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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**

Magister

Nina Nesterenko

DIRECTOR DEL TRABAJO DE TITULACIÓN

De mi consideración,

Que el presente trabajo, denominado: “English language students and their motivation to learn the language”, realizado por el profesional en formación: Salmon Morales Susana Beatriz; cumple 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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## **Declaración de Autoría y Cesión de Derechos**

“Yo, Susana Beatriz Salmon Morales, declaro ser autora del presente trabajo de titulación: “English language students and their motivation to learn the language”, del título de Ciencias de la Educación mención Inglés, siendo Nina Alexandrovna Nesterenko, directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo son de mi exclusiva responsabilidad.

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## **Dedication**

*“To my lovely children Hans-Peter, Suzanne Denise and Samantha, for being my inspiration and providing me with sufficient support and love”.*

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## **Abstract**

Despite the high educational value and enormous relevance of motivation, little is done about the issues concerning its promotion, guidance and maintenance while learning a foreign language. The present study intends to determine students' perception regarding motivation and explore what motivates them to learn English and also what hinders their learning. The subjects in this research are high school students from Liceo Cristiano de Guayaquil. The sample consists of 20 students from 5 different English classrooms. Once permission to access the site was granted, an anonymous questionnaire was applied to the participants. The students were asked to answer Yes/No questions and add reasons if required. The latter will help clarify their arguments and support the investigation with details. It was advantageous to observe the classes on a second visit after the application of the questionnaire to become familiar with the setting and verify the teaching-learning process. Data was analyzed and interpreted considering past research. According to the results, students feel encouraged to learn as teachers make classes interesting and develop a good rapport with them.

**Keywords:** relevance of motivation, students' motivation, learning a foreign language

## Resumen

A pesar del alto valor educativo y la enorme relevancia de la motivación, se hace muy poco en lo que respecta a su promoción, orientación y mantenimiento durante el aprendizaje de una lengua extranjera. El presente estudio pretende determinar la percepción de los estudiantes en cuanto a motivación se refiere y explorar tanto lo que los motiva a aprender Inglés como aquello que dificulta su aprendizaje. Los sujetos de esta investigación son estudiantes de secundaria del Liceo Cristiano de Guayaquil. La muestra consta de 20 alumnos de 5 aulas de inglés diferentes. Una vez concedido el permiso para acceder al sitio, se aplicó un cuestionario anónimo a los participantes. Se pidió a los alumnos que respondan a las preguntas afirmativa o negativamente añadiendo las razones, si fuera necesario. Esto último ayudaría a aclarar sus argumentos y apoyar la investigación con detalles. Observar las clases en una segunda visita después de la aplicación del cuestionario favoreció la familiarización con el sitio y la verificación del proceso de enseñanza-aprendizaje. Los datos fueron analizados e interpretados tomando en cuenta estudios anteriores. Según los resultados, los estudiantes se sienten animados a aprender ya que los maestros hacen sus clases interesantes y promueven una buena relación con ellos.

**Palabras claves:** relevancia de la motivación, motivación de los estudiantes, aprendizaje de una lengua extranjera



## **Introduction**

For years English language teachers have sought for ways to attract students' attention, encourage the learners to acquire and develop linguistic skills, and persuade them to communicate in English. These and other goals have been frustrated because of a lack of stimulus.

In regards to motivation, Wentzel and Brophy (2014) state that to be motivated to do something, we need good reasons for doing it. Some reasons take the form of external rewards, while others reveal personal goals and attainments. Language teachers will therefore compensate students with rewards to increase their self-efficacy for reaching a goal. Unfortunately, teachers evade using extrinsic incentives lest they diminish their students' intrinsic motivation.

Previous research reveals that students, who believe they can accomplish a task successfully, exceed their expectations, whereas students who lack a sense of self-efficacy and expectation for performance are unsure that they can accomplish a task or are even convinced that they cannot. For instance, Long, Ming, and Chen (2013) insist that developing students' interests in learning English, training learning strategies and promoting students' self-efficacy will enhance the motivational behaviors of these students to learning English despite a lot of difficulties facing them.

Simultaneously, teachers are called to help students to set reasonable goals which sound challenging but at the same time attainable to them. Humaida(2012) emphasizes that student motivation to learn English in Sudan has to do with student's desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities.

The popularity of English language might be one of the reasons why English language learners, in different parts of the world, are well-motivated to learn. In Guayaquil, students show great interest in learning foreign languages that are in vogue and help them communicate with others, e.g. make friends and establish a good relationship with peers. At the beginning they get acquainted with the language at school, but soon their curiosity and sense of belonging to a group that speaks the language make them find ways to discover the language and communicate as well. Students want the language not for studying purposes, but for effective communication.

The present study offers relevant information for teachers, who in search of ways to reach their teaching goals, have forgotten or overlooked essential aspects amalgamated with language acquisition. The first part of this thesis will give the reader an overview of the basic constructs and arguments that teachers should focus on to engage students in the process of learning, acknowledging the fact that students invest attention and effort in a range of pursuits, which may or may not be the ones desired by their teachers. Along with relatives and close friends, teachers can provide a manifest social support that positively influences the students' motivational development.

All along, relevant information on strategies and teaching approaches that motivate students to learn English, as well as, the role of the language teacher are supported by previous research. Different authors offer convincing arguments to help explain whether or not students' interest in English affects their learning motivation and achievements, if there's a correlation between motivation and age, if high academic achievers have higher motivation to learn English than other learners, and also, to find out the views of the teachers and students of what hinders students' language learning in the English language classroom in discussing engagingly, critical thinking, and academic writing.

On the whole, the open-ended responses in the questionnaire allowed me to explore the reasons and identify comments beyond the responses to the close-ended questions. The fact that the sample used in our investigation included only 20 students per class limited the study, though. To make general inferences and to fully understand students' motivation and especially what hinders them to learn, researchers need to cover a wider range of participants, and if possible, collect data via qualitative interviews. Future research regarding learning motivation is still pending.

## Literature Review

### Motivation to learn English

Being motivated means that the level of resistance to some activity or task is minimal or nil. In other words, motivation is what basically happens when you feel like doing something. In teaching, Harmer (2012) claims, “One of the teacher’s main aims should be to help students to sustain their motivation (p.20).” We can do this by stimulating their curiosity or inducing suspense. Curiosity is defined as “the urge to know more” (Engel, 2011), and the stimulating of curiosity has clear benefits in respect of enriching students’ active learning. Students can be motivated to learn from an activity or a subject if they feel comfortable about asking questions that let them explore the situation or test their previous assumption or hypothesis through discussion. That search for understanding will undoubtedly involve the students and provoke an ongoing engagement with learning. Reiss (2004) suggested that people ordinarily engage in learning activities not for pleasure but for satisfaction of one or more of sixteen basic desires including curiosity.

Teachers need, as well, to select an appropriate level of challenge so that things are neither too difficult nor too easy. Furthermore, teachers have to consider the issue of affect, namely, the way the students feel about the learning environment. If the students feel social support, opportunities to demonstrate their competence and an overall sense of belongingness, they are far more likely to be motivated to learn. On the other hand, the desire to achieve some goal is the essential stimulus to proceed (Harmer, 2012).

Pagliari (2013) declares, “Motivation is critical to gaining and maintaining students’ attention (p. 19).” Therefore, it is important for teachers to face up to this fact and learn to

supervise the complexities involved to become effective motivators. When a teacher says the student is not paying attention what he really means is that the learner is paying attention to something else but not to the message. Consequently, the student may fall behind and lose his motivation to persist with learning efforts and instead begin to give up quickly at the first sign of failure. If provided with special tutoring or assistance, building confidence and increasing willingness to take the risks involved in the learning process, these students will master the material successfully. The more a person desires to learn, the greater the probability that s/he will.

Although students may be equally motivated to perform a task, the source of their motivation may differ. Lepper (1988) states, “A student who is intrinsically motivated undertakes an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes (p. 63).” Conversely, when motivation is purely extrinsic, the activity itself is not valued except as an instrument that students can use to obtain rewards that they do value (Wentzel& Brophy, 2014).

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

In order to raise students’ interest and motivate them to learn English, teachers need to use tasks that contain built-in challenges such as competition, time pressure, memory and hidden puzzle-like solutions (Nation, 1989a). Promoting friendly, age-appropriate games, grade-level specific tests and academic competitions that encourage students to beat their own previous individual scores can be extremely beneficial, connecting fun and learning, while encouraging students to do their personal best, rather than competing against peers. Appropriate coaching during the activity and positive feedback following their responses will convey enthusiasm for

the activity, help them experience the satisfaction it offers and most of all arouse appreciation of the nature and progress of their learning. When students keep records of their progress and post them on the bulletin board they feel appreciated and take pride in their accomplishments and look for opportunities to boast their improvement.

Similarly, it's a teacher's duty to attract students' attention and make them focus on hands-on tasks and set achievable and realistic individual goals (Boon, 2007). Therefore, a good rule of thumb is to make ourselves and our classroom attractive to students. Not only our personality, but our everyday behavior in the classroom – a buoyant disposition, emotional maturity, sincerity, being able to deal with most situations, have a tolerant, easy-going attitude towards ourselves as well as others – will turn into a persuasive motivational tool. A student's interest to learn and sense of belonging in the classroom tend to be higher when he/she perceives sympathy, approval, a friendly rapport and responsiveness to his/her needs. In much the same way that teachers show sympathy and understanding, classmates can also show understanding and sharing of experiences and emotions providing each other with vital supports. Consecutively, these supports can motivate students to take active part in the task of learning.

### **Teaching approaches and methods**

Successful learning will also depend on the methodology we implement in the classroom. Teachers need to be aware of the students' needs and carefully analyze what content matter will be learned during the course, where and how the learner will use the language, and under what conditions (Nation & Macalister, 2010). Likewise, students need to be aware of the need for appropriateness of the language they use in different situations. Harmer (2012) states, "Language is not just patterns of grammar with vocabulary items slotted in, but also involves language

functions (p. 50).” If students have to send an informal invitation, they won’t need more than a few words to let the receiver know about the place and time of the event, but if they have to apply for a job and try to persuade the person reading the cover letter, that they may be worth interviewing, they need to use language in an explicit way that shows accuracy, suitability, and clearness. According to Lightbown and Spada (2011) students’ success in Communicative Language Learning is often measured in terms of their ability to ‘get things done’ in the second language, rather than on their accuracy in using certain grammatical features.

Perhaps one of the most straightforward methods of promoting positive relationships among peers is the use of Cooperative Learning. Accordingly, Rodgers and Richards (2014) state:

Cooperative Learning (CL) originally emphasizes peer support and coaching. It is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. It has been defined as follows: Group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (p.244).

As students participate in learning activities that allow them to interact with peers, they are likely to experience enhanced intrinsic motivation. Working in a supportive environment in collaboration with classmates allow students to tutor one another, make simultaneous corrections, discuss issues and find solutions to problems or produce a simulation. These activities will, in the long run, contribute to advances in a variety of cognitive outcomes (Wentzel & Brophy, 2014).

Furthermore, it is of great importance to keep the sequence of the topic that is being taught and the focused attention of interest; in other words, conserve a connection of the subject-content in order to keep the learners interested. When the enjoyment of an activity is not intrinsically connected with the informational content, students soon disengage or lose interest in the topic. Nation and Macalister (2010) state that “A continuing theme can provide opportunities for the same language features to be recycled and thus better learnt (p. 203).” On the other hand, Shrum and Glisan(2010) insist that the “content” in content-based programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language and the culture. Therefore, they suggest among others, locating, adapting and/or creating the instructional materialsto be used in the lesson, as well as, integrated, contextualized, hands-oninstructional activities for teaching and practice of the new concepts.

Indeed, if students are not quite interested in a particular learning activity, teachers can stimulate their interest with real-life tasks such as getting information about bus timetables, or making a presentation on a certain topic (Harmer, 2012). Accordingly, Robinson (2011) states:

Task-based teaching operates with the concept that, while the conscious mind is working out some of the meaning-content, a subconscious part of the mind perceives, attracts or acquires some of the linguistic structuring embodied in those activities as a step in the development of an internal system of rules. The intensive exposure caused by the effort to work out meaning-content is thus a condition which is favorable to the subconscious abstraction—or cognitive formation—of language structure (p. 10).



Especially when teaching young learners, teachers can make use of Total Physical Response, an activity through which children react to commands which require a physical response.g. “stand up, “come here”, “walk to the door”. Thus, they learn the target language the way they learnt their mother tongue. TPR theorizes that young children receive comprehensible input when acquiring their L1 largely in the forms of commands or encouragement to act(Hall, 2011). To accomplish their goals, teachers draw on modeling strategies as the key to engage students and stimulate their intrinsic motivation. In the interim, students basically listen and show comprehension until they are ready to speak and undertake the key challenge without threats.

In second language classrooms students learn a lot by comparing parts of the target language with parts of their mother tongue, however, a total concentration on grammar-translation stops students from making an effort to acquire language since they are always looking at L1 equivalents. In other words, the danger with this method is that it teaches language but doesn't really help to communicate effectively with it (Harmer, 2012).

### **The roles of a teacher**

Additionally, Harmer (2012) asserts that teachers may need to be prompters; this is, push learners to achieve more while feeding in a bit of information or language to help them advance. In other situations, they may well proceed as feedback providers or evaluators. Either way, teachers are to persuade their students to actively think, encourage collaborative efforts to make contributions to the group, use mistakes to help them test their thinking and most of all encourage them to take risks. Similarly, Spratt, Pulverness, and Williams (2005) developed a list of roles teachers adopt for different situations , for instance, the role of a friend who comforts learners

when they are upset after a test result or do not achieve competitive success. From a motivational perspective, it is not enough to have the desire to do something or find an activity enjoyable; students need to believe that they can accomplish their goals and feel pride in their actions. Pajares (2008) states, “High self-efficacy helps create feelings of serenity in approaching difficult tasks and activities. Consequently, self-efficacy beliefs powerfully influence the level of accomplishment that one ultimately achieves (p. 113).”

Researchers in the field of education have long argued that students are likely to handle learning activities successfully when their motivation is positive, that is, they are hooked and free from distractions or fear of failure. Students who have not experienced positive opportunities may view school activities as imposed tasks rather than learning opportunities. On the contrary, a good number of teachers in search of extrinsic encouragement provide supportive incentives and rewards which eventually are likely to be counterproductive, especially if they make students feel dependent. Indeed, excessive rewards may undermine their intrinsic interest in the content. For this reason, in an important contribution, some researchers offer convincing arguments and new findings to help enlighten these criteria, as follows:

Kitjaroonchai(2013) conducted a study to investigate the level of the students’ motivation for English language learning, the types of motivation (integrative or instrumental), the level of students’ motivation as it relates to the ASEAN Community, and the difference between learning motivation of high academic achievers and the learning motivation of other learners, assuming that the former had higher motivation to learn English than the latter. A motivational questionnaire and an open-ended question were applied to 266 students aged 12 to 19 years old, from 10 different secondary and high schools in Saraburi Province, Thailand.

The motivational questionnaire served to collect general information. In contrast, the open-ended question, in which the students were given opportunities to express the difficulties they experience while learning English, was analyzed quantitatively. The statistical analysis revealed that regardless of the slight difference of motivation level between the high academic achievers and other learners, it does not mean that the latter had lower motivation than the high achievers because both mean scores of motivation level fall under 'high' motivation. Students of both groups proved to have a high level of motivation to learn English regardless of their learning achievement although the ones with higher achievement were slightly higher in terms of the motivation level mean score.

These students had both high integrative and instrumental motivation to learn the language although their instrumental motivation slightly outperformed the integrative one. This responds to the fact that the students felt that learning the English language would ensure access to advanced educational opportunities, future jobs, and communication in general. The results of the study indicated that there was a significant difference between learning motivation of students with high academic achievement and that of other peers, notwithstanding that both groups possessed high motivation to learn English.

Similarly, Humaida (2012) followed a line of investigation to measure motivation to learn English among college students in Sudan, to identify the difference on motivation among students according to class and to test the correlation between motivation and age, assuming that college students were not motivated to learn English, and that there was considerable statistical difference on motivation due to students' level and age. The population for the present study was drawn randomly including forty male students. The researcher designed a scale for measuring motivation consisting of fifteen items with five alternatives for answering (always-often-

sometimes-rarely-never). He applied the T-test for one sample to verify the first hypotheses, the one-way analysis of variance to test the second hypotheses, and the Pearson' s correlation coefficient test to verify the third hypotheses.

To prove that students were not motivated to learn English, the researcher used the T-test for one sample. Its result revealed that students' motivation for learning English was high among the learners, apparently due to their desire to participate in the learning process and the goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation to learn English as a foreign language may differ. To test the second conjecture, the researcher used the one-way analysis of variance test. It pointed out no significant statistical differences on motivation scores due to student level. Presumably, other factors can contribute effectively to class motivation to learn English such as nature of learners, class environment, and extracurricular activities. To examine the third theory, the researcher used Pearson's correlation coefficient and no significant correlation between motivation and age was found. The researcher concluded that motivation to learn cannot be affected by learner's age. That is why -for instance-children have also motivation to learn, and this may give an impression that motivation is a predisposition or a natural feeling.

The researcher's appreciation is that motivation is an important variable when examining successful second language acquisition. Therefore, it should be realized that making learners recognize a real need to accomplish learning goals and providing them with the motivation to learn is one of the best steps we can take to facilitate effective learning. Moreover, based on the results obtained, the researcher advises to encourage the students' consciousness towards the learning process and familiarize them with modern English language teaching methods.

Long, Ming, and Chen (2013) observed that many students have a strong instrumental motivation in their English learning preferring short-term goals to long-term goals. Their study was intended to find out whether or not students' interest in English affects their learning motivation and achievements, and the main factors affecting students learning English as well.

To accomplish their research, they selected 45 countryside, fourteen-year-old boys and girls from eight grades in Gejiu, China who started learning English in primary school.

In order to measure some social and psychological variables affecting students' English learning such as students' interest and attitudes to English-speaking people, some questions were modified and translated into Chinese to avoid comprehension difficulties in the way of the measurement procedure. Additionally, the researcher insisted in making the questionnaire anonymous in order, for the students, to be honest and show their ideas without embarrassment, as well as, for the researcher, to get true data.

According to the survey, most students have a relatively clear study motivation. They think that their interest in English affects their learning motivation and achievements. The key starting point to get good grades in the examination, to get or avoid parents and teacher of praise or punishment, and to find a good job in the future or travel abroad, is to improve their own quality. For the most part, the learning motivation level of the participants in this study is not high, but largely instrumental. In general, teachers prepare students to cope with the examination, practice problem solving skills, and focus almost exclusively on how to deal with the test.

The authors concluded that the Junior Middle school students' English learning motivation level is not high, on the whole are largely instrumental motivation. They found that most students prefer short-term goals to long-term goals. On the other hand, students generally

have higher desire and commitment to learning English despite a lot of difficulties facing them. Thus, in order to arouse the motivational behaviors of these students and improve the efficiency of English learning and teaching, the researchers suggest training learning strategies and promoting students' self-efficacy. In a similar vein, teachers should create a harmonious and co-operative classroom atmosphere to lighten students' anxiety and stimulate students' motivation to increase the teaching effect in English teaching and learning so as to the students' English practical ability.

A case study of perspectives conducted by Bahous, Bacha, and Nabhani (2011) investigated the perceptions through interviewing students and surveying teachers' views in an EFL Program of the problems that hinder these students' learning in the English classes related to motivation. Thirty 18-to-21-year-old students attending the different English language courses in the English as Foreign Language (EFL) Program at the University were interviewed. The authors employed a qualitative research design. Data were collected via mixed methods of questionnaires and semi structured interviews. The participants were informed of the purpose of the research and that the information obtained would be confidential, anonymous and voluntary. This also helped diminish researchers' bias. Confidentiality was guaranteed by using fictional names, and integrity was upheld in dealing with participants and data.

Qualitative data analysis was used to find consistent patterns in the various perspectives revealed in the interview data and researchers' notes. In fact, the researchers also kept notes on the general discussions and meetings regarding the English language courses that took place at the university. Furthermore, they recorded informal comments of students and teachers whenever the subject of the English courses was mentioned. As a result, the researchers were able to draw their own conclusion and suggest solutions for such problems. Appropriateness of the

inferences and reliability of the results were ensured by using two types of qualitative data at the time, eliciting the responses and perceptions from the interviews and questionnaires gave meaningful data.

The results of the student interviews and teacher questionnaires were given according to three thematic issues related to motivation: Purpose of language classes, Content and teaching methods, and Language skills. Many students believed that the English language classes help them cope better with other courses at the university, but ten denied this. In fact, these ten students did not seem to really know what they needed. Even if they complain about their English language courses, the majority agree that such courses should be obligatory; however, seven interviewees would rather have some of these courses offered as optional ones, and only one student would rather not have English courses at all. On the other hand, teachers declared that their role is to help students cope with and improve the learners' academic writing skills, encourage them to learn how to be well organized and support their writing with resources, and give them an adequate amount of knowledge in grammar so that they can write better and select interesting topics for students. Moreover, teachers claimed that one of the strategies that may help learners is to create a relaxed atmosphere in the class, that is, setting up a conducive environment with pertinent and attractive activities, supplying students with sufficient background information prior to a discussion so that students can support their arguments properly. On the whole, make classes learner centered and not teacher oriented. Additionally, all teachers agreed that lack of motivation delays students' progress in the English classroom. Accordingly, teachers tend to blame the weak background of the students, their culture, as they hardly read or translate, the unsuitable material provided in the curriculum, and the unduly difficult transfer of their knowledge into writing as well.

On the other hand, the greater part of the learners stated that their language classes aim to improve their writing skills while their main interest is to improve critical thinking, speaking skills, and to understand spoken English as oral communication is important especially in the global context. They criticized teachers for not making the courses interesting, they claimed that it's the teacher's responsibility to make the courses meet students' needs and help them improve their language.

The researchers concluded that more attention should be given to students' diverse needs. As a rule, students are in search of assistance and stimulus. To attain this goal the authors recommend increasing the amount of methods of learning. One way is providing scaffolding to benefit language learners not only in writing skills but in all language skills and sub skills. Students want to see more tangible links between the required language courses and their needs. Language learning should not be for studying purposes only but for effective communication and self-expression; they want to express themselves and communicate their thoughts in the target language. Teachers are to make all the necessary arrangements to accommodate their students and help them meet their needs. They have to tailor activities in order to enhance the students' learning and promote a successful communication. Certainly, encouraging the learners should be our motto.

Likewise, in order to understand the importance of the types of motivation students need to learn a foreign language successfully; Engin (2009) administered a questionnaire and an achievement test to a group of 44 students of two English preparatory classes, eighteen females and four males between 17 and 21 years of age. The students were encouraged to answer the achievement test and questionnaire openly and to the best of their capacity. Students were generally considered to be of equal ability because they had all passed the same



admission tests. The questionnaire was a Motivation Scale prepared for this study, based on Costello (1967) and Entwisle (1972), while the achievement test examined the relationships between the students' success and motivation levels.

The results of this study confirm the importance of the integrative, instrumental, and work avoidance motivations in second language learning. Both the males and females had enough integrative motivation to learn new behaviors in regard to the target second language. It was found that those aged 17 and 21 were slightly keener to learn a foreign language than those aged 18 to 20.

On the other hand, it may be said that all were quite eager to learn the chosen target language. Namely, at the age of seventeen the students were so keen to learn that this enabled them to attain higher marks. Both classes A and B had the same level of willingness and eagerness with regard to integrative motivation because they had similar environmental experiences, cultural beliefs, and values.

According to the data collected, the instrumental motivation levels of the male and female students were the same. The students from both classes had the same objective of attaining higher marks and being successful in learning the target second language. They shared the idea that instrumental motivation is very important for their success in learning, especially in learning a foreign language. Similarly, males and females shared parallel ideas about work avoidance motivation. Indeed, students at these ages are unclear about this kind of motivation, especially at the age of 20. Age was not found to have a significant impact as related to gender. According to the results of the investigation, both classes were uncertain about work avoidance motivation, but this was more pronounced with group B. The results are similar to those of other integrative and

instrumental motivation studies. Furthermore, both groups were supportive of integrative motivation rather than instrumental motivation and they were opposed to the work avoidance motivation. This demonstrates that they do not have any motivation to avoid studying the target foreign language. Hence, the success of the students and work avoidance motivation are negatively correlated. They have opposing variables in that this attitude does not encourage an interest in succeeding. If students have a high level of work avoidance motivation, they tend to avoid studying. This particularly affects their achievement with regard to learning a foreign language. Thus, it is believed that “work avoidance motivation” is a major issue when trying to learn a foreign language well.

It was resolved that teachers of foreign languages are called to provide their students with as much as necessary integrative and instrumental motivation. If they know their students well and are well aware of their needs, they can assist the learners in improving their learning techniques and second language learning skills. Accordingly, teachers can employ learning tools focusing on positive motivation types in order to benefit the learners from their learning activities.

Reflecting on these findings on students’ motivation, we can see there’s a need to examine more about the students’ perception in relation to their motivation to learn. Getting to know closely what motivates them as learners will help us plan and build appropriate material for the lessons. This study will try to supplement shortcomings of past research by describing and exploring what motivates and what hinders Ecuadorian students to learn English inside the classroom. Further investigations are considered necessary if our goal is to benefit the students’ learning and teachers’ attitudes as well.

## Method

This research was held at Liceo Cristiano de Guayaquil, Campus 2. The classes selected were 8<sup>th</sup> grade A, I BAC Science A, II BAC Science C, III BAC C and III BAC Science D. A total of 100 students were randomly selected as the sample (20 students from 5 different English classrooms). The ages of the students ranged from 13 to 17. Although these students bring different social and cultural backgrounds, they all share the same religious beliefs.

General ideas about motivation were collected to illustrate and elucidate the basic concepts of motivation to learn. Numerous authors were consulted to determine different points of view and theoretical perspectives on motivation. Establishing a difference between intrinsic or inner motivation and extrinsic motivation, which students bring into the classroom from outside, was fundamental to start this research. To supplement these thoughts, the author reviewed the different strategies and methodologies acknowledged in the literature and withdrew relevant information to guide the reader through an uncomplicated trail. Similarly, several studies were minutely scrutinized to take advantage of important contributions and findings.

The general approach of this study is qualitative and quantitative. The instruments for this study consist of a questionnaire for the participants and an observation sheet for note-taking and observations in the field. The students were frankly explained how to fulfill the questionnaire and why the survey was being administered to them. This proximity made them feel important and cooperative. The same classes were observed the following day in order to collect extra information and have a detailed portrait of the participants and their teachers.

Access to the site was approved upon receiving a formal letter which included the purpose of the study. On-site facilities, a pleasant working atmosphere and the kind of education imparted

were beneficial to accomplish the investigation. Teachers and students worked neatly and properly. The gatekeeper assigned, first inquired the amount of time it was planned to stay at the site collecting data, and then, she got acquainted with the questionnaire the participants would have to answer. Soon, the author of this thesis was introduced to the five teachers whose classes were scheduled to observe and apply the questionnaire to.

The questionnaire presented yes/no questions which were easy to count and tabulate, and why-questions that provided facts to be read thoroughly in order to obtain a general sense of the data. A meticulous observation and note taking complemented the required information. In order to classify the information, tables were constructed and their respective graphics generated in order to observe the trend of responses obtained and be able to draw conclusions.

A brief description of the graphics was followed by an analysis which was supported by the details on the observation sheet and a thorough perception of the findings. Similarly, the author explains why the results turned out the way they did, discussing the existing literature and indicating how the results either confirm or disconfirm prior studies.

## Discussion

### Description, Analysis and Interpretation of Results

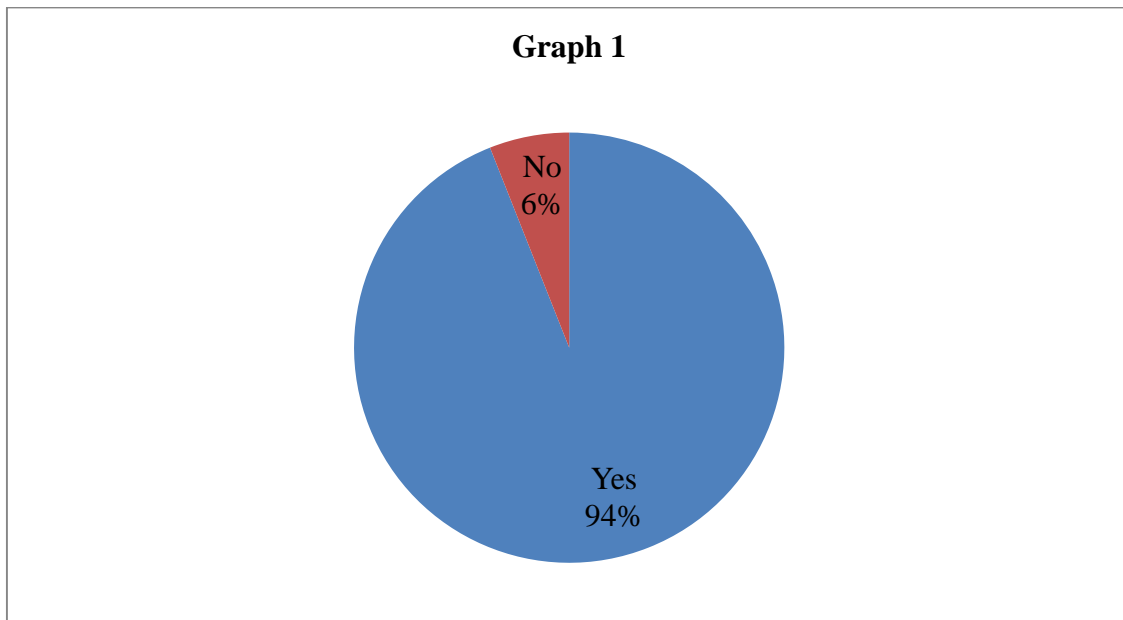
With the results obtained after applying the questionnaire to the 100 students of the study, tabulation of data was performed. All answers were counted and tables were constructed in order to classify the information. Their respective graphics were generated in order to observe the trend of responses obtained and be able to draw conclusions.

Having visited the site for two consecutive days gives me the faculty to express my personal views, insights and hunches about the meaning of the data. These findings will be contrasted to prior studies, and suggestions for future research will be included.

### Qualitative and Quantitative Analysis

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

##### 1. *Do you like to learn English?*

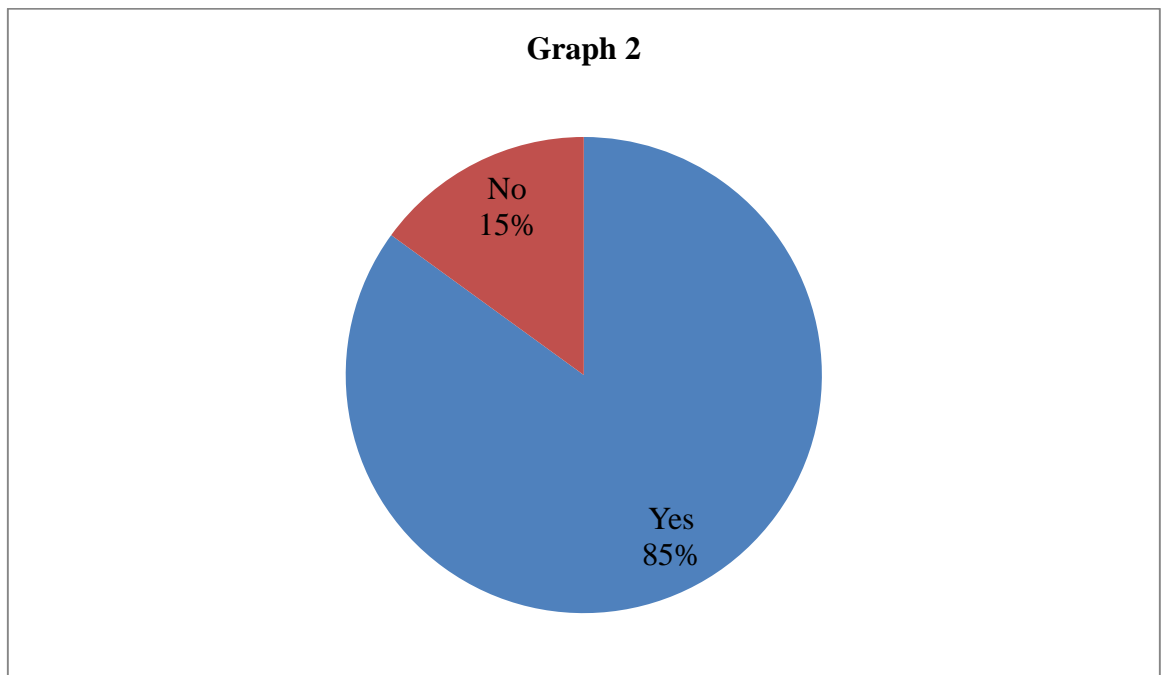


Author: Salmon, Susana  
Source: High school students

A total of 94 students like to learn English. These students clearly declare they would like to travel abroad and learn other cultures or become professionals and the English language will help them in their careers. Some of them also claim that it will assist them in a near future job. In fact, learning a foreign language and becoming a court translator of the Superior Court in L.A. could lead to an annual income of \$30,000 or more (Alvarez-Sandoval, 2005). It was observed that the other 6 percent were indifferent; they showed no interest in learning a foreign language.

As stated before, learning the English language would help them with future career, education opportunity, and communication in the rapid change of globalization. Previous research demonstrates that students agree that the language would be a significant means to communicate with other people and learn other cultures and traditions, ways of life, values, and beliefs (Kitjaroonchai, 2013).

**2. *Are you motivated to learn English in class?***

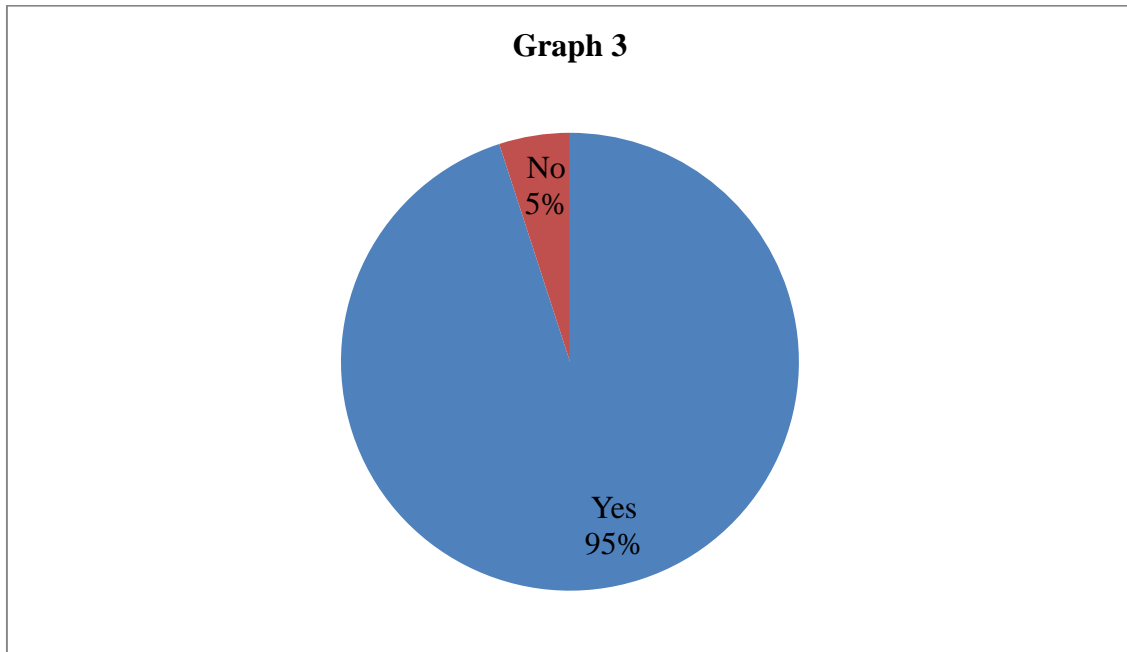


Author: Salmon, Susana  
Source: High school students

The question revealed that 85% of the students feel motivated to learn English in the classroom. The students insist that they enjoy learning English because the teacher makes the lessons attractive. They affirm that the teachers ask questions to recall previous topics and thus, familiarize them with the activity. During class observation, the students were willing to participate and felt confident when the teacher celebrated their answers and gave comments on the general participation of the learners. The use of mind maps and brainstorming help refresh remembrance of vocabulary and recall previous knowledge, hence, allowing opportunities for revision in a non-threatening environment (Swarbrick, 2002). The other 15% affirm their teacher doesn't motivate them and the classes are boring.

According to previous investigations, classes should be learner centered and not teacher oriented. Teachers should motivate learners by choosing topics that interest students and not teachers. Students need to be taught how to learn in a learner-centered environment in order to make significant changes in the way they approach learning in a learner-centered course. Teachers need to make decisions in order to optimize the opportunity for learners to study the skills and content of the course. These decisions require pedagogical strategies to improve students' understanding and recall, successful communication techniques, acknowledgment of the learners' affective concerns, the design of suitable assessment strategies and other instructional approaches that involve students in decision making (Doyle, 2011). Similarly, teachers should supply students with enough background information prior to a discussion so that students can support their arguments properly (Bahous et al., 2011).

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



Author: Salmon, Susana  
Source: High school students

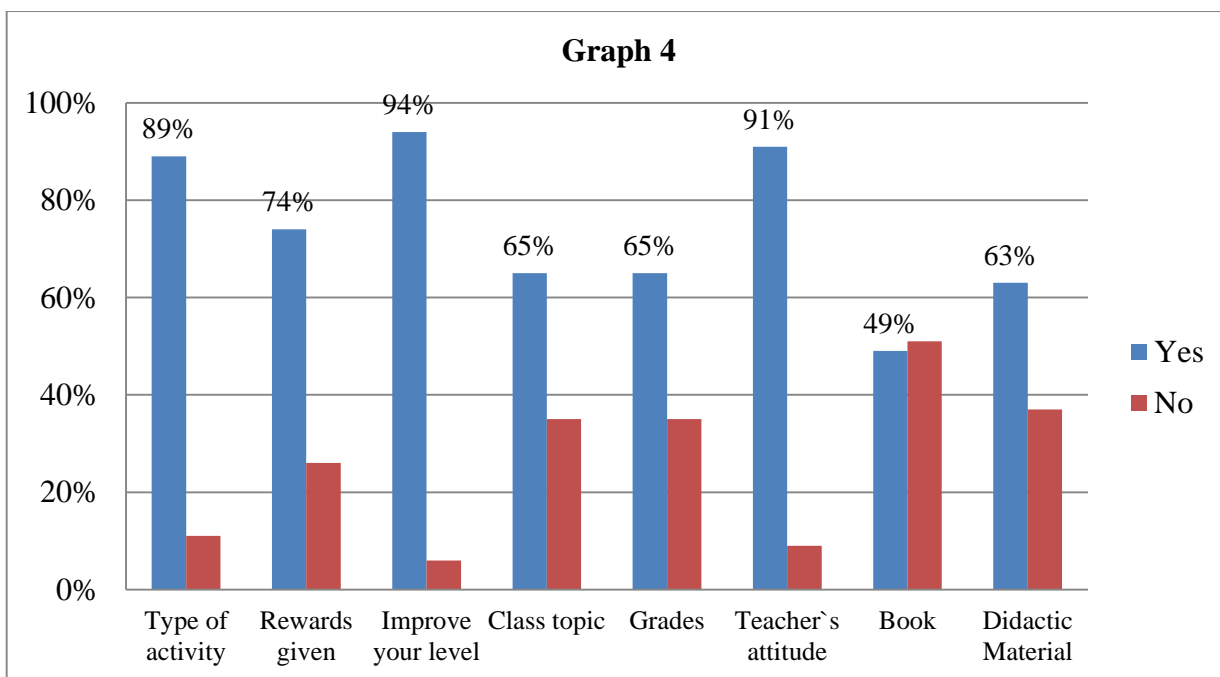
According to the survey, a total of 95 students agree on the way their teachers teach English. The majority affirms that the teacher manages to make every student understand the content, take part in the activities and finish the assignments on time. Based on observation, the teachers use a variety of methods and take a good amount of time to get students involved. Apparently they speak too much, but students are positively influenced by their teachers. A few students added that teachers impart discipline and allege that it is an important aspect to teach in the classroom. Seeman (2000) assures that if teachers structure the lessons activities effectively, they will thwart any disruptive attempt.

Only 5% of the students think their teachers do not make the classes interesting. They simply feel they are left behind. During class observation, the teachers selected good students to model the activity and then moved on. Occasionally, this minority group expressed feelings of



rejection. As it was proclaimed, interest can be aroused by using an anticipatory set, also known as set induction. The purpose of the set is to provide a hook to gain the students' attention, raise their curiosity, and connect them with new instruction (Pagliaro, 2013). Moreover, students should take some responsibility for themselves, and be the 'doers' in class. This means that they will have some decision-making power over the choice of which activity to do next (Harmer, 2012).

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



Author: Salmon, Susana  
Source: High school students

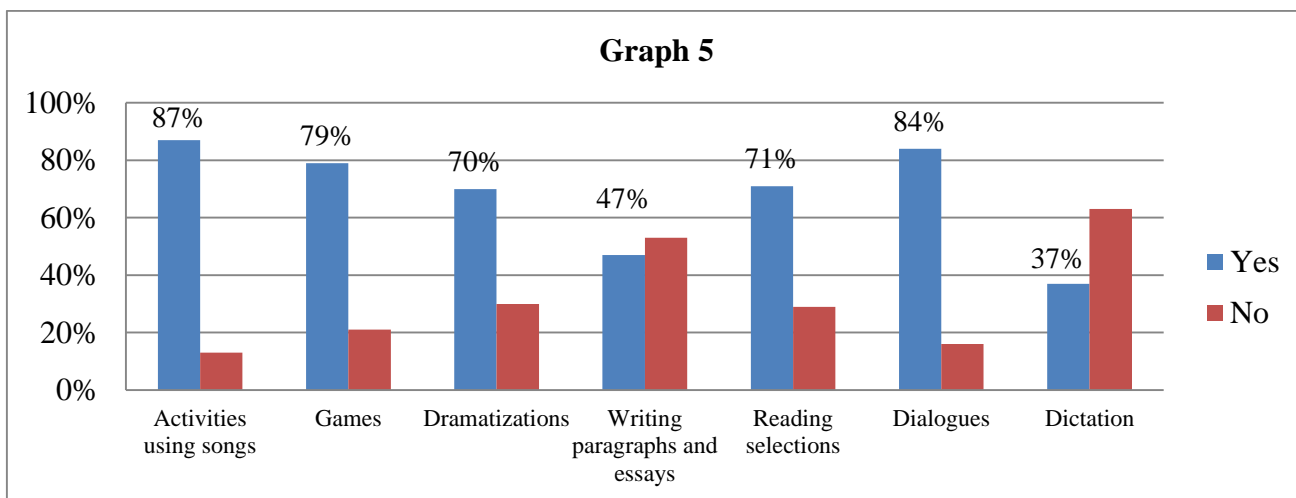
It was observed that 89% of the students are optimally motivated by the type of activity, whereas 11% think that teachers only follow activities from the textbook. Nata (2003) states, "Teachers should always make sure that students have sufficient information and ability to carry out the allotted tasks by themselves with some degree of success (p. 85)."

A total of 74% of the students feel satisfied with the rewards for their efforts to communicate, but 26% believe their effort is not appreciated. A high percentage of learners (94%) express their desire to improve their level. They confess they would like to travel and communicate in English around the world. Only 6% of them confess they do not feel at ease while speaking English. It was observed that these students were not interested in learning; instead, they worked on a different assignment. The class topic and the grades obtained during the course reveal a parallel percentage; 65% of students think that the topics are attractive to them, they take part in the activities and get credits for participation accordingly. During the observation, the teachers made use of technology and provided supporting material to cover vocabulary and background information, for instance, a teacher showed pictures of different criminal acts. The boys were especially delighted as they discussed the different types of crime and words related such as “gun”, “jail”, “arrest”, etc.

A total of 91% of the learners feel motivated by the teacher’s attitude towards them. It was observed that teachers maintain a good relationship with the students; they listen to them with empathy, deal with unexpected circumstances and try to find solutions to problems. On the contrary, the textbook used showed uneasiness in the learning process. Students argue that some topics are not attractive and the images are out-of-date. Nation & Macalister (2010) state, “The material in a course needs to be presented to learners in a form that will help learning (p. 9).” Furthermore, “If learners are not interested in learning, it is worthwhile beginning by looking at ways to attract them and involve them in learning, thus, making the subject matter of the lessons relevant and interesting to them, giving the learners some control and decision-making over what they do, setting tasks with clear outcomes and with a high possibility of the learners completing them successfully, using tasks that contain integrated challenges such as competition, time

pressure, memory and hidden puzzle-like solutions, and last but not least, encourage learners to set achievable and realistic individual goals(p. 50).”

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



Author: Salmon, Susana  
Source: High school students

According to class observation, 87% of students enjoy activities using songs, while 13% of them seem neutral. Girls showed their ability to sing in English and how passionate they get with this approach. This activity promoted their full engagement and interest. Games not only provided enjoyment, but classroom participation. It was observed that students in mixed groups responded positively to team games. A total of 79% of students indicate they enjoy this activity. Amazingly, acting out in role-plays or simulation activities, where they can relate to academic content in personalized ways, motivates them to learn English much more than fighting back with the spelling or grammatical rules they come across while writing paragraphs and essays or taking down dictations. It was observed that 70% of the learners are encouraged by simulation activities, whereas 30% feel ashamed or think everyone is going to laugh at them.

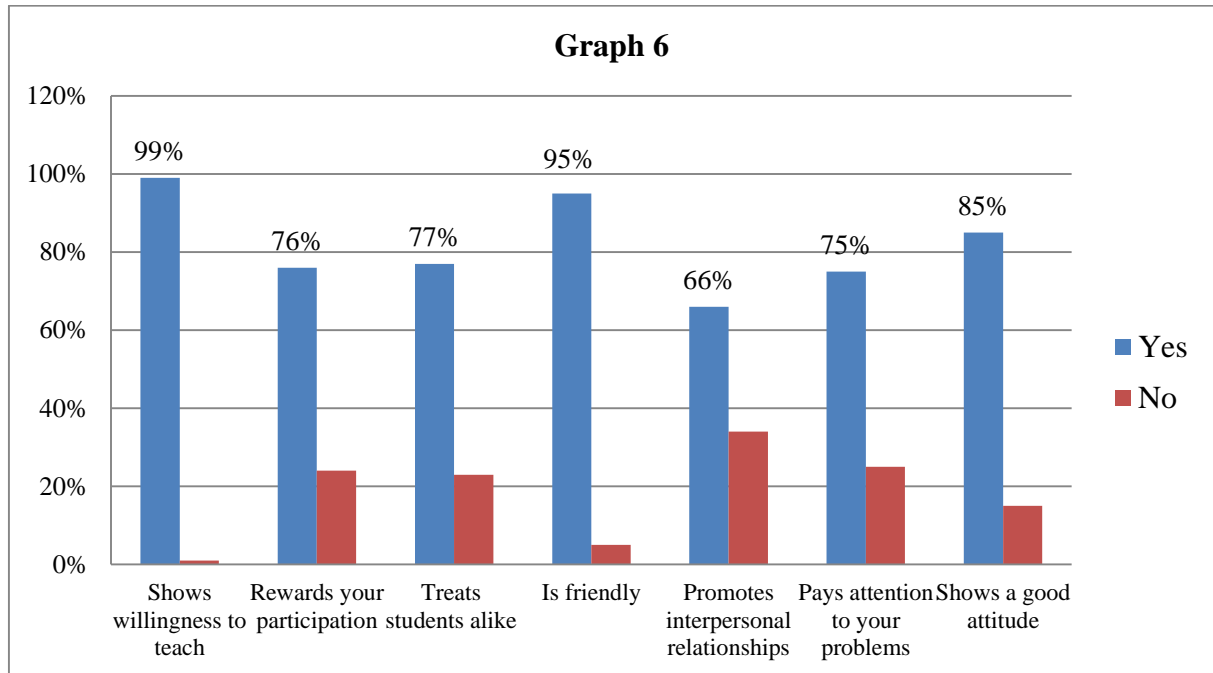
Lightbown and Spada (2011) state, “Students success is often measured in terms of their ability to ‘get things done’ in the second language, rather than on their accuracy in using certain grammatical features (p. 110).”

It was also observed that 47% of students enjoy writing paragraphs and stories; however, 53% find it hard to express ideas in written form. Besides, they state their piece of writing is not always read by the teacher. Keeping a journal as a daily activity was observed in some classes. Teachers showed interest in reading students’ work and were happy with whatever progress they made. Carrasquillo (1994) indicates that in order to be able to produce successful writers, teachers need to give students opportunities to select their own topics so that they become personally invested in their writing. They should also encourage students to share their writing with their classmates as well as to respond to each other’s work in constructive ways.

Reading activities were scarcely observed, if so, only qualified students were selected for their accent. Nevertheless, a total of 71% of students feel motivated to read in English and 29% rather yield this activity to others. According to class observation, 84% of the students feel prepared to participate in dialogues. The other 16% get nervous and try to avoid the activity. During class observation, these students did not volunteer or found excuses to play a part.

On the other hand, students do not feel motivated to take down dictations. It was observed that a great percentage (63%) undertakes the activity with difficulty and only 37% find it uncomplicated. Providing students different kinds of language, pointing them towards aspects of style and suitability, and primarily giving the learners opportunities to try out authentic language within the classroom softened what had sometimes been severely controlled (Harmer, 2012).

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



Author: Salmon, Susana  
Source: High school students

The graphic reveals that the teachers' attitude towards the learning situation is positive and that in general they try to establish the expectation that students will be able to meet its demands successfully.

A total of 99% of students think teachers show willingness to teach and only 1% thinks teachers are dull or have nothing interesting to say. Similarly, 95% declare the teachers are friendly and they can even have a nice talk with them, but 5% of the students think they are not. Harmer (2012) states, "different teachers are often successful in different ways" ... "a significant feature of the intrinsic motivation of the students (...) will depend on their perception of what the teacher thinks of them, and how they are treated" ... "teaching is not acting, after all, but we do need to think carefully about how we appear (p.24)."

It was observed that 77% of the teachers treat students alike. The other 23% of the students think their teachers do not know who they are. Whatever the motivational strategy the teacher brings into the instructional planning will help to benefit the learning environment and encourage students' sense of identity and self-esteem. The teacher's disposition and commitment affect student learning, motivation and development; therefore, listening to them with empathy, treating them with warmth and acceptance, maintaining a good atmosphere and showing friendliness as well as communicating positive expectations and encouragement will help students to set realistic goals (Wentzel& Brophy, 2014).

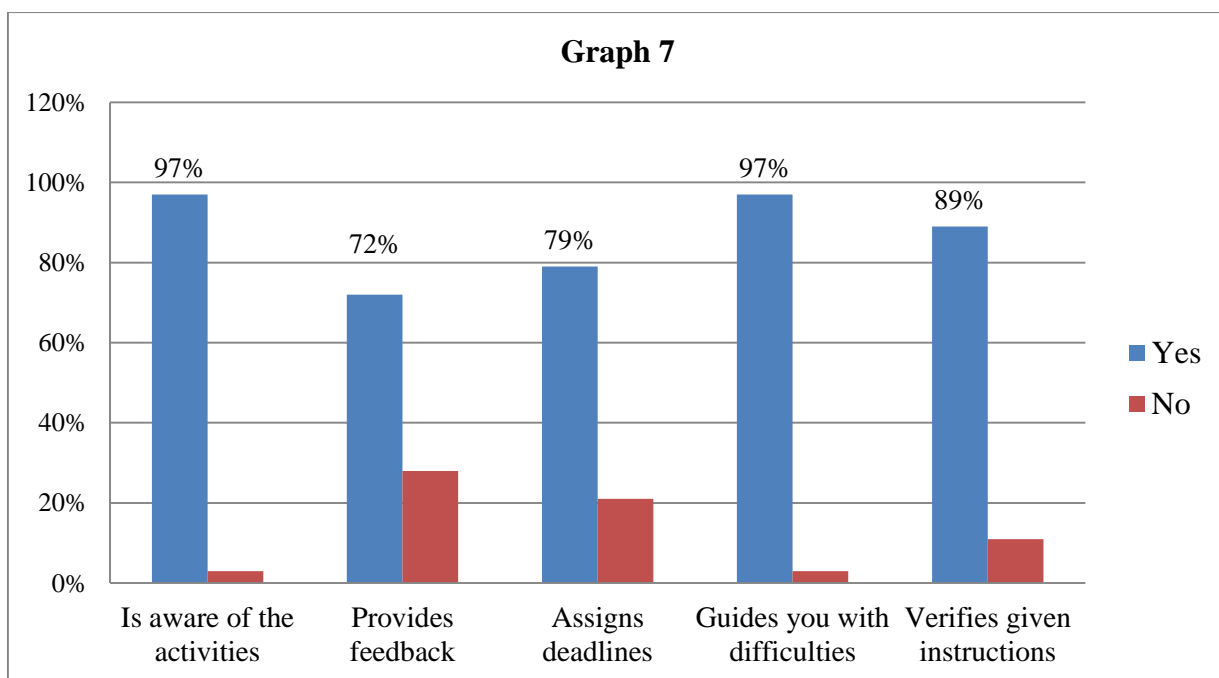
It was observed that 66% of the teachers promote interpersonal relationships, while 34% do not. Some students are shy and feel reluctant to join an activity. The reasons that these students are not forthcoming could be their cultural backgrounds. The fact that students are likely to experience enhanced intrinsic motivation when they participate in learning activities that allow them to interact with their classmates should make teachers adopt an approach that promotes interpersonal relations. In turn, the peer community will provide each other with emotional support and feel more likely to enjoy a relatively safe school environment. As Harmer (2012) declares, "Part of our personality is our ability to perform whichever role we are involved with. Ensuring students are valued and respected for who they are, will lead to greater student engagement which, in turn, leads to greater student achievement (p. 25)."

The roles the teachers adopt will be suitable to the learning activities, lesson plan, as well as, the level and age of the learners. According to the type of lesson they may act as a planner, an informer, a manager, a parent or friend, or a monitor. For example, when learners are doing a role-play, our role is to supervise that they are doing what we want them to do. This is called monitoring. When we present new language to the class, our role is to inform and explain to our

learners. Likewise, a teacher’s role is to comfort learners when they are upset or unhappy (Spratt et al., 2005).

A teacher should exceed with compassion and show a caring approach towards students. His kindness can turn hindrance and indifference into willingness and interest (Salandanan, 2009).

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



Author: Salmon, Susana  
Source: High school students

The majority of the participants indicated that they were endowed with foremost assistance and consideration: 97% of the students say their teachers are aware of the activities, 3% think their goal is to finish the activity on time, they feel irritated when teachers leave and they haven’t finished an activity, similarly 97% think teachers guide them during the activities and they feel confident to ask questions no matter what they ask. It was observed that teachers go round the class to monitor students during the assignments. Also, 89% declare

teachers verify given instructions while 11% confess they do not; however, during class observation the given instruction was reiterated by the teacher or a student was asked to repeat the task. Wallace (2011) emphatically advises to give clear instructions, delivering one step at a time, in this way no learner is rushed on to the next step until he has completely grabbed and digested the preceding one. The graphic indicates that 79% of teachers assign deadlines for the activities whereas 21% of them do not. It was observed that no time limit was assigned, students worked at their own pace. Such students might not actually feel efficient or productive, as assigning time limit helps keep the learners focused on the task. Providing them a lengthy time could eventually die out the task and consequently discourage or lessen their willingness to keep going (Wenzel & Brophy, 2014).

On the other hand, more than a third blamed teachers for not providing feedback. Probably, it is an aspect that teachers do not plan in advance as an important part of the teaching-learning process or, even worse, they think that if they tell their students they are doing well, they will become complacent or ask for extra bonus. It was observed that the former was one of the reasons why achievement progress was not routinely expressed to these students. Besides, teachers were not confident of handling the response. Not only is it the teacher's responsibility to make sure that students appreciate their progress by providing informative feedback but to increase their willingness to learn and connect the learning with the outside world.

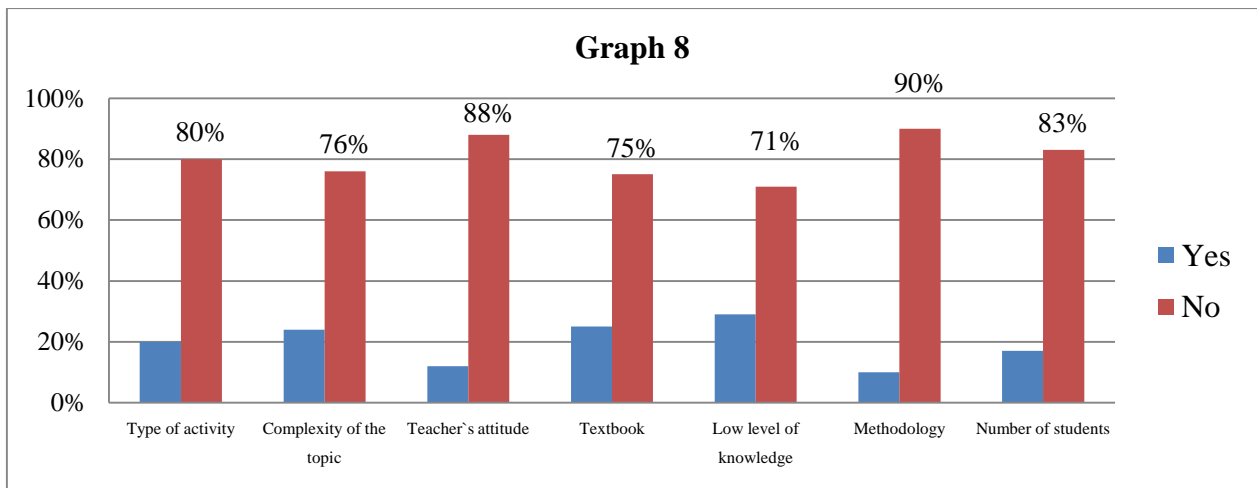
In an important contribution, Wentzel and Brophy (2014) exemplify the way a teacher shows satisfaction with a student's progress, is unbothered by the need for improvements, and is fully expecting those improvements to emerge as the student continues to develop his expertise:



You've done a good job; however, the idea flow across paragraphs is a little choppy. Try to outline the flow of ideas so your argument builds step by step from start to finish, and use this outline to sequence your paragraphs. Then, you'll have a nicely constructed argument! (p. 149).

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

#### 8. Which of the following aspects do you consider hinder the learning of English?



Author: Salmon, Susana  
Source: High school students

The second question in the study focused on the students' perception in relation to what hinders them to learn English. Based on the questionnaire, students answered negatively to the corresponding questions: only 20% of the students agree the type of activity delays their learning, less than a quarter (24%) listed the complexity of the topic as an important factor that impedes their learning. They insisted that the activities are too complex and either they do not feel at ease when they are asked to work by themselves or they simply do not understand the teacher's explanation. Piaget believed that children think in a particular way that is unique to their developmental level. Not only is the amount of knowledge and skills different but the quality.

Accordingly, Levine and Munsch (2013) state that we are constantly experiencing and learning more about our world, and we must make sense of what we see as best as we can, using concepts we understand.

A total of 12% of students think teachers do not help them in the process of learning, on the contrary, 88% declare their teachers are flexible and they keep a good rapport with them. During class observation, students felt free to approach the teacher's desk to solicit permissions or ask particular questions. While 75% were pleased with the textbook, a quarter of the population emphatically stated that the textbook encumbered their learning. They insisted it was short of images and interesting activities. They rather request controversial or enthralling topics i.e., pregnancy, abortion or criminal intrigues. Related and appealing topics allow the teacher to reinforce a wide range of languages skills successfully, for instance, read an article of their interest, clarify some ideas, review some grammatical or functional structures and start a friendly discussion in small groups. End it up by bringing the whole class together to talk about each group's ideas (Morgan, 1998). While 71% of the participants consider they have an adequate level according to standards, 29% of them think that their low level of knowledge hinders them to learn English. Teachers and students observe there is a lack of homogeneity among peers. It was observed that low-achievers are provided with patience and support by some teachers, and left behind or asked only uncomplicated questions by others. They admit they should know the subject matter well at this stage.

Similarly, the number of students was signaled as a detractor when they wanted to take part in an activity: 17% of the participants think it is a negative aspect in the learning process and criticize the number of students per class. With a large number of students you have a wider range of personalities to contend with and a greater chance of facing a discrepancy in knowledge

levels which can lead to a hindrance as an effect of the class size. In a research study for UNESCO, Urquiola (2006) emphasizes, "Large classrooms exceeding 30 students adversely affect student learning (p. 175)." More than 80% declare it is not a hindrance for their learning; on the contrary, they like team work and mixed groups when it is competing time.

90% of the students seem satisfied with the methodology. Indeed, the students insisted they perceived a positive atmosphere and lots of stimulation which motivate them to work harder and thus, foster higher achievement. During class observation, teachers gave instructions properly and made sure everyone was focused and taking part in the activities. Likewise, students seemed attracted with the topic and they volunteered to share their thoughts and knowledge as the teacher requested background information. Students paid attention, followed instructions, took turns and participated willingly. A few students seemed not to get the given instructions at once, but with the help of nearby peers they managed to move on successfully. Correspondingly, the teachers prompted the students in turn with their ideas. The fact is that teachers handled discipline extraordinarily and students felt free to move about and make groups as they wished. This made them work enthusiastically and teachers managed to support constructive academic adjustments.

In the same way, to sustain students' motivation, Harmer (2012) suggests,

The activities we ask students to take part in will, if they involve the students or excite their curiosity - and provoke their participation - help them to stay interested in the subject. We need, as well, to select an appropriate level of challenge so that things are neither too difficult nor too easy (...). Students need to feel that the teacher really cares about them; if students feel supported and valued, they are far more likely to be motivated to learn (p. 20).

Similarly, Kramer (2001) argues that foreign language teachers need to shift from learning-based activities to more acquisition-based comprehensible input supported by pictures, authentic texts or realia. He points out that songs can motivate the students to learn the target language not only because they are authentic texts, but because music is processed in the right brain hemisphere and speech in the left brain hemisphere, bringing both hemispheres to work simultaneously. Other authors think that music and songs are important teaching tools. In a recent study Beasley and Chuang(2008) found that both song likeability and song understandability significantly and positively influence learning perceptions. One way to ensure this is to have students assist in the song selection process and make sure the lyrics are language-level appropriate and use natural speech. Furthermore, teachers should utilize repetition to highlight keywords or phrases in order to make it memorable for the listener.

## **Conclusions**

This research demonstrates that the majority of students are motivated to learn. They experience enhanced intrinsic motivation while working in groups as they are allowed to interact with peers. They can tutor one another and find solutions to problems.

The study also indicates that the teachers make the lessons attractive by recalling previous topics and thus, familiarize them with the activity. The students in response are willing to participate and feel confident when the teacher celebrates their answers and gives comments on the general participation of the learners.

The results indicate that interest in improving the level of knowledge is high if compared with the grades the students get at the end of the period. The majority of students affirm that the teacher manages to make every student understand the content, take part in the activities and finish the assignments on time. Correspondingly, the learners consider they make significant progress.

In the present study, many participants indicated that the language teacher motivates them principally by showing an innate gift to teach. Their personality and disposition help them cultivate a positive attitude toward learning as they feel appreciated, building confidence in themselves as learners. There is evidence of rapport between the teacher and the class; teachers show friendliness and students feel free to establish good relationships. They feel confident.

Teachers fulfill a variety of roles which are suitable to the learning activities: they impart discipline but at the same time show a genuine affability, encourage collaborative efforts to make contributions to the group, treat students alike, etc.

Hindrances results are minor. Undoubtedly, the participants still do not understand what hinders their learning. A few students seem not to get the given instructions at once, but with the help of nearby peers, they manage to move on successfully. Some students think they are left behind, but the teacher manages to make every student focus on the topic, understand the content and take part in the activities. Teachers verify the given instruction and assist the learners. Similarly, a few learners feel the textbook crams them with boredom as they do not integrate outcome goals. They ask for eye-catching illustrations and topics of their interest, beliefs, and expectations as they want to communicate with the real world. The study indicates that teachers make use of technology and provide supporting material to cover this shortage.

## **Recommendations**

All things considered, these findings suggest a need to sort students by level of knowledge and command of language to build interest, increase curiosity and derive satisfaction in the learning process. This allows teachers and students to vigorously engage in mutually satisfying conversations and experiences that foster the development of motivation to learn.

It is strongly advised to select an appropriate level of challenge so that things are neither too difficult nor too easy.

It is also recommended to have a thorough selection of texts and other course material to suit the interest and proficiency of the learners. Teachers are called to adapt the course book to the students' needs, e.g. skip or omit content, add extra information or load the lesson plan with enough supporting material. It is suggested to innovate and execute negotiations at any level.

It is strongly recommended to relate classroom materials to their own lives and experiences. Make content important to them.

It is suggested to make the size of the group an advantage for the class, i.e. drama and games work out even better in large groups.

It is necessary to use rewards attentively. Verbal rewards are found to have positive effects on motivation whereas tangible rewards sometimes have negative effects especially with children.

In addition to being informative, feedback should be delivered in ways that convey respect for the learners and sensitivity to their self-esteem. It is suggested to inform the learners how they will need to improve.

It is also necessary to keep motivating students and show them the importance of some activities they might not be interested in. Learners will be more likely to learn and retain the information if they see relevance in the material and believe it holds meaning for them. It is recommended to provide lots of encouragement and support in all the facets of learning.

To fully understand students' motivation and especially what hinders them to learn, it is recommended to cover a wider range of participants in future investigations.



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## Annexes



**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:	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
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		
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		
Dictation		

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 deadlines to each activity		
guides you when you have any difficulties		
verifies that you have understood the instructions		

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

Type of activity		Why?
Complexity of the topic		Why?
Teacher's 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?

Thank you!



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
La Universidad Católica de Loja

**OPEN AND DISTANCE MODALITY**  
**ENGLISH DEGREE**  
**Observation Sheet**

<b>INSTITUTION:</b>	
<b>DATE:</b>	
<b>YEAR:</b>	

1. Students feel motivated to learn English in class.

<b>YES</b>	<b>NO</b>
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:

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### 3. Students' attitude in the class

<b>The students:</b>	<b>YES</b>	<b>NO</b>
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 to leave the class		

### 4. Teacher's attitude in the class

<b>The teacher:</b>	<b>YES</b>	<b>NO</b>
shows willingness to teach		
rewards students' participation		
treat each student 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

<b>The teacher:</b>	<b>YES</b>	<b>NO</b>
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		
Dictation		

Others:

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7. The following aspects hinder students to learn English.

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

Others:

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