTATION — YES 46 / NO 54

Authors: Johana Robalino and Yadira Robalino
Source: Students´ Questionnaires

The graph above shows some of the activities that motivate students to learn English. The results obtained by the students' questionnaire demonstrate that dialogues and reading selection occupy the first place with 80%. Besides the fact that students really enjoyed the reading selection and dialogues activities, it would be better if their teachers change their dialogues and making it more fun, instead of only used the same repeated and boring dialogue every time. In this sense, Gibbs (2007) says that it is true that dialogues help the teacher to focus on pronunciation issues, or specific grammar points, but first the teachers need to be sensitive to students feeling during their learning process.

On the other hand, it is also important to consider the percentage in graph 5 of the other activities, such as games with 76% and the songs with 70%. These two activities are the most engaging activities, but the results show that they are the less used. In the observation, it was noticed that it is unusual for teachers to use games or songs, neither use the total physical response approach. Teachers taught that games and songs are for children from school and not for the adolescent on high school. Talking about this, Herrell & Jordan (2012) mention that although total physical response is generally used with young children, it can be used to introduce new vocabulary at most any level. So, it will be excellent, if teachers implement this kind of approach in their daily routine of class, in order to make their students feel relaxed, release their fears and be motivated to pay attention.

However, it is vital to mention that more than the half percentage of students did not like dictation. Also, the graph 5 shows that dramatization, and writing of paragraph, are the less motivating activities, with a 65% and 63% respectively. The observations clearly showed that only one teacher paid attention to students' skill on grammar and writing, while the rest of the teachers only based their classes on the students' book. During the observation, it was very clear that students did not like this type of activities because they were not felt prepare to write anything without making any mistakes. This problem happens because teachers are not paying attention to the five skills that students need to acquire when they are learning, such as: listening, speaking reading, writing and grammar. According to Jones & Reynolds (2011), teachers are responsible for teaching and for assessing students' learning, so it is important that teachers have a deep investigation about students' needs, and the approaches and methods they can use in order to appeal students' interest.

What is your teacher´s attitude in class?

Graph 6

YES ■ NO ■

SHOWS WILLINGNESS TO TEACH	91 — 9
REWARDS YOUR PARTICIPATION THROUGH…	64 — 36
TREATS STUDENTS ALIKE	87 — 13
IS FRIENDLY	89 — 11
PROMOTES INTERPERSONAL RELATIONSHIPS	61 — 39
PAYS ATTENTION TO YOUR PROBLEMS	65 — 35
SHOWS A GOOD ATTITUDE TO YOUR CONCERNS	79 — 21
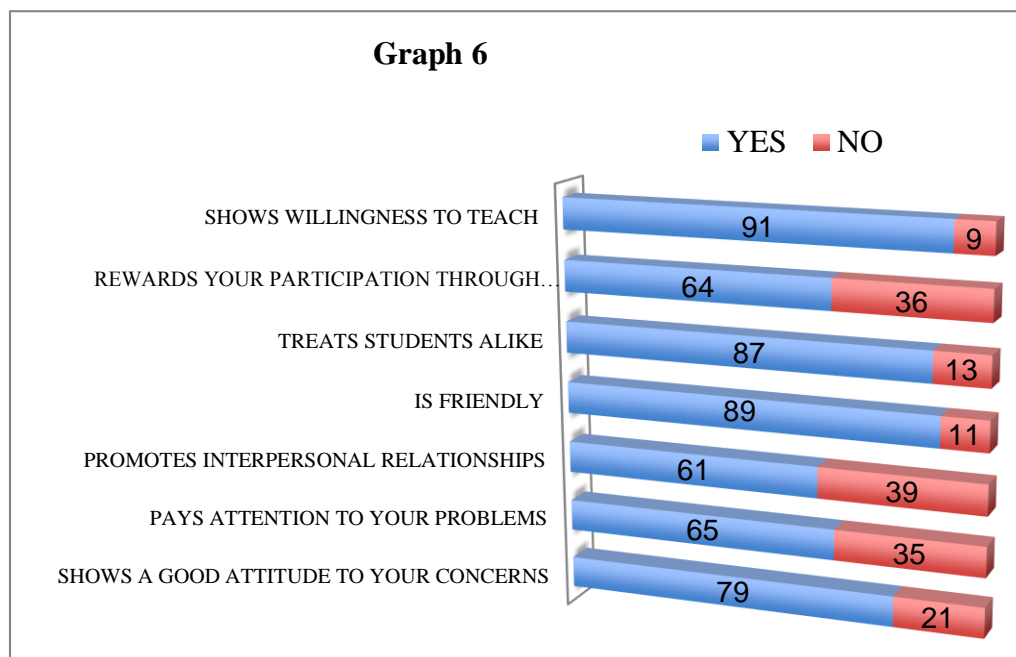
Authors: Johana Robalino and Yadira Robalino
Source: Students´ Questionnaires

Graph 6 shows the different attitudes that teachers can have during their classes. Based on the students' questionnaires, students established that their teachers showed willingness to teach, prepared their lesson plans, and used interesting activities, but during the observation there was no evidence of that attitude by the teachers.

The results demonstrated that according to the 36% of students, teachers did not reward their participation through stimuli and encouragement expressions, neither made them participated on class, so they get bored and did not feel motivated to learn. However, the 64% left over agreed that their teachers rewards their participation by giving extra points, making them going first to the break or giving some stickers. These kinds of rewards motivated them to participate and improve their English level.

The good teachers´ attitude toward students was one of the factors that the 87% of students appreciated more than anything. Students like when teachers treat them alike, respect them, encourage them to respect each other, and allow them to interact with others, but these
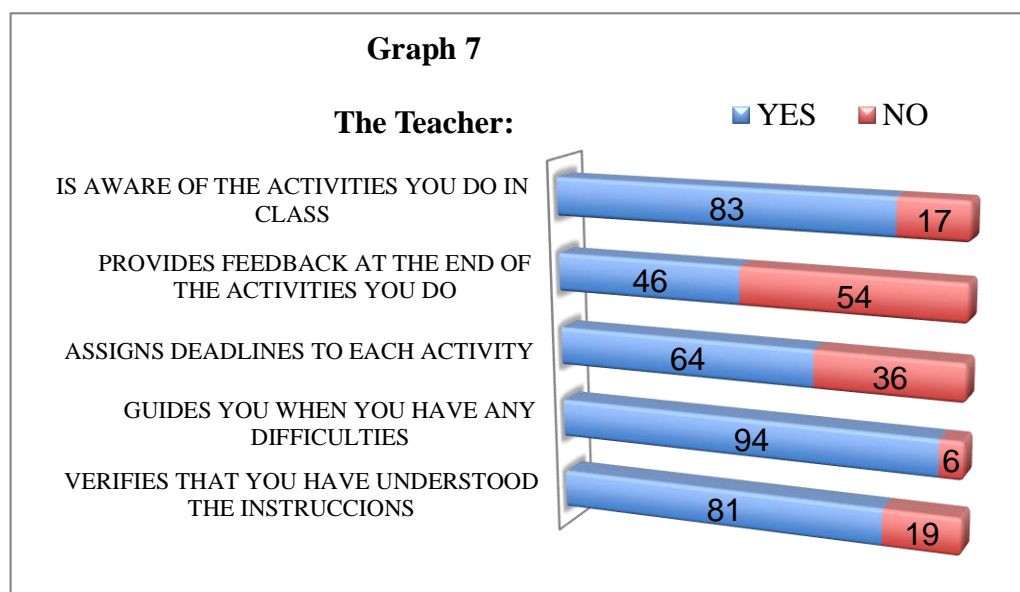
do not happen so frequently. The graph above shows that 89% of students liked when their teacher is friendly, because this allow them to trust in them, to share their fears, and to have a good teacher-student relationship.

Stronge (2007) states that the teacher is the only one that can bring out the best in the students, and this can be doing by establishing positive attitudes that makes the learner feel comfortable in the class. Promoting interpersonal relationship was the attitude chosen by the 61% of students, but there is minimal evidence that teachers considered students' needs, because they only used individual work activities during the observed class.

According to the student questionnaire a 35% of students agree that their teachers did not pay attention to their problems, which lead them to spend their time doing other activities instead of activities in English, which affects their learning development. So, the teachers must be alert to solve some complications or attitudes in class with all the students.

The analysis of this graph demonstrate that students felt better when teachers comprehend them, allow them to express their questions without any fear to get wrong and shows good attitude to their concerns.

What is the role of your teacher in class?

Graph 7

The Teacher: YES   NO

	YES	NO
IS AWARE OF THE ACTIVITIES YOU DO IN CLASS	83	17
PROVIDES FEEDBACK AT THE END OF THE ACTIVITIES YOU DO	46	54
ASSIGNS DEADLINES TO EACH ACTIVITY	64	36
GUIDES YOU WHEN YOU HAVE ANY DIFFICULTIES	94	6
VERIFIES THAT YOU HAVE UNDERSTOOD THE INSTRUCCIONS	81	19

Authors: Johana Robalino and Yadira Robalino
Source: Students´ Questionnaires

Graph 7 shows the importance of the teacher's role within the factors that contribute to increment the development of students. The results showed that students appreciated their teachers' guidance when they have learning difficulties. According to Dunn, Wilson, Freeman & Stowell (2011) the teacher and the students are linked together and it is responsibility of the teachers to help students overcome obstacles during their learning process. When a teacher shows interest in student's learning problems, it is easy for students to overcome their difficulties and continue learning.

Based on students' questionnaires, 81% of students agreed that their teachers verified that they had understood the instructions, and were aware of the activities they do in class. But, during the observation, it was clearly stated that some of the teachers forgot to verify if their students understand what they said, because they explained the class only one time and only the students who had a good level in English start to do it, while the others did not understand. As Cushman (2013) mentioned, every child has their unique factors that motivate them, so teachers need to use a variety of motivational techniques in order to verify students' development and check their understanding in class.

On the other hand, 64% of the students mentioned that their teachers' assigned deadliness to each activity, and only 46% chose the option of providing a feedback at the end of the lesson they do. In this question some of the students did not know what is feedback, which is a proof that teachers are not providing enough feedback to the students. It is very important to assign deadlines to each activity because this help the teacher to know what, how and how much time students will have to do the different activities teachers had planned.

According to Jones & Reynolds (2011), the observation of students' problems and their behaviors need to be made by the people who know better the students, their teachers. Teachers are responsible for teaching, they are the door that lead students to knowledge, so is important that they acquire abilities to be able to adopt different roles in the class depending

on their students' necessities. They have to be ready to become assessors, prompters, controllers, resources and tutors, all at the same time.

What do you think hinders students to learn English?

Aspects that hinder your English learning

Graph 8

- TYPE OF ACTIVITY
- COMPLEXITY OF THE TOPIC
- TEACHER´S ATTITUDE
- TEXTBOOK
- LOW LEVEL OF KNOWLEDGE IN RELATION TO THE REST OF STUDENTS IN THE CLASS
- METHODOLOGY USED BY THE TEACHER
- NUMBER OF STUDENTS IN THE CLASS
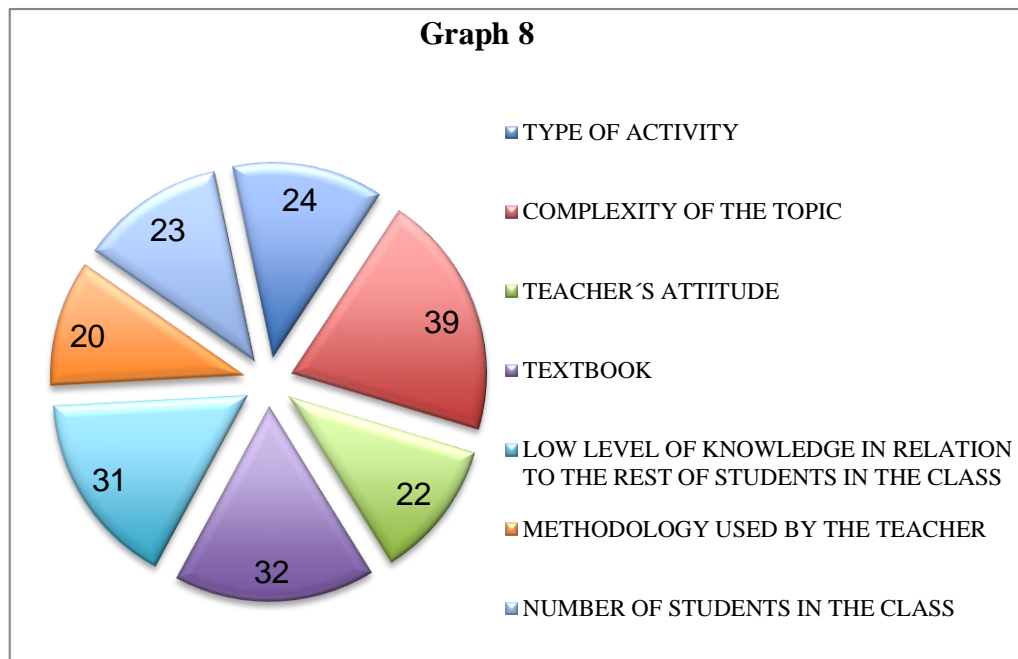
Authors: Johana Robalino and Yadira Robalino
Source: Students´ Questionnaires

Graph 8 shows some factors that hinder students' learning process. The 24% of the students were not motivated to learn because they did not like the activities teacher used in class and were overloaded with too much information in only one class.

During the observation, it was evident that teachers used only one type of activity and repeated always the same strategy in the class, which diminishes students' attention and make the class boring, so teachers need to be more creative at the moment of designing activities that involve students in their learning process.

Also, it become difficult for students to understand the class because they did not understand the teacher´s English commands because of their low level of English, so teachers

need to know the level of English their students have in order to design the lesson plan according to students' needs.

Another factor that hinder students' motivation is the complexity of the topic. Within this factor, 39% of students of the five high schools thought that they have a lot of difficult vocabulary to learn, and the teacher did not use interesting activities. Zmuda (2005) proposes that teachers need to look for competencies of creativity, providing students with significant opportunities to play with ideas and produce original works. These would help students to maintain their attention in the class, increase their knowledge, and acquire new abilities and learning skills.

Although some students have a good English level, there are other students that felt scared to learn or speak a new language. This difference in English level between students of the same class, requires that teachers adjust their teaching techniques to each students. When teachers do not do that, happen what it was observed during this research, English classes will be boring for the ones that know English and difficult to understand for the students with low level of English.

On the other hand, during the research it was seen that teachers demonstrated a bad attitude when students made too much noise or make a mess in the classroom. Therefore, 22% of students did not like their teacher´s attitude because they did not have enough patience to help them and not make any feedback. Teachers need to encourage students to ask questions, to investigate in order to increase their interest in learning a new language.

Curiously, another obstacle that affects the good managing of the language is the inappropriate use of the book. The book used was the same in all the high schools only one had a different book. About this factor, 32% students agreed that the book is a big problem for them because is boring, did not have interesting topics or activities to make them participate,

and did not have an appropriate order with the grammar. So is important that teachers design a lesson plan in which the activities of the book are mixing up with dynamic activities.

Additionally, the number of students in class was another problem that hinder students' motivation because it became hard for students to pay attention in class when the rest of the students are making noise. According to Wiseman & Hunt (2008), one of the roles of the teachers is to act as a controller; they have to manage their classes in order to decrease problems with students' behavior.

The methodology used by the teachers is also a factor that concerned students. For them the methodology that their teachers used is awful, because the teacher only used the book, and sometimes forgot that all of their students did not have the same knowledge in the language. According to Nash (2009) is vital that our students learn to learn, so teachers need to change their methodologies, in order to provide students with opportunities to have a meaningful learning.

Finally, graph 8 shows that 23% of the students thought that their classes were to big, because when they talked, all the students in the back of the classroom made noise and was impossible to listen teachers´ instructions. Beside that, some students mentioned that when they wanted to participate, the teacher only chose the same student, and the hour of English class was not enough to allow every student to participate. The teacher could have good intentions, but there are a lot of disadvantages with the public system education that they could not solve them.

Conclusions

This research demonstrates that students were intrinsically motivated to learn English. But, teachers' lack of previous planning was one of the problem that made students' intrinsic motivations lose strength.

Classrooms with more than twenty students made learning difficult for them, especially when they have different level of English, because not all the students understood teachers' instructions neither paid attention to the class.

It was evident the lack of didactic resources, technological equipment, and supplementary material such as flashcards, videos, audios and slides, that limit students' comprehension in their classes and their motivation to learn.

Grammar Translation was a common method used by teachers that made classes monotonous and less interesting.

Most of the teachers in this study focused only on the book contents and activities, which made students lose interest in class.

This research identified that songs, games and dialogues were the activities that students liked more and motivated them to learn, but this kind of activities were not done at all with students during the observed classes.

Recommendations

It is important that teachers take into account students' necessities, and English level when they are creating the lesson plan. Teachers should create real situations in which students can practice English and get to know better English culture, in order to help students to have fun while they are learning.

Teachers should research, and select interesting and fun activities that help them to vary their teaching methods in each class, allow students' interaction, and motivate students to learn English.

Institutions must give the English subject more attention, providing English teachers with technological implement, didactic resources and training courses, in order to generate comfortable and appropriate classrooms conditions. Also, institutions can give to the teachers' rewards to incentivize them to have more preparation and capacitation to improve their teaching.

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UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear student,

The aim of this brief questionnaire is to obtain information concerning your opinion about the aspects that motivate you to learn English.

The information provided will be strictly used in academic/research purposes. Please answer the following questions as honestly as possible.

Informative data: Please fill in the information below

Name of institution:			
Type of institution:	Public ( )		Private ( )
Year	8th	9th	10th
	1st	2nd	3rd
City:			

Instructions: Mark with an X the response that best reflects your personal opinion. Indicate the reason of your response.

1. Do you like to learn English?

YES	NO
Why?	

2. Are you motivated to learn English in class?

YES	NO

Why?	

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

YES	NO
Why?	

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

Aspects	YES	NO
Type of activity		
Rewards given by the teacher		
Improve your English level		
The topic of the class		
Grades		
Teacher's attitude		
The book		
Didactic material		

5. Do the following activities motivate you to learn English?

Activities	YES	NO
Activities using songs		
Games		
Dramatizations		
Writing of paragraphs and essays		
Reading selections		
Dialogues		
Dictations		

6. What is your teacher's attitude in class?

The teacher:	YES	NO
Shows willingness to teach		
Rewards your participation through stimuli and encouragement expressions		
Treats students alike		
Is friendly		
Promotes interpersonal relationships		
Pays attention to your problems		

Shows a good attitude to your concerns		

7. What is the role of your teacher in class?

The teacher	YES	NO
Is aware of the activities you do in class		
Provides feedback at the end of the activities you do		
Assigns deadliness to each activity		
Guides you when you have difficulties		
Verifies that you have understood the instructions		

8. Mark with an X the aspects that hinder your English learning. States the reasons for your responses.

Type of activity		Why?
Complexity of the topic		Why?
Teachers' attitude		Why?
Textbook		Why?
Low level of knowledge in relation to the rest of students in the class		Why?
Methodology used by the teacher		Why?
Number of students in the class		Why?

Thanks you!

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

OPEN AND DISTANCE MODALITY

ENGLISH DEGREE
Observation Sheet

INSTITUTION:	
DATE:	
YEAR:	

1. **Students feel motivated to learn English in class?**

YES	NO
Why?	

2. **Mark which of the following aspects motivate the subset of students observed to learn English in class.**

Aspects	YES	NO
Type of activity		
Rewards		
The topic		
Teacher's attitude		
The book		
The material		

Notes:

_____
_____
_____
_____
_____
_____

3. Students' attitude in the class

The students:	YES	NO
Voluntarily participate		
Are attentive to the teacher's explanations		
Interact with their classmates		
Show interest in the proposed activities		
Engage in other activities		
Interrupt their classmates		
Look for excuses for leave the classes		

4. Teacher's attitude in the classes

The teacher	YES	NO
Shows willingness to teach		
Rewards students' participation		
Treat each students equally		
Is friendly		
Promotes interpersonal relationships		
Pays attention to the students' problems		
Shows a good attitude to the students' concerns		

5. Teacher's role in the class

The teacher:	YES	NO
Is aware of the activities students do in class		
Gives feedback at the end of the activities		
Assigns a time limit to each activity		
Is friendly with the students		
Guides the students when they have any difficulty		
Verify that students have understood the instructions		
Is fair with all the students		
Provides confidence for the students to voice their concerns		

6. The following activities motivate the students to learn English.

	YES	NO
Activities using songs		
Games		
Dramatizations		
Writing of paragraphs and essays		
Reading selections		
Dialogues		
Dictations		

Others**:**

_____

_____

_____

7. The following aspects jeopardize the learning of English.

	YES	NO
Type of activity		
Complexity of the topic		
Teachers attitude		
Textbook		
Low level of knowledge		
Methodology used by the teacher		
Number of students in the class		

Others:

_____

_____

_____

_____

_____