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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:

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Loja, mayo de 2016

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Dedication

This is a Final Fantasy, and there are archons that make sure the world, my world is kept alive. Every bit of effort set in this research, and the study years that made it become so, belong to those who have loved me dearest.

To each one of them:

To the one who made me alive

To the one who kept me alive

To the one who sees me alive

To the one who dares me alive

There is only one word

That if said on the correct way

May mean the universe to them.

Thanks.

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Also, the opportunity provided by Colegio Ecuatoriano Español América Latina, its school administrators, teachers, students and community must be valued as it is crucial for the developing of this research. A decade ago, there was given an opportunity to become a greater person, and it is because of their amazing community that the chance presented became a way of living happily, successfully and fulfilling one's role within the constant spin of every star an planet through time.

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Abstract

This research is intended to provide insight on the motivations English students have to learn the language. Its main objective is to learn about students' perceptions in relation to their motivation to learn English inside the classroom through two main questions: What motivates students to learn English? And, what hinders students to learn English? They were addressed by surveying 120 students from Quito, Ecuador, who currently attend school Colegio Ecuatoriano Español América Latina, whose ages range from 12 to 18 and who course grades 8th General Basic Education to 3rd year of Senior High School. Data obtained through surveys was tabulated and then analyzed quantitatively and qualitatively, the latter due to the existence of open-ended questions that lead to further understanding of students' perception on the topic, which was contrasted to class observations. The results of the study show that generally, students from the school are motivated through the perception of effective, supporting, caring teachers who do not hinder their learning, while the lack of variety of activities, misuse of textbooks and material demotivate a big group of surveyed students.

Keywords: motivation, high school, teachers, observations, surveys.

Resumen

La investigación provee una visión sobre las motivaciones que estudiantes de inglés tienen para aprender el idioma. Su objetivo es aprender sobre las percepciones que estudiantes tienen en relación a su motivación para aprender inglés en el aula vía dos preguntas principales: ¿Qué motiva a los estudiantes a aprender inglés? ¿Qué limita el aprendizaje de inglés de los estudiantes? Ambas fueron atendidas encuestando a 120 estudiantes de Quito, Ecuador, quienes asisten a la unidad educativa privada CEEAL, y cuyas edades varían desde los 12 hasta los 18 años, cursando desde el 8° año de EGB hasta tercero de Bachillerato. Los datos obtenidos fueron tabulados y analizados de forma cualitativa y cuantitativa, gracias a preguntas de respuesta abierta que permitieron una mayor comprensión como los estudiantes perciben el tema. Estos datos fueron contrastados con observaciones de clase. Los resultados muestran que de manera general, los estudiantes están motivados por la percepción de que sus profesores son efectivos, los apoyan y cuidan; mientras poca variedad de actividades, mal uso de libros de texto y material desmotiva a una gran cantidad de estudiantes.

Keywords: motivación, colegio, profesores, observaciones, encuestas.

Introduction

English has been, for at least the last century, acknowledged as the language that keeps all gates open for people. English surrounds us in a way that cannot be avoided, and, as such, it is our duty to become proficient English users unless we want to be disconnected from the world that is around us.

Students around the world experience English classes in a myriad of different ways, where many different teaching methods, strategies, activities, teaching styles, material and many other variables are put into sense to make them experience what could be either the best classes of their lives, or places where they sit, just waiting until the time is up in order to be free from the class prison.

Yet, there are different kinds of students as well. Some of them think that English is a key towards a promising future, or a way to connect to the contemporary world that surrounds them. Some of the students think that English is, on the other hand, some requisite that they need to overcome in order to go through the school without difficulties. Precisely, in that difference is where the problem arises: How can a teacher or school system make sure that despite the foundation of the students' belief of English, they will believe that they need to learn English, or to make them want and like to learn it? That question leads to a vast amount of answers, where there is one that leads amongst others: Students need to be motivated.

The general purpose of this research study is to learn about students' perceptions in relation to their motivation to learn English inside the classroom by answering the following questions: What do you think motivates students to learn English? What do you think hinders students to learn English?

In order to answer those questions, some researchers have previously directed their aims towards the sources and methods around motivation in several places around the world. Studies such as those carried on by Mora, Trejo and Roux (2010) and Lamb (2012) try to address the situation and conditions under which students are motivated to learn English in a classroom. The studies state that different factors affect motivation, while some of them are big-scale conditions such as the geographic location and demographic conditions, most of their results focus on the actual classroom to identify where students fail to become motivated towards the learning of a new language.

There are several parties who will benefit from this study. First, school administrators and teachers will be aware of the situation of English learning within their classrooms, which will provide insight on the teaching practices that happen and how students perceive those, as well as how they relate those experiences towards their language learning motivation. Indirectly, Colegio Ecuatoriano Español América Latina's (CEEAL) students will be affected as they will be the prime group affected by the changes on such practices. Other researchers will also benefit from this study, as it can provide a ground for future investigations on the topic, allowing to even identify differences between several schools and educational settings, as well as transpose the achievements from one place to recommendations for another. One last party to benefit from this research is the researcher himself, who will find tools to improve his own teaching practice and make sure students are motivated through his findings that can be projected if the school setting allows it to happen.

While this research was conducted, some important limitations must be noted. First, not every member of the student population was considered due to workload, time and evaluation restraints. Also, more research could have been conducted about class observation, as it is also an important contrasting element that allows the researcher to connect and relate

the results of students' survey and its conclusion, to the levels of motivation present in the classrooms. Perhaps next researches on the topic should not be limited to observation and students' perception, and they could be thoroughly linked to students' English performance and specific perception of different items that impact motivation towards learning the language.

It must be seen how this topic is of uttermost importance for the teaching world and community, as teaching without motivation is simply non-existent. Teachers, students and school administrators are compelled to put into practice as much resources as possible to make sure that the learning process is of top quality and provides students with tools to be used in their lives.

Chapter I: Literature Review

This literature review contains an oversight on several topics that are important towards the understanding of the problematic of motivation in regard of educational contexts. Both previous literature on the matter and studies related to the topic have been examined. All this information will be important as it provides an insight on the several variables that influence –both positively and negatively- in the acquisition and development of extrinsic and intrinsic motivation in English learning that can either promote or hinder language effectiveness in learners. These topics address a wide range of conditions such as: English teaching methods, analysis of what is motivation in English learning, activities that motivate students to learn English and teacher roles, as well as the aforementioned studies that provide more insight into the main topic.

While learning another language, there are several factors that influence positively and negatively on the outcome of the learner's proficiency. Even though none of those factors is less important than any other, motivation is a widely studied topic that has led to several publications, studies and rhetoric on the matter. It is due to motivation that learners can achieve great goals or be completely discouraged towards their newly acquired language skills (Apple, Fellner, & Da Silva, 2013) .

Regarding motivation, authors such as Brown (2007) state that two different kinds of motivations exist: intrinsic motivation and extrinsic motivation. While both types of motivation affect learning and teaching (Apple et al. 2013) it is widely recognized that intrinsic and extrinsic motivation work through different ways and that they are basically antagonistic, which is a traditional and simplistic point of view on the topic (Nakata, 2006).

Extrinsic motivation is traditionally addressed as the kind of motivation that is not one that comes from the enjoyment of learning the language by itself, and intrinsic motivation, on

the other hand is related to the satisfaction of being engaged in an activity that seems interesting to the learner, the learner's actions in the case of intrinsic motivation are felt as emerging from the learner himself rather than external impetus (Apple et al. 2013).

Brown (2007) also cites the differences between intrinsic and extrinsic motivation. Intrinsic motivation is understood as the kind of motivation where there seems to be no other reward than the activities performed by themselves. People appear intrinsically motivated when they engage in activities for their own sake, as opposed to activities where there is an evident reward, prize or result which may be beneficial to the learner. Extrinsic motivation opposes intrinsic motivation in the presence of an expectation for a reward, prize, grade, or positive feedback; as well as the avoidance of a punishment or negative backlash for the performing of a task (Brown, 2007).

While different authors provide different points of view on the rather distant intrinsic and extrinsic motivation, all the sources point towards the understanding of intrinsic motivation as a self-fueled, self-generated reason –or set of reasons, for that matter- to learn English, and the understanding of extrinsic motivation as an externally generated reason to learn the language. Several examples can be provided as both can be easily found in general classroom environments. A study performed by Mora, Trejo and Roux (2010) found that Mexican students of English language in a Language Centre realized that students believe that they need English as their knowledge on the language is limited and their professional environments will require more English proficiency than they possessed in that moment, as well as the fact that many of the material produced through new discoveries in their specialization field was published in English, so, if they cannot understand English, the access to that material would be limited.

This example previously mentioned is a good representation of how intrinsic motivation works. These students reported in the study have no other reason to learn English than their own personal motivation, it is their own desire to achieve better learning and professional development that leads them to the eager participation on English learning activities and courses. Also, these students reported that they recognize English as the language that serves as a universal tool for communicating, so their intrinsic motivation is further encouraged, as they feel that if they can't use English well, they would be less competent in their labor market, as well as the pressure that a person who doesn't use English feels as a result of living in a world where such language plays an influential role in the development of a person in a local and international level (Mora, Trejo, & Roux, 2010).

Also, intrinsic motivation may come from different cultural conditions. In a study performed in the Java region of Indonesia, high school students have proven to be influenced by factors such as family influence, peer influence among others. But there seems to be an evident difference in metropolitan area students and rural area students, where metropolitan students could picture themselves as international citizens, with the necessity of English usage, as opposed to rural students who showed less interest in an international postures, and were not really amused by the need of English learning, as they hardly imagine themselves as future English speakers (Lamb, 2012). He also mentions that the results of this study evidently address the matters of cultural elements surrounding aspects of motivation. While the study does not directly refer to the direct impact of motivation on English learning, it does describe accurately how different cultural elements and conditions surrounding motivation affect the way motivation expresses in high school English learners.

On the matter of extrinsic motivation, on the other hand, it is important to note that even though it has been normally understood as a *bad* motivation, it really is not, as it does

not just oppose diametrically to intrinsic motivation. Nakata (2006) states that extrinsic motivation is a complex topic that has to be understood as a continuum of types of motivation that range from self-determined to controlled forms of motivation. He also argues that extrinsic motivation does not undermine intrinsic motivation and that the idea behind extrinsic motivation being *bad* lies in an exaggerated emphasis on the individual, rather than on social dimensions of motivation.

So it becomes evident that there is a need for an integrative vision on motivation (Schmidt & Zoltan, 2001). While motivation is not a white and black condition, it is rather an array of constructs that involves the combination of reasons to put effort into the completion of all tasks and the attitudes related to English learning. Rather than just speaking about how intrinsic and extrinsic motivation oppose each other, Schmidt and Zoltan suggest that new categorizations about motivation should be used such as instrumental motivation: referring to motivation in learning English towards specific goals and rewards; and integrative motivation: referring to motivation that is generated by self-knowledge, cultural and social connections and environmental conditions (2001).

While motivation is the main topic of this research, it is not possible to understand the real application of motivation if the methods for teaching English are not fully understood. Nowadays, there are several approaches to English teaching that are currently being discussed, all of them differ in their philosophical conceptions, backgrounds and applications, as well as the strategies developed in order for them to work. Some of the notable approaches in English teaching are: Communicative language learning, Content Based Instruction, Task-based language learning, Cooperative language learning, Translation method and Total physical response. These methods have been widely used under various situations, and they are mainly used in classrooms on a daily basis around the world.

Communicative language learning appears in the latter half of the twentieth century when a paradigm shift in British language teaching was needed. CLT appears as a response to a need of a more humanistic, more real-life and usable approach to teach and learn English language (Richards & Rodgers, 2014). CLT is a detour from teaching language *by itself* towards teaching English language and the things that are possible to do with it. It is important to note how, in CLT approach, English language teaching success cannot be measured through accuracy in grammar, spelling or the actual knowledge of English language rules, but it can be measured through how easily, fluently and appropriately learners can use the new language in a variety of lifelike situations (Cook, 2010).

Even though Communicative Language Teaching has proven itself to be a valid approach while teaching English, many questions have arose regarding its use such as the possibility for it to be used on all levels of a language program, if it requires grammar based syllabi to be completely abandoned or if it completely suitable for non-native English teachers (Larsen-Freeman, 2008). But, while many of these questions remain unanswered, this approach still seems to be a completely way of presenting English to learners and provides many sources of intrinsic motivation as it allows students to value the real use of English, rather than just trying to score good grades in an accuracy-based test. The actual use of roleplaying, dialogues, among other strategies, allow students to be self-aware and motivated within their learning, potentially improving their potential to fully acquire and learn the English language (Cook, 2010).

Closely related to Communicative Language Teaching, there has been another approach that emerged in the last decades that has been used worldwide, which is Task-Based Language Learning (Brown, 2007). This approach draws the teachers' and learners' attention towards the activities performed in the classroom. While these activities might seem heavily

influenced by the strategies set while using a Communicative Language Teaching approach, TBL emphasizes on tasks that force the learner to use the language, rather than strategies that require students to just communicate. The main focus on TBL is the meaning conveyed in the task, and how well it can be perceived by the person on the other end of the communication process. Activities in TBL are real world activities, and while authors such as Brown (2007) make a good distinction between real world tasks and pedagogical tasks, both are set in an environment where a message is needed and the goal of the task seems to be the actual achievement of an understanding on the side of the receiver. For example, activities such as providing students with vocabulary, grammar structure, collocations, etc. to provide someone with directions might seem based on CLT (as it somehow looks like the objective is the communication by itself), but the fact that the task requires students to actually *provide directions* is what makes TBL stand out among other approaches.

TBL theory suggests that students are just as likely to learn the language if they are concentrated on a non-linguistic problem as when they are mainly focused on language forms. Prabhu, as cited in Harmer, while working on English language teaching in India noted this situation and adjusted her teaching towards this new focus, making sure that student learning comes while adjusting, correcting and valuing student's performance (2001). This new approach in English learning provides students with an enormous batch for self-motivation, as they seem to be interested on the success provided by the new abilities developed of completing tasks in the new language. It is very important to note that neither TBL nor CLT reject the importance of language forms, grammar or, for instance, vocabulary. Actually, they value those but as a part of a bigger scoped communicational process, as they are needed in order to make messages clear and meanings conveyed thoroughly (Harmer, 2001).

Another important approach and method of teaching English, that diametrically opposes CLT and TBL is translation method. This method, while having no background philosophy or literature to support it, showing to provide great stress to students and having no advocates (Richards & Rodgers, 2014), it seems to be widely used around the world as it makes few demands from teachers. Students undergoing Translation Method are usually subjects of accuracy testing, memorizing and the promise that all this learning will provide them a *greater good* in the sense of discipline, text understanding and academic praise. This is a method where the main focus is on sentences, grammar forms, readings, classical texts and the student's capacity of remembering and reproducing what has been previously stated by either the texts or the teacher. Here, communication is subjected to the precision of what the evaluation requires and the student's native language is used for teaching. Grammar is taught through repetition, identification of patterns and exercises that repeat the pattern. While Translation Method seems to be an easy way for students to spot the features of a language, it obviously lacks the required sources of motivation for students to learn English. It has not been proven that students under Translation Method actually find a reason to use the language or to learn, but rather they see learning grammar and vocabulary as a means to succeed in tests, achieve good grades or pass a year.

Cook (2010) uses parody examples to illustrate how pointless the Translation Method actually seems in an environment that requires communicational abilities. While, as stated above, translation method does not have any advocates, it does have its own anti-advocates, such as the phonetician Henry Sweet, who, as quoted by Cook, describes translation method as a 'a bag into which grammar and vocabulary are crammed without regard to meaning' (Cook, 2010, p. 32). This sources all provide enough information to regard translation method as a set of tools to learn words and combinations, rather than learning a language.

Total physical response (TPR), on the other hand, is an English teaching method that is built around the idea of coordinating speech and action to make attempts to teach English through motor activity. It is established on the basis that physical activity will allow students who have learned English features to recall those effectively if taught using motor and physical cues. It is stated that TPR is mainly aimed towards young children, as they may develop a new language just like if they were developing their first language (Cook, 2010). Young learners respond physically to verbal commands while learning a language instead of responding verbally first. In such regard, TPR attempts to reproduce this concept in new English learners, where they would be more suited to motor responses to learning rather than actual verbal, linguistic responses at first (Richards & Rodgers, 2014).

While using TPR it is utterly important that students feel successful (Larsen-Freeman, 2008). James Asher, creator of Total Physical Response method and approach, states that the least stressful way to achieve understanding of a new language is to follow directions from an instructor, without the presence of the native language (Larsen-Freeman, 2008). As commands are given, students successfully perform actions. This process mimics the normal process of language learning in which as commands are given to younger children, those commands eventually develop into verbal responses. As imagined, this method will of course provide with many sources for motivation, as students never feel the stress of underperforming against evaluators or instructors, on the other hand, they react towards the language positively, making their learning, understanding and progress evident.

Another English teaching approach which might provide other sources for motivation because of its configurative nature is Collaborative English Learning. This approach for English teaching is noted because of the way grouping is structured within its methods. It is mainly the way in which students and teachers work together what is important in this

approach, teachers show students collaborative and social skills that they use to work together in order to effectively learn the new language. So cooperation becomes the real way of learning as it becomes the base system through which English tasks are performed. Collaborative learning offers both students and teachers opportunities to learn the language while learning about real life activities and skills to create learning among its groups (Larsen-Freeman, 2008).

In 2013, Pan and Yu researched on the effectiveness of Cooperative Language Learning in high school students in Taiwan. The researchers asked whether receiving Cooperative language learning instruction impacted positively on student's reading comprehension examinations, evidencing better English learning. Results of the study evidenced that students who received Cooperative Language English teaching actually outperformed students who did not receive such training (Pan & Wu, 2013). Also it was shown that students under cooperative language teaching created a positive promotion in the student motivation, as they were able to link, dedicate, promote their self-efficacy and find extrinsic motivation that is valid towards their learning (Pan & Wu, 2013). All of these findings seem to be consistent with the theory behind Cooperative Language Learning.

Finally, one of the most widely used methods for teaching English to be addressed in this review is Content Based Learning (CBL) which is an approach that involves using contents from other disciplines in order to teach language features and the possibility to solve certain specific language tasks using language that has been learned through the interest of content that has been presented to students (Larsen-Freeman, 2008). This approach is directly related to many important sources of intrinsic motivation, as content-based instruction involves teaching language through content that necessarily tends to be interesting to students. In CBL it is important to note how the content is what guides the curricula, therefore, the

language to be taught and learned links to those contents. Given that background, English learning seems to be underrated and to exist underlying to the content, yet the latter is the guideline for language learning (Larsen-Freeman, 2008).

Yet, as much as students are intrinsically motivated because of the contents and the relevance they have towards their own learning, CBL has its own drawbacks and limitations as a method for English teaching. Teachers need to be thoroughly prepared and ready in order to teach using CBL, as well as they need to be completely clear on which kinds of topics should be addressed while teaching, as content might take over language in specific teaching environments. If well used, CBL will allow students to develop language while motivating themselves towards the learning of the content being taught, in a sense that language feels more of a *secondary effect* rather than the actual focus of the syllabi (Brown, 2010).

But regardless of the method used to teach English, the teachers cannot be unaware of their own roles inside of a classroom. Despite the fact that many English language approaches actually used by teachers globally, all of those converge in the fact that teacher must convey a series of roles within a classroom at any given time. The knowledge and consciousness on each specific role may provide important tools for the teachers in order to improve their set of skills and the way it affects to motivation in students.

Teachers must be conscious of how the role-shifting occurs. Teaching can be greatly enhanced if swift, fluent transitions between different roles are executed by the teacher (Harmer, 2001). It is stated by Harmer, that teachers can assume roles such as: facilitator, for when teachers support teaching by allowing things to happen within a classroom; Controller, as when teachers regulate activities and performance in a classroom; Organizer, which refers to teachers creating structures, groups and systems to allow students to perform activities; Assessor, when teachers have to evaluate the given results of specific learning processes;

Prompters, as when teachers see themselves in the need to elicit information that might be hindering student progress; Participants, which happens when teachers actually are involved horizontally in class activities; Tutors, when teachers act more as a reference point for activities or tasks, as a character to which students can always turn towards in order to progress within an activity being performed; As Resources, which refers to teachers being sources of material –either concrete or non-concrete- that is needed by students and teachers can also assume the role of Observers, which is really important for assessing the quality of student work without the stress of the marks to be obtained in a given task or activity (Harmer, 2001).

While Harmer's classification of teacher's roles seems to be valid and legitimates various activities that teachers perform in their daily activities, Brown (2007) proposes a different taxonomy of teacher's roles, which can also lead to different outcomes within a classroom. It is important to note that despite the similarity and differences in teacher's roles classifications, both actually agree on the fact that the great success of teaching actually comes from the smart, strategic and fluent transition between roles within a classroom. Brown even goes as far as comparing the teacher's roles to the parent's roles in the daily education of a kid, where they can be called many things upon from their children, who expect those roles to be fulfilled (2007). Brown's classification of the teacher's role include: Teachers as controllers, where teachers are bound to set exactly how things are going to happen in the classroom. As controllers, teachers determine what students actually *do*. Brown also states that teachers can be seen as directors, when they actually orchestrate the happenings inside of a classroom (2007). A good example of this is when teachers post an activity, suggest the best way to perform it, but then allow students on their own to follow all guidelines established in order for the activity to be completed, as much as assume the job of making language

performance flowing smoothly (2007). Another one of the roles noted by Brown (2007) is that of the teacher as a manager, who cares about the macro happenings of the classroom, which involve the process of planning, getting resources, administering material and thus allow students to remain focused towards goal. Brown (2007) agrees with Harmer (2001) noting that teachers can also be facilitators where teachers must step aside from the controlling role and more so let things happen in their classrooms, and just support the performance of tasks and activities and monitor and encourage students to fulfill their own needs. Another one of Brown's notable classifications of a teacher's role is that of the teacher as a resource, where the teacher is seen by the learners as a source of content, material and precision for the completion of proposed activities. Brown states that when a teacher assumes the role of a resource, students come to him or her in order to seek for advice or help, allowing students to take the initiative in an activity (2007).

The matter of importance in the conception of teacher's roles is of uttermost relevance to any teaching professional. The mastership of assuming, identifying and valuing roles is crucial for the correct and successful execution of a class, where students will be engaged as long as teachers can perform those roles in a given –and precise- time and situation. If teachers can execute their roles well, then students will experience a class that will fulfill their expectations, as well as generate motivation to learn and to continue improving in English acquisition (Parida, 2007).

Where teachers must use effectively a teaching approach that fits their needs and allows them to exploit their own set of skills, as well as being coherent with the environmental necessities that surround them in order to teach English, strategies that allow the development of motivation within a classroom must also be acknowledged. Even though it might seem that the whole macro setting of a classroom, paired with good micro management

of the events happening during a class activity or task is enough for students to be motivated, strategies must be accordingly set so learners can make full use of the teacher's knowledge and preparation for the matter of English development. It is evidently important to make sure the characteristics of strategies to develop motivation in students are correctly stated and listed.

One alternative to classify the tasks that motivate students to learn English could be, according to Dörnyei (2001) organizing the tasks into open and closed ones. In closed tasks, a precise, simple, specific answer or result can be prompted that, when achieved correctly will allow students to be self-motivated in language learning. Also, closed tasks allow students to be in a stress free environment as the cues to achieving the desired results are usually evident and clear. In that basis, students that suffer from greater levels of class anxiety can benefit better from closed tasks which demand lower processing capacity (Dörnyei, 2001). Yet, at the same time, it is important to note how less able students may be hindered by closed tasks, as failure is easily detectable.

On the other hand, open tasks serve well for students who have less class anxiety levels. Open tasks are more flexible and allow for student participation better, as many good answers can be elicited and obtained. This wide arrange of right answers in a given task allows students to perform in a lower stress environment, therefore, improving their chances for greater motivation as they can feel not pressured towards an specific assessed answer (Dörnyei, 2001).

As much as both kinds of tasks are valid within a classroom, it is an important role of teachers to be fully aware of the class conditions and variables involved in learning processes in order to choose the best set of activities to motivate students to learn English. Yet, even before teachers choose specific activities to teach English and motivate students towards

learning, they must move towards fear-free environments where students can allow themselves to learn peacefully. Many teachers still believe that fear-induced motivation actually helps students do their best. Despite that perception, it has been widely demonstrated that students who fear their classes and teachers do not outperform students who do not. Students who feel afraid are less effective to learn English because the main urge is self-protection from what causes them fear. Therefore, it is imperious that teachers evaluate their practices in order to make sure there is no fear underlying the execution of teaching (Sullo, 2009).

After stating the basis for strategies that motivate students to learn English, it is important as well to provide some examples of how these activities are structured to allow students to be motivated in their learning. What the teacher should do, according to Venkateswaran (2001) is: providing activities that are always based and related to the child's interest thus providing opportunities to really use the language; use activities that can be used outside of the classroom environment such as making students draw pictures, singing, among others. Venkateswaran also suggests that activities should be as varied as possible, while considering their personal interests (2001). Also, he states (2001) that activities must attempt to link the language learned in the classroom environment with the outside world as much as possible. Students must also feel that the new language learned draws from the previous learning experience they have. Teachers, according to Venkateswaran, should create an atmosphere where English learning is possible and where students feel secure and safe, as well as encouraging interaction and group participation, which mainly depends on minimal use of L1 –if none- in the classroom (2001). While these strategies are not defined activities, they offer teachers guidelines for lesson planning and activity sorting that improve English learning.

Previous studies of student's motivation in English learning found that there are two different sets of factors that directly relate to students' motivation in English learning: teacher-specific and group-specific motivational components (Mora, et al. 2010). In this research, university students in Mexico were prompted about the factors they consider important in their English learning. Researchers used focus groups and interviews to evaluate the impact of different factors in English learning. The results show that two important factors arise as motivators: those who are student-centered and those who are teacher-centered. Participants emphasize on how the class environment, as well as teacher mood and attitude influence on how they feel motivated towards the class (Mora, et al. 2010) showing that the teacher making class comfortable positively impacts on how they feel motivated towards English learning. The participants also mentioned how classmates also played an important role on self-motivation, as their ability and willingness to communicate impacted on how much they wanted to use English in their classroom environment. While this result has a meaningful impact on how we can envision English motivation in this context, the researchers address how it is very difficult to universalize this research, as it has shown strongly dependent on the context, and the students selected are themselves very highly motivated, which is not the case of all students in every English educational context (Mora, et al. 2010).

Another research, performed by Pan and Wu (2013), tried to evaluate the impact of cooperative learning on high school English students freshmen in a Taiwanese University. It is stated that all Taiwanese Universities demand from students to take a compulsory English course. These courses tend to follow traditional teaching methods, where in contrast, Cooperative Language Learning appears as an alternate option in several courses. The courses that were used for this research lasted for a full semester and involved several participants.

Researchers used benchmarking tools to evaluate the impact of Cooperative Learning, as well as interviews and surveys to evaluate and link motivation to language learning.

Authors concluded that students who received Cooperative Language Teaching had greater dedication, extrinsic motivation and efficacy when tested with general benchmarking tools, as well as when they were surveyed. Students feel that they have more opportunities for learning, as well as having more chances for participating and improving in their English performance. Participants showed better reading comprehension while in Cooperative Language Learning environments, as in comparison with students who had traditional teaching. All these results are coherent with the initial statement that students who undergo Cooperative Language Learning do better in class environments and can achieve greater learning due to their increased motivation (Pan & Wu, 2013).

Authors clearly state that one of the hardships while performing this research was due to data collection that was basically all quantitative data. One of the suggestions for these researches is to try and incorporate more qualitative data into the results (Pan & Wu, 2013). The inclusion of strategies such as interviews with participants would make this research broader and more effective, thus, improving the previous literature support on the given topic.

Also, Lamb (2012) researched thoroughly on the comparative results of analyzing student motivation in urban and rural environments in Indonesia. In this Asian country, the local ministry of education has developed new policies for improving English language teaching and learning, which are yet to be measured regarding their positive impact on the students. Students were given questionnaires regarding their motivation and social context, as well as a tests applied to measure their English performance. These tools serve for obtaining important data pertaining the object of this research.

Results of this research show that students, both in rural and urban environments acknowledge the importance of English learning, but, in contrast, students of metropolitan areas showed great anxiety towards learning English. This could be due to the environment's expectations of English use in cities, which does not happen in rural areas. Yet, the results do not show that recognizing the importance of English learning by itself impact on English performance, rather than that, it is evident that the place where a student lives has a greater impact on how much English he will be able to use after being taught (Lamb, 2012).

Students from urban areas show greater English learning motivation in Lamb's study, which impacts greatly on their English learning itself. While rural students show themselves more *hopeful* for their future if they study, urban students have more sources to create their own motivation process and value their learning more (Lamb, 2012). Even though research on motivation is always limited by the amount of contextual variables taken into account, it is very important to note the difference between student motivation in urban and rural areas, as this issue is also relevant to contexts such as Ecuador's English learning, where such differences are bound to be met as well.

In Japan, issues with motivation in English learning can be linked to several complex variables (Kimura, Nakata, & Okumura, 2001). For this study, a broad range of different educational institutions were taken into account, as well as a great amount of students from those institutions. While the researchers identified that the survey they used should include a better selection of items to evaluate, at the same time they have used their data to identify the importance of past anxiety, past negative experiences that hinder their English learning motivation, as those demotivated students and lower their English performance.

Regarding motivation in ESL environment, researchers in Pakistan decided to select students from all different ESL centers in Faisalabad (Yaqoob, Ahmed, & Arshad, 2014). Students who underwent this research are students who self-teach L2 under guidance of a teacher in a class environment, this mixed method approach has been subject to higher validation as it is not an orthodox approach to English teaching.

Students who were part of this researched showed that the required levels of motivation are highly acquired and that they are heavily motivated as they recognize the importance of English for their future lives and activities, and also, because they understand the need for English in a world that somehow demands it. An interesting fact that arises from this research is that Pakistani learners also acknowledge English as a personality-boosting tool, which can also help their own personal development rather than just their professional development (Yaqoob et al. 2014).

As it has been stated in all this review, motivation is a highly studied topic within English teaching and learning academy. It is important to understand how several factors overlap and intersect each other in order to try and suggest ideas and propositions towards English language performance improvement in our own educational contexts.

Chapter II: Method

Setting and participants:

The research stated in the following investigation was performed in “Colegio Ecuatoriano Español América Latina” (CEEAL). This school is located in the northern area of Quito city, Pichincha Province, capital of Ecuador. CEEAL is a private school that provides education to students aged 3 – 18. For this research, students aged 12 – 18 were surveyed. These students currently course grades 8th, 9th and 10th grades of General Basic Education, as well as 1st and 2nd grades of High School.

Procedures:

This research study started by selecting a series of texts in order to collect information for the literature review on the topic of motivation in English learning through a series of factors to be analyzed. These factors include: activities that motivate students to learn English, the roles of teachers and students’ motivation, different English teaching approaches and methods, and the definitions and applications of both intrinsic and extrinsic motivation. Students from five different classes were surveyed using a student survey (see Annexes), and teachers from five different classes were observed using a class observation sheet (see Annexes).

Once the raw data was obtained, it was systematized and analyzed, giving insight on the relationship and situation of different factors that either hinder or boost student motivation in English learning. The process of systematization was based on the observer summarizing the amounts of different answers and calculating the respective percentages given each question. As for most of the questions, they also involved an open-ended component which

was also systematized and organized to provide support for quantitative data, making the result of this analysis both based on quantitative and qualitative criteria.

Once all the data was analyzed, conclusions were drawn and recommendations were issued in order to improve the levels of intrinsic and extrinsic motivation within students of the aforementioned institution, which have been stated in hopes of creating a better environment towards English learning in CEEAL.

Chapter III: Results and Discussion

Description, Analysis, and Interpretation of Results

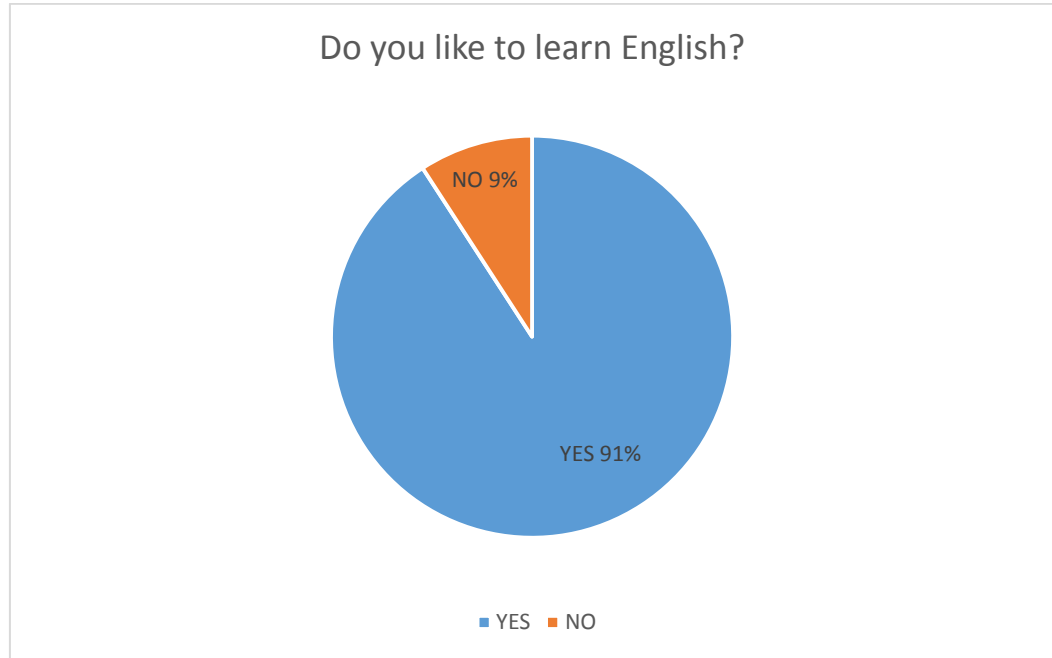
The data obtained through surveys applied to students in Colegio Ecuatoriano Español América Latina (CEEAL) has been systematized in order to obtain statistical data that provides insights about the questions posted in this research. Results will include both a quantitative data presentation and a qualitative analysis given the perspective of the research and the open-ended answers given by the students surveyed. All questions are focused on factors that determine the degree of motivation in English learning in high schools classrooms in CEEAL, those aforementioned factors will include: personal perspective on learning English, perceptions on teacher's motivational skills and roles and activities that either motivate or hinder English learning.

Data will be presented quantitatively in a graph which will show the results of each surveyed factor, and will compare several different items within the same factor of analysis in latter cases. The analysis of the data presented will be important to achieve understanding about the situation of English learning motivation in CEEAL, as well as provide a guideline towards issuing recommendations for CEEAL's teachers and authorities towards a better process of learning and teaching of English as a foreign language in the institution.

Also, data obtained will be qualitatively contrasted with observations performed while doing this research, these observations hold information about teacher's class performance and how students receive and perceive their learning process, as well as proofs that students are motivated while they learn through their focus, participation, activities executed correctly, etc.

What do you think motivates students to learn English?

Do you like to learn English?



Author: José Hidalgo Carrillo
Source: Students' Survey

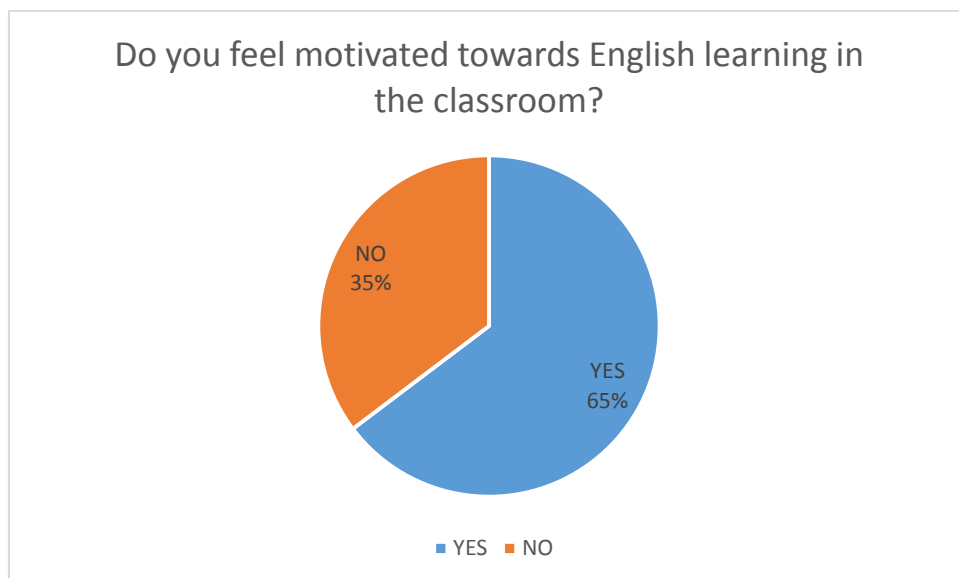
Students strongly agree on the fact that they do like to learn English. But students' answers offer a wide range of possibilities when arguing why. Some students have stated that they acknowledge English as a tool that might improve their lives later in the future, while some others agree that English is just pleasurable for them. Some other group of students state that English is a tool that allows them to easily access media that they like such as videogames and movies, as well as songs and different artists' content. Also, some students refer to how pleasurable learning English is as it provides them a communicational tool to a wide arrange of people in the world. In general, it is clear that students are self-motivated towards English learning through different ways, this idea of self-motivation agrees with Brown (2007) who state that there are two different kinds of motivation that are evident in

these answers: intrinsic motivation –in cases where the student shows that English is pleasurable to them and they are fully interested in learning English for their own motives-, and extrinsic motivation –evident in cases where students answer that they like to learn English for the external benefits it brings them.

At the same time, it is clear that there is a noticeable percentage of students (9%) who do not like to learn English. These students state, for example, that “English is hard” and “it is something that will not be useful for us at all”. Ideas such as the ones previously stated directly oppose what some other group of students stated in their surveys. This difference is most likely created by external stimuli, as motivation cannot be simply organized in two categories with no shades in between (Nakata, 2006). In some cases of class observation in CEEAL, it was evident that some teachers did not work on motivating their students towards English learning. Motivation must be performed in every class activity, as it involves a series of constructs that must be managed within the classroom (Schmidt & Zoltan, 2001). In classes where the teacher strongly motivated students through games, pair work, recognition and rewards, students had a different view on the topic, being it majorly favorable towards the liking of English learning.

But as a general perception, the universal importance of English is clear for the students, who acknowledge English learning as a tool to improve their lives and as a way to expand the limits of their world understanding, as well as creating positive connections to the world where they belong, students do not generally observe that English must be just passed as any other subject, but rather observe a clear objective while doing so.

Do you feel motivated towards English learning in the classroom?

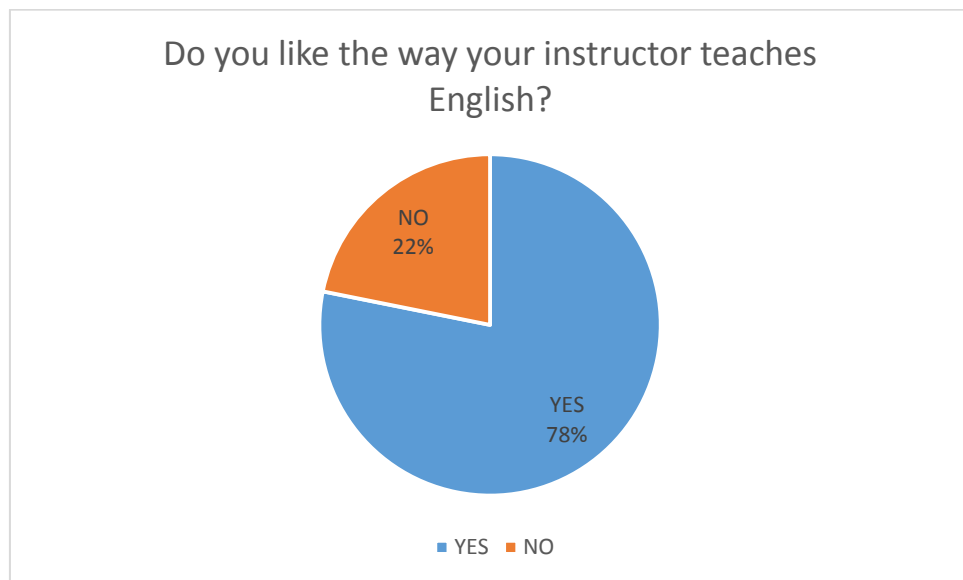


Author: José Hidalgo Carrillo
Source: Students' Survey

By gathering the information obtained through surveying students in CEEAL, it can be seen in the graph above that a great amount of students (35%) show that they do not feel motivated towards English learning in the classroom. In the extended responses provided by students, they often state that English “is boring”. Students say so because of the lack of variety and diversity in the actions and activities to be performed, while others state that they feel “forced” to learn English as it is “boring and hard, but necessary for our future lives”. Even though it is not a common answer, two students (1.7%) state that they are not motivated towards English learning because they feel “criticized” due to their mistakes, as opposite to being recognized for being learners who may experience mishaps in their learning. Some other students think that the English level in the class is “too elemental” and that they perceive no challenge in their English lessons.

At the same time, the majority of students perceive themselves as being motivated in the classroom. Approximately two thirds of students think that they are constantly motivated to learn English, some of them acknowledge the importance of having a highly motivated teacher in their learning process. While they do not identify much variety in the activities they perform, they recognize the motivation intention in their teachers and they state that the teachers are the main source of motivation. It is important to understand how teachers play a very important role as motivators in a classroom. Parida (2007) states that teachers must acknowledge and exercise different roles in order to motivate students, and it is being shown in this research how it becomes true within a classroom. It is also evident that motivation in a classroom towards English teaching is a complex and intricate set of situations and variables that relate to one another, and, while students in CEEAL see that activities and material do not motivate them, the teachers' performance makes students to feel motivated.

Do you like the way your instructor teaches English?



Author: José Hidalgo Carrillo
Source: Students' Survey

The results of the survey show that a vast majority of students are pleased with the way their instructor teaches English, as seen in the graph above. Through observation, it was evident that most of the teachers, with some exceptions, used a lot of motivation strategies within the classroom. The instructors showed to be open-minded when they addressed students' needs. Also while observing, it was clear that almost all of the teachers performed in a way that students' attention was kept on the class and the activity. Even though it was not clear that teachers stated the objective of the class, students somehow predicted that the class had a goal for the teacher and that it is good for their learning process.

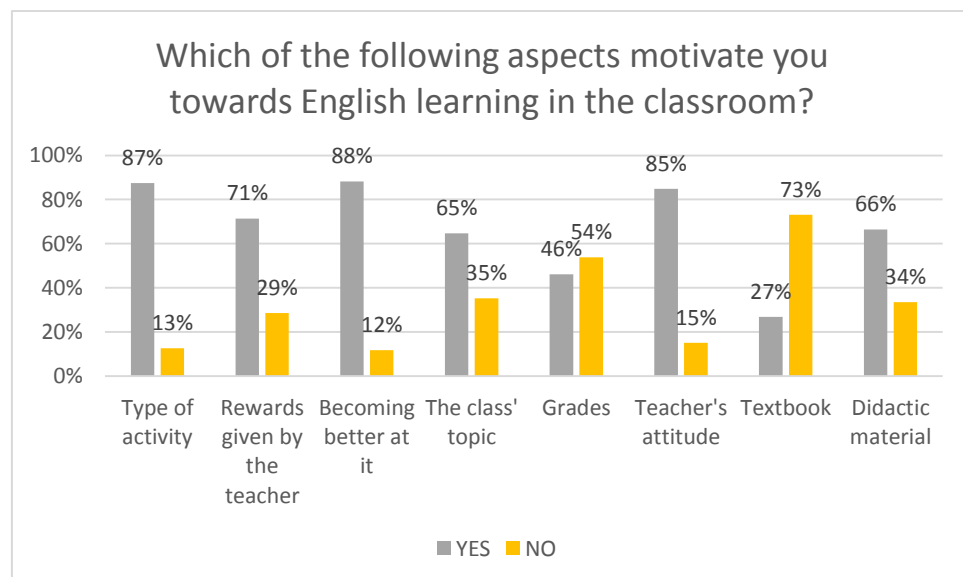
In contrast, one of the teachers observed lacked motivational skills, as her voice, physical attitude and responsiveness was somewhat limited. This teacher just sorted out activities in some classes and did not really encourage students to learn or achieve any language goals. Those classes felt like if the teacher *had* to do the class, rather than doing something she likes. This is a very strong affirmation, but it is clear, as stated by Harmer (2007), students must feel their teacher dynamically changes roles and attitudes so they can perceive the teacher as an active part of the learning process. If the teacher fails to outperform himself or herself in the classroom, it is really hard for students to feel motivated towards English learning.

Many of the students with favorable answers in this question state that they like the way their instructors teach English because of their ways of performing in the classroom. Some of the statements given by the students reflect on how prepared, proactive and passionate their teachers look to them. Students say their teachers have methods that appease them, also, students state clearly that they feel supported and helped by their teachers, and that their teachers are willing to help them if the case they need it. Students agree on seeing their teachers as fun, easygoing and caring, while on contrast, students who do not agree with the

way of teaching provided by their instructors express that their teachers give them very similar and monotonous activities. One of the students says that the teacher is very shallow when issuing instructions for activities and that the students do not feel compelled to do the tasks given. Also, some of the students who do not like their instructors' way of teaching think that they are stalled in their English development, as their teacher has not planned for anything different than what has been taught on previous year.

This question raises the problematic of the role of the teacher within an English classroom. If the teacher shows motivated, easygoing, active and willing to support students, they, on return, feel motivated to learn not just because of the contents or the subject, but also because of the teacher. On the other hand, students who perceive their teachers as not so positive instructors actually see those faults projected in their own motivation.

Which of the following aspects motivate you towards English learning in the classroom?



Author: José Hidalgo Carrillo
Source: Students' Survey

While students strongly agree on the fact that all the items suggested do motivate them towards English learning in the classroom, there is one that is marked otherwise. Students strongly (85%) recognize that textbooks do not motivate them towards English learning.

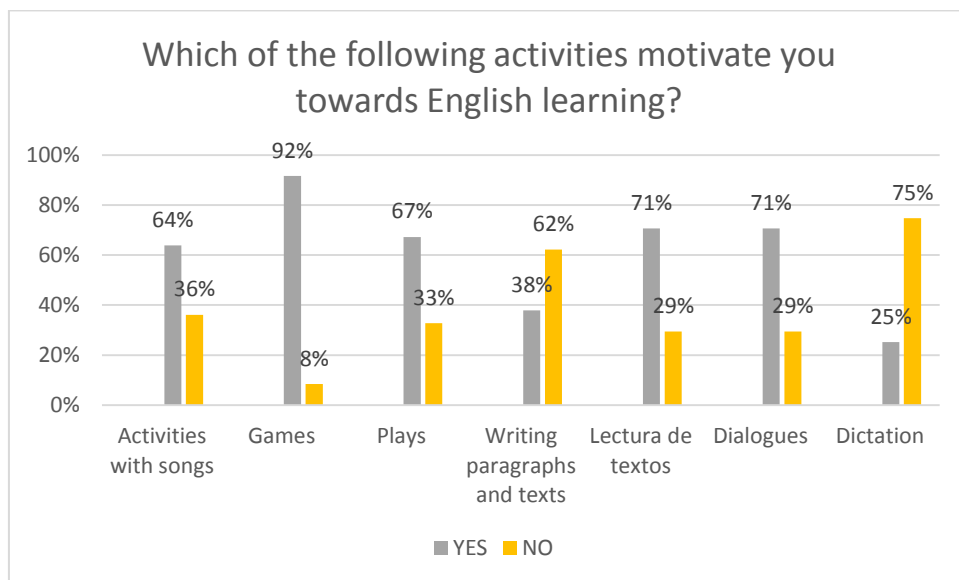
During class observation, it was clear that teachers did not use the textbook or misused it, as the textbook series provided by the school offers teacher a whole program towards English goals. Also, as teachers did not state what the class objective was at the beginning of the class, it was hard to realize what the main goal for the activities were. If students and teachers used textbooks as a tool, as it is only one of many available resources in a classroom, it would be easy to use them as great material towards students' English learning, as it could be a guide and framework to structure a program where the achievements of students would be measurable and real. Unfortunately, in our contexts, teachers usually fall into two categories: those who follow textbooks blindly, focusing on "finishing" books rather than students' skills on English language; and those who just will not value and use textbooks at all.

While it is really important to keep a structure for planning and developing skills on students, it is also really important to understand that textbooks are just tools provided to teachers to give some order to their activities and give shape to a language course. This planning, as stated by Harmer (2001) provides students with enough security as to identify teachers as leaders within the classroom. Brown (2007) also identifies that teachers, when correctly planning and executing their classes, provide students with the necessary support they need to feel secure and motivated in a classroom.

Students surveyed acknowledged that even though didactic material, rewards given by the teacher, becoming better at English, etc. are very important to keep themselves motivated in English learning, textbooks fail to be a tool to provide them with that motivation they are

seeking. On the topic of rewards, it must be seen that Harmer (2007) indicates that if rewards are overused, they will lose their utility and effectiveness.

Which of the following activities motivate you towards English learning?



Author: José Hidalgo Carrillo
Source: Students' Survey

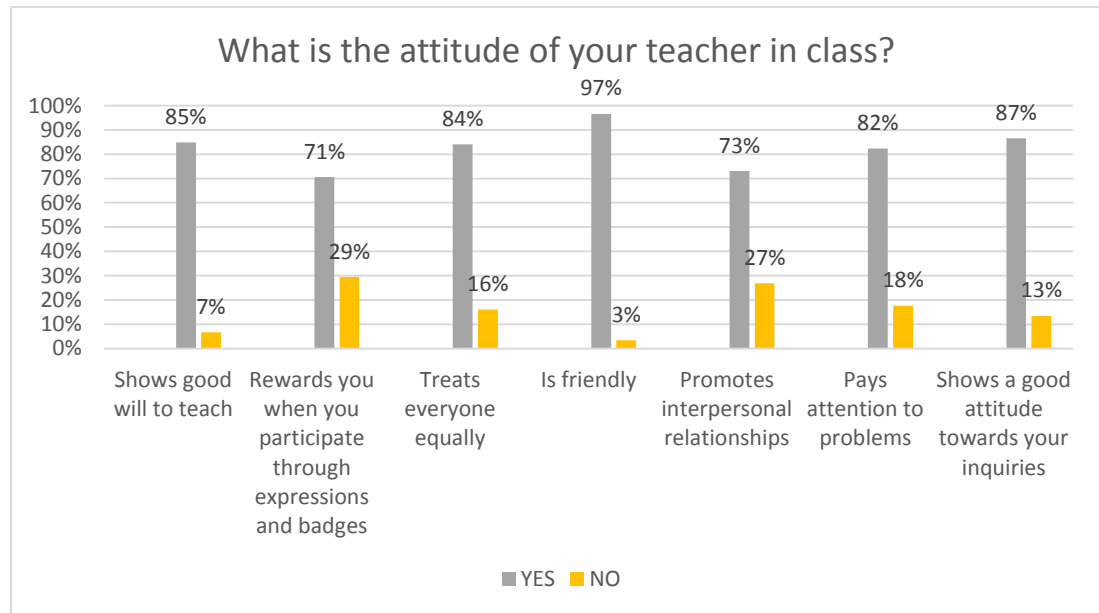
Through the surveys, it becomes evident that activities gathered into two different possible categories, either they are really compelling to students, or they are just not motivating students. While it is really hard to speak of absolute positive or negative results, the amount of answers given for different activities is marked by a very wide difference.

The most noticeable activities that motivate students at CEEAL towards learning English are games (92%), text reading (71%) and dialogues (71% as well). On the opposite side, the activities that motivate students the least are writing paragraphs and texts (62% of negative answers) and dictation (75% of negative answers). The remaining activities are held in a high regard on students' side and they seem to be actually very motivating for them.

While observing classes at CEEAL, one of the teachers executed a class with many games put into action. Students were very active on participation and it required the teacher to set some order as students were really energetic while participating and were not really respectful of turns while playing the game. Students surveyed in this class also were part of the students who, according to question number one of the survey, were happy with learning English and also thought that their instructor's teaching style was good for them to learn English. On the other hand, when the class observed involved a simple activity, with no follow up strategies or in-class support from the teacher where the activity was writing a set of paragraphs, students surveyed were swift to answer that they dislike the teaching style of their instructor and that they do not really feel motivated towards English learning.

Through surveys and observations it is clear that the type of activities play a crucial role in students' motivation towards learning English. Brown (2007) affirms that activities that motivate students toward English learning must generate extrinsic motives for students to achieve language goals by themselves. Brown even states a series of questions to be used in order to evaluate if an activity will be motivating for students as it may provide the challenge, feedback and utility that is required, which may be used as a guideline for planning through different English classes within the institution.

What is the attitude of your teacher in class?



Author: José Hidalgo Carrillo

Source: Student's Survey

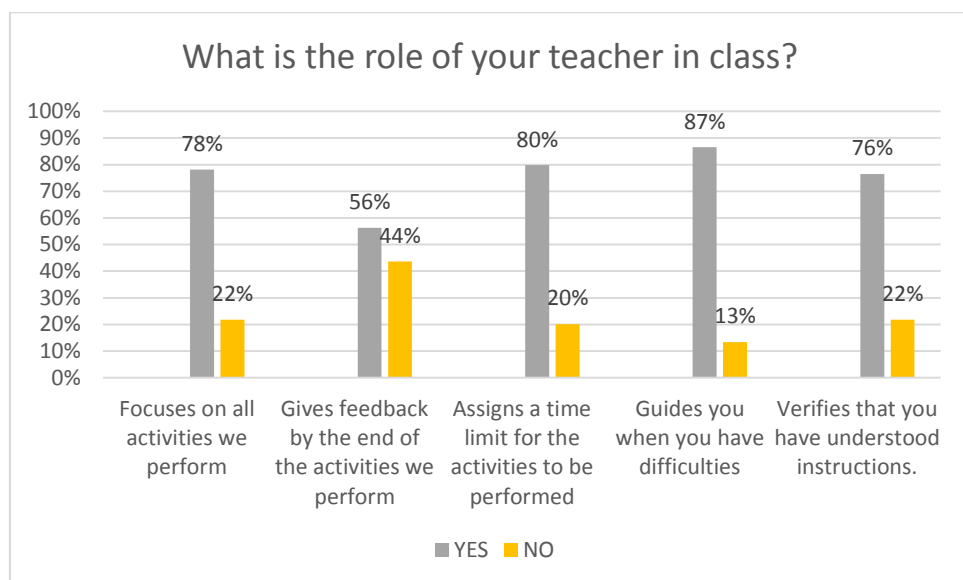
The answers provided for this question show that students at CEEAL have their English teachers in a very high regard. Students evaluate them positively and it is evident how this is a very positive situation in the school. While some activities and tasks might not prove really useful for motivating students, teacher's attitude in class does not demotivate them, and actually provide them with tools that they can use for feeling compelled to learn the language and improve their skills.

During observations, it was evident that most of the observed teachers were very positive as instructors within the classroom, it is very important to note that students from classes where teachers showed great level of activeness and empathy were mostly the ones who thought of themselves as being motivated even though some of them stated that they do not like to learn English because of it being too hard or being useless. As this shows, the

teacher role is crucial within the classroom, and this can be affirmed by Harmer (2007), who defines teachers' roles as vital towards the classroom success and learning effectiveness.

Students acknowledge their teachers as friendly (97%), fair (84%), good willed to teach (93%) and supportive (82%). These attitudes on teachers show that CEEAL has made good decisions on having such English teachers at the institution, and that their role is important for students.

What is the role of your teacher in class?



Author: José Hidalgo Carrillo
Source: Student's Survey

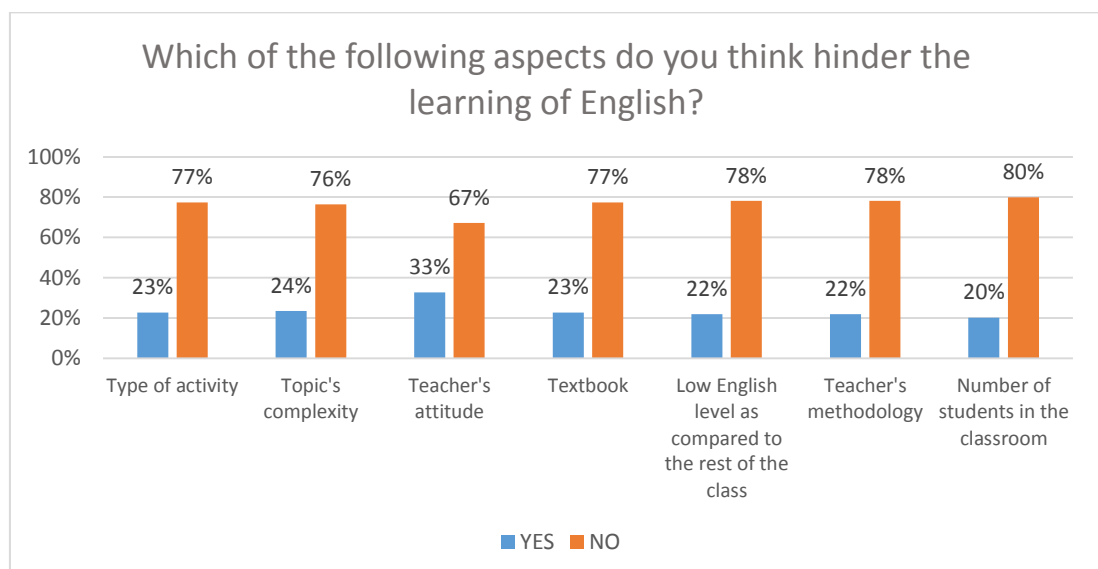
Out of the whole amount of students surveyed, 75% believe that their teachers focus on the activities they perform, 80% agree on the fact that teachers assign time limits for activities to be performed, 87% state that teachers guide them through difficulties in learning, 76% of students say that teachers verify that they have understood instructions in the classroom and 56% (the lowest noticeable value in affirmative answers) have answered that teachers give feedback by the end of activities they perform.

All the different teacher roles (controller, assessor, prompter, tutor, and observer) that have been analyzed through this question are very important towards English learning motivation. As stated by Harmer (2007), teachers play these roles continuously in the classroom and it is the skill that teachers show while swiftly changing roles as needed that provide students with the necessary tools to generate intrinsic motivation in their learning. Harmer even goes as far as noting that teachers must be fluent on this transition and that the effectiveness of the teacher greatly increases if such changes are well executed.

Teachers at CEEAL seem to perform this roles very well, as most of the surveyed students see how they help them in their learning towards their practice and attitudes. The lowest positive score lies in the feedback portion of this analyzed factor, which seems to be the weakest link in teachers' performance.

What do you think motivates students to learn English?

Which of the following aspects do you think hinder the learning of English?



Author: José Hidalgo Carrillo
Source: Student's Survey

Surveyed students have complexly answered to the stated question, as they have provided thoroughly thought answers for this question. Students have stated that the type of activity can greatly hinder their motivation towards English learning, because activities seem to be repetitive or not necessarily to be liked by the vast majority of the group. Students also understand that the classes must be dynamic, and that classes cannot be “only theory” if they are meant to motivate students.

Students also recognize that the complexity of the topic can be a factor that demotivates them. In this answer, students may provide mainly two different kinds of answers: either they believe that the topics to be studied are too complex and they are just not motivated to learn as they think that it is useless for them to try and achieve that level; or they think that the topics are just far too simple and there is nothing to be learned through them. Either way, it is clear that the school has made a good selection of topics as the 76% of students do not see the complexity of the topic as a negative factor towards their English learning motivation, and only 24% of the students see it as negative.

Students consider that a teacher with a non-positive attitude can be detrimental towards their English learning. Students have stated that they consider that the teacher’s attitude can hinder their English learning by a great amount (33%), that, despite of being less than one half of the total population of students surveyed, it is still a noticeable amount of students. Learners have stated that it is important to feel confidence for the teacher and that if such confidence does not exist, is too hard for kids to feel motivated towards English learning. Also, some students feel that the teachers do not really teach because of conviction, but rather just because the salary to be paid. On the other hand, other students actually refer to how teachers react when upset, they say that teacher who show themselves as angry instructors actually demotivate students towards English learning.

The 23% of surveyed students believe that the textbooks are a factor that hinder their English learning. Students that state so, also think that the textbooks are too difficult to be understood, and that their comprehension of the information within the textbooks is very limited due to the complex words used and the higher level contents to be taught. Students who also thought that this is a hindering factor think that textbooks do not seem to be correctly used and that they cannot see the relationship between what is being written and what is being taught.

Out of all surveyed students, only 22% state that English level differences between class members is negative towards English learning. Many of the answers that support this idea seem to be very personal as they affirm that those differences are experienced by themselves. It is very important to note that CEEAL is a school with a strong focus on diversity within education, and students in CEEAL actually do value differences in learning as part of their daily construction. Alas, the answers provided make sense as they are seen as the reflection of how students feel when they are not recognized as in the need of different treatment while in the English classroom. Students who feel that level differences hinder their learning actually answer that it is their level that cannot be matched to the rest of the class, and that the level could possibly fit their needs more.

Students who agree that teacher's methodology affects their English learning negatively are represented by a 22% of the surveyed population. These students state that there are kinds of teaching and methodology that just plain do not work and therefore should not be used. Also, some other students say that a boring way of teaching where activities are not diverse and feel repetitive and monotonous will lead to poor motivation levels. Also, many of the students who agree on the topic say that the teachers cannot teach all students on the same way as they are different learners.

Lastly, there is a 20% of surveyed students who believe that the number of students within the classroom is not positive for their language learning. Among the given answers, students have stated that it is difficult for them to get swift answer to their needs as the class becomes bigger, and that it is hard to feel a personalized teaching if the student number increases in the classrooms. Students also think that the bigger the class is, the more class noise there is, and that does not let students really participate actively in the classroom activities, despite the efforts of teachers. This information must be contrasted with the results of a previous question analyzed, where students clearly recognize that, while textbooks do not hinder their English learning, it can demotivate them greatly.

All these factors are directly involved in students' perception of demotivation within the classroom. It is important to acknowledge them all as important clues towards what teachers must do in a classroom to improve students' chances to learn the language and make it a real tool for their daily lives.

Conclusions

Students in Colegio Ecuatoriano Español América Latina do not believe that they are strongly demotivated within the classroom. Actually, they answered very favorably when asked if they are motivated and happy with the English instruction they are receiving due to intrinsic and extrinsic motives. Nonetheless, there is an amount of students that is representative, of about one quarter of the total population, who feel non-motivated towards English learning due to different factors such as: not being able to acknowledge the use and importance of English, and diverse class factors that affect them in a negative way.

In the classes that were observed, there was clearly a difference between teaching methods and strategies that were designed to compel students to learn and others that were somewhat poorly designed, which affected in the information provided by students. Many of the students surveyed who experienced classes from highly active and proactive teachers agreed on the fact that learning English is important, fun, easy and that the teachers' role is to be valued in order to realize the strong relationship between teacher performance and students' motivation in English learning.

Within the classroom, there are several factors that affect motivation. Students are aware that conditions such as a big number of students in the classroom, the quality of instruction and methodology used, as well as the differences in English levels within the class can hinder their language learning. Students have provided with insights on how those factors affect negatively which may lead to the creation of a restoration plan in order to achieve a better level of motivation inside the classes.

Textbooks are clearly not fulfilling a motivational role. They are seen as obscure, non-useful material that serves no real purpose within the classroom and the learning process. While it is a class element that is not necessarily detrimental towards students' perception of

their success in English learning, it does not support teaching either because the contents are out of scope for students (being this because of level or because of pertinence and engagement level) or because they are misused or under-used.

Students agree in the fact that the positive perspective they have on their teachers actually generates strong motivation sources in the classroom. Students realize that teachers being kind, caring, patient, and supportive give them enough tools to become self-motivated to learn English. Also, such teachers' attitudes make students feel comfortable with English learning and make them feel they like to learn English.

Observed classes did not follow a given format, thus leading to believe that either there are no school policies for methodology of English teaching or that teachers do not follow such policies. It is known that organized lessons outperform classes where there is little planning (Harmer, 2007). Activities within the classrooms also felt disconnected, as they lacked variety and made students believe that they were receiving the same kind of monotonous instruction that leads to strong demotivation among them.

As a general overview, students are aware of the limitations of their motivation in the classroom, but they also believe that much of that motivation is extrinsic. Students who have strong reasons to learn English, such as a future professional perspective or a value for the language as a *lingua franca* also believe that the thing that happen outside of themselves, such as teacher performance, attitude, activities, and material may lead to a lack of motivation that impact negatively on their English learning.

Recommendations

English teachers in Colegio Ecuatoriano Español América Latina (CEEAL), through their coordinator, should undergo a training program in order to be able to meet correctly all of the students' needs in order to keep them motivated towards English learning. Even though the majority of students have a favorable perspective towards their English learning, it is important to acknowledge that representative percentage of students who find flaws in the process. Authorities must set up a plan to create methodology and evaluation policies in order to improve teachers' effectiveness and, as such, improve levels of student motivation within the classrooms. Given the focus-on-diversity context found in CEEAL, individual students' needs and opinions should be valued, as they are crucial towards an understanding of the situation of the teaching-learning process in a given time and conditions.

One of the biggest negative perceptions among students is the use and design of textbooks, which seem to be not appealing to them. Authorities at CEEAL should revise the pertinence and contents within the textbooks and make sure that teachers are thoroughly trained to use them accordingly, giving then opportunity for students to value and take advantage of the available material within the school. This training must be focused on a variety of didactic activities that teachers can perform in a classroom to keep classes fun, entertaining, engaging and useful for students, as well as a focus on methodology, current English teaching trends and theory.

Activities performed by teachers should be evaluated, as the variety and diversity of them seem to be somewhat lacking. Appropriate training and creating a collective bank of diverse activities for English learning could be a good idea in order to allow teachers to have a bigger set of resources to bring in the classroom. Students may then become more motivated to receive English instruction as the things that happen within the classroom will become

different as they go through the school year. Teachers must also focus on their own needs and lacks, as in order to allow some of their work time to gather sources, materials and strategies that help students become better English learners.

The fact that students at CEEAL have a high regard of their teachers must be taken into consideration in order to create a process that leads into strongly motivated students. The teacher seems like a pivotal role within the school that must be recognized as so and strengthened with better teaching practices in the methodological area. Authorities must value the fact that students strongly believe that their teachers are great professionals who support their learning, and recognize teachers' labor in the classrooms in benefit of the students through rewards programs, professionalization options and encouragement.

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Annexes



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS

CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

Este cuestionario tiene como objetivo conocer su opinión acerca de lo que le motiva a aprender inglés en el salón de clases.

La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos.

Datos Informativos:

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

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

1. ¿Te gusta aprender Inglés?

SI ()	NO ()
¿Por qué?	

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

SI ()	NO ()
¿Por qué?	

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

SI ()	NO ()
¿Por qué?	

4. ¿Cuáles de los siguientes aspectos te motivan a aprender Inglés en la clase?

Aspectos	SI	NO
Tipo de actividad		
Incentivos brindados por el profesor		
Mejorar tu nivel		
El tema de la clase		
Calificación		
Actitud del profesor		
El libro utilizado		
El material		

5. ¿Cuáles de las siguientes actividades te motiva a aprender inglés?

Actividades	SI	NO
Actividades con canciones		
Juegos		
Dramatizaciones		
Redacción de párrafos y ensayos		
Lectura de textos		
Diálogos		
Dictados		

6. ¿Cuál es la actitud de tu profesor en clase?

El profesor	SI	NO
Muestra buena disposición para enseñar		
Premia tu participación a través de estímulos y expresiones		
Trata a todos los estudiantes por igual		
Es amigable		
Promueve las relaciones		

interpersonales		
Presta atención a los problemas		
Muestra una buena actitud frente a tus inquietudes		

7. ¿Cuál es el rol de tu profesor en la clase?

El profesor	SI	NO
Está pendiente de todas las actividades que realizas		
Brinda retroalimentación al final de las actividades que realizas		
Asigna límite de tiempo para las actividades realizadas		
Te orienta cuando tienes alguna dificultad		
Verifica que hayas comprendido las instrucciones		

8. Marca con una X cuáles de los siguientes aspectos consideras que dificultan tu aprendizaje del Inglés.

Indica al frente de cada aspecto las razones.

Tipo de actividad		¿Por qué?
La complejidad del tema		¿Por qué?
Actitud del profesor		¿Por qué?
El texto utilizado		¿Por qué?
Bajo nivel de conocimiento en relación al resto del grupo		¿Por qué?
La metodología utilizada por el profesor		¿Por qué?
Número de estudiantes en la clase		¿Por qué?



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

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MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

Observation sheet

INSTITUCIÓN:	
FECHA:	
AÑO DE EDUCACIÓN:	

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

SI	()	NO	()
¿Por qué?			

2. Señala cuáles de los siguientes aspectos motivan a los estudiantes observados a aprender inglés.

Aspectos	SI	NO
Tipo de actividad		
Incentivos		
El tema		
Actitud del profesor		
El libro utilizado		
El material utilizado		

*En caso de que alguno de estos aspectos no se haya evidenciado durante la observación de la clase, no se deberá incluir ninguna respuesta ya que al no haberse utilizado no se puede determinar si motiva o no a los estudiantes.

Notas de lo observado en relación a esta pregunta:

3. Actitud de los estudiantes en la clase

	SI	NO
Participan voluntariamente		
Están atentos a las explicaciones		
Interactúan con sus compañeros		
Muestran interés en las actividades propuestas		
Se dedican a hacer otras actividades		
Interrumpen a sus compañeros		
Buscan excusas para salir de clase		

4. Actitud del profesor en la clase

	SI	NO
Muestra una buena disposición para enseñar		
Premia la participación de los estudiantes		
Trata a todos los estudiantes por igual		
Es amigable		
Promueve las relaciones interpersonales		
Presta atención a los problemas		
Muestra una buena actitud ante las inquietudes de los estudiantes		

5. Rol del profesor en la clase.

	SI	NO
Está pendiente de todas las actividades que realizan los estudiantes		
Brinda retroalimentación al final de las actividades realizadas		
Asigna límite de tiempo para cada actividad		
Es amigable con los estudiantes		
Verifica que los estudiantes hayan comprendido las instrucciones		
Es equitativo y justo		
Brinda confianza para que los estudiantes expresen sus inquietudes		

6. Las siguientes actividades motivan a los estudiantes a aprender inglés

	SI	NO
Actividades con canciones		
Juegos		
Dramatizaciones		
Redacción de párrafos o ensayos		
Lectura de textos		
Diálogos		
Dictados		

Otras:

7. Los siguientes aspectos dificultan el aprendizaje del inglés

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

Otros:
