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English language students and their motivation to learn the language

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DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: English language students and their motivation to learn the language realizado por Klocke, Jeremy Jacob, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, junio de 2015

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Klocke, Jeremy Jacob

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Dedication

       This thesis is dedicated to my beautiful wife and my parents, especially my dad, and last but not least my colleague and best buddy John Hillen. My wife for all of her support throughout; and to my dad especially as it has always been his dream to see one of his children receive a university degree. John for his support and encouragement throughout my university career.

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Contents

Abstract

Motivation is an essential part of the learning process, both extrinsic and intrinsic. This thesis set out to ascertain what motivates and what hinders students in their English learning. Motivation is one of the main keys to students' success. One hundred students surveyed for this study were from 5 different grades which included 8th, 9th, 10th, Bachillerato 1, and Bachillerato 2 in a private school located in the city of Guayaquil, Ecuador. There was an equal number of students surveyed from each grade and the respondents were both male and female. Students were polled on their feelings and motivations towards learning English. They were polled on the different aspects that motivated them and they were polled on their thoughts in regards to their teachers and their teachers' roles in the classroom. Finally, students were asked to identify the aspects that hindered their English language learning. The results of the polls allow us to conclude that the majority of students are indeed motivated to learn English.

Keywords: motivation, extrinsic, intrinsic, English language.

Resumen

La motivación es una parte esencial del proceso de aprendizaje, ya sea de manera extrínseca como la intrínseca. Esta tesis intentó confirmar lo que motiva y lo que dificulta el aprendizaje del inglés para los estudiantes. La motivación es una de las claves principales para el éxito de los estudiantes. Cien estudiantes fueron encuestados para este estudio de cinco cursos diferentes, los cuales incluyeron 8vo, 9no, 10mo, Bachillerato 1, y Bachillerato 2 en un colegio privado ubicado en la ciudad de Guayaquil, Ecuador. Hubo una cantidad pareja de estudiantes encuestados de cada curso y los cuales fueron de ambos sexos. Los estudiantes fueron encuestados sobres sus sentimientos y motivaciones hacia el aprendizaje del inglés. Ellos fueron encuestados sobre los distintos aspectos que los motiva y las diferentes opiniones que tienen sobre sus profesores y el papel que ellos cumplen en la clase. Finalmente, los estudiantes tuvieron que identificar los aspectos que se les dificulta su aprendizaje del inglés. Los resultados de esta encuesta nos permiten concluir que la mayoría de los estudiantes definitivamente se sienten motivados para aprender el inglés.

Palabras claves: motivación, extrínseca, intrínseca, inglés.

Introduction

Knowledge is the key to opening many doors throughout life; and motivation is one of the fundamental elements necessary to be successful in any aspect of it. The English language is of utmost importance worldwide, and possessing English language knowledge in Ecuador can greatly influence a person's trajectory personally and professionally.

It has been perceived that in Ecuador there is a lack of motivation to learn English. Many English teachers seem to have problems reaching their teaching goals. This negative perception of the students' motivation to learn English and the shortcomings of the Ecuadorian English teachers has led to the investigation of this topic. The theme of this investigation was of English language students and their motivation to learn the language. The purpose of this study was 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?" and "What do you think hinders students to learn English?" It is extremely important to understand the reasons for Ecuadorian students' motivation or lack therefore of. With this knowledge, educators can make decisions on how to best tackle this issue.

Over the course of history there have been many studies trying to pinpoint the reasons for students' motivation to learn English. Kitjaroonchai (2013) studied English language motivation in secondary and high school students in Thailand while Ibrahim Humaida (2012) studied the motivation of college students in Sudan. Yeung (2012) studied the motivation of vocational students in Hong Kong, and Mao (2011) second language motivation and applications in senior high reading classes. All of the authors of these studies realize the importance of the link between motivation and English language learning success.

There are two types of motivation, intrinsic and extrinsic. Intrinsic motivation is the type of motivation that comes from within and extrinsic motivation comes from outside sources. This study and the studies that have come before it in various parts of the world, try to define the causes or triggers of these feelings of motivation in students towards English language learning. There is a strong link that has been established between motivated students learning things quicker and being more likely to triumph in their learning of the English language. It is important for teachers to do their part to facilitate students' motivation and lower the stress and anxiety levels of the students in order to better their chances of success.

The results of this research are beneficial to students, teachers, and all who are involved in the educational field. The understanding of students' motivation will help all involved to better forge the path forward from here. The level of English in Ecuador has to be improved, but in order to improve it we have to first understand where the shortcomings are. Having an understanding of students' motivation and a clearer picture of the hindrances for their English learning will better enable us to plan and combat these issues in order to place teachers and students in the best position possible to be successful. This research gives a good start to investigating students' motivation and the areas that need to be addressed, but further studies should be done to confirm and further validate the findings that have been documented in these polls.

There are some limitations in this research. First and foremost it would be advisable to poll a larger group of students and/or compare the results obtained from a larger spectrum of students and types of schools. The surveys were performed at a private high school in Guayaquil, Ecuador, so it is difficult to know if the same results would be found in a comparable public high school. Doing more polls and on various days would allow us to know if the results were

because it was a good day for teacher and students or if the results are consistent over a longer period of time. The final question about hindrances for learning English on this poll allows for a wide variety of interpretations and answers which likely skewed the results for this question. When posing further survey questions, we need to be very specific with the questions and what we want our students to answer. Based on the results it is hard to be sure if the question was properly understood or not as the way the question is presented leaves it open to interpretation. The questionnaire should have indicated for them to answer yes or no for each aspect and it should have told them to list a reason for each answer. The setup of the last question was not clear and that might be the reason for the unusual results obtained. Further surveys and studies would help confirm the results obtained especially in regards to the hindrances for the students English language learning.

Literature Review

There are many factors that will influence the success or failure of students learning English as a second language. Some of these factors are internal, while some are external. These factors must be recognized and understood by both teachers and students so that both can work together to put each other in a situation of mutual success.

Motivation to Learn English

Intrinsic and extrinsic motivation are the two types of motivations. Intrinsic motivation is the type of motivation that comes from within. Pagliaro (2014) states that intrinsic motivation is a mental state that encourages, maintains and governs the way one acts. She says that many psychologists look to motivation as the principal reason behind learning, meaning motivated students will learn quicker and they are more apt to conquer any obstacles on their way to being successful. She believes that the more a student wants to learn, the more likely they will. Pagliaro (2014, p. 19) puts considerable emphasis on the feelings of the students and their natural "inner desire to learn" but also acknowledges that while many arrive to class with this desire, "the reality is that many others do not". Harmer (2012) on the other hand stresses the building of intrinsic motivation by events inside the classroom. He puts more emphasis on the teacher and the environment that the teacher creates or fosters. One of the main goals of the teacher should be to facilitate the students' motivation which can be done in a variety of ways he states. He asserts that the things we ask of students and the way that we include them, can help pique their interest, maintain their motivation, and encourage their participation. Harmer (p. 20) also mentions that teachers need "to select an appropriate level of challenge so that things are neither too difficult nor too easy." He feels teachers need to gain the trust of the students in their teaching abilities. The author also suggests that "students need to feel that the teacher really cares about them", and students that feel good about themselves are more apt to be motivated in

the learning process. Although Harmer (p. 21) talks extensively about the effect of the teacher on the students' intrinsic motivation he does admit that "however much we do to foster and sustain student motivation, we can only, in the end, encourage by word and deed, offering our support and guidance. Real motivation comes from within each individual, from the students themselves".

Extrinsic motivation on the other hand is the motivation that comes from outside sources. Pagliaro (2014) tells us that extrinsic motivation can come from positive or negative reasons and exercises are completed because of positive reinforcement or because of fear of discipline. She indicates positive reinforcement can come from the satisfaction of completing an exercise, and it is essential that teachers are able to generate the motivation that is needed to gain and hold students' interest. Pagliaro (2014) suggests that teachers make use of anticipatory sets to create a feeling of frustration for students. Students by nature she says and they will want to overcome this frustration. This frustration will motivate them to conquer it as long as there is enough frustration to engage but not too much to discourage. Harmer (2012) indicates that there are multiple reasons that can be behind extrinsic motivation. Love, curiosity, trying new things, long term goals are some of the possible motivating reasons he claims. Harmer (2012, p. 20) says that the "desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act." Extrinsic motivation can be shaped by social norms and cultures, family, friends, and other students and this motivation comes with the student from outside the class he states.

Activities or Strategies That Motivate Students to Learn English

Harmer (2012) and Nation & Macalister (2010) both feel that getting students involved in the decision making is a useful strategy to encourage motivation; and that student autonomy

should be encouraged and nurtured whenever possible. Harmer (2012) highlights that autonomy

cannot be forced as it must be implemented gradually according to the backgrounds and

expectations of the teacher/student relationship of the students we are teaching. Harmer (2012)

indicates that students who feel that they have a say are more apt to be motivated versus students

under a dictatorial style of teaching whereas Nation & Macalister (2010) puts emphasis not only

on negotiated syllabuses but also trying to make the topics suitable and engaging for the students.

Nation & Macalister (2010) believe it is important to provide clear rubrics on tasks and how they

will be graded while keeping the tasks at levels with a high likelihood of being finished in order

to boost student self-confidence and by default, motivation. Nation & Macalister (2010, p. 50)

also recommends a variety of exercises for students like "tasks that contain built-in challenges

such as competition, time pressure, memory, and hidden puzzle-like solutions" to maintain them

motivated.

Teaching Approaches and Methods

Communicative language learning is based on the idea of communicating real meanings

in order to learn a language effectively. Harmer (2012) states that the Communicative Approach

has two principles. One of them according to the author (p. 50) being: "language is not just

patterns of grammar with vocabulary item", but exercises in the use of language. There is an

appropriate form to express oneself in each situation he states. He also suggests the

Communicative Approach emphasizes learning and understanding how words and phrases are

used and in what appropriate contexts. Lightbown & Spada (2011) state that priority should be

put on the use of the language versus receiving instruction about it, therefore students should

have the tools necessary to get their points across in a variety of circumstances. Grading on this

method is based on what a student is able to communicate versus the grammatical accuracy of their statements they affirm.

Cooperative language learning is used to describe strategies that put emphasis on the group effort to achieve a designated task. Herrell & Jordan (2012, p. 45) indicate that cooperative language learning is different from normal group work in that each person "is expected to perform an assigned task" and the activity cannot be accomplished if each person does not do their part. This makes cooperative language learning better than your typical group work they claim. This group work also gives students a chance to work on their communication skills amongst each other however they note, the teacher has to set the parameters of cooperation between the group members and oversee the participation between the members. Li & Edwards (2010) caution that cooperative language learning must be done with the proper pairing of students and abilities. They mention that on occasion teachers have been known to pair English learners with English speakers and expect there to be beneficial opportunities for practice for the English learners. More often than not the English speakers take over the actual doing of the tasks from the English learners so as to accomplish the designated task, cutting short the English learners practice opportunities they claim. They strongly advise that groups or pairings must be done with students of similar skill levels. In the case where English learners are paired with English speakers, the learners must be a skill level where they can successfully hold their own with the English speakers they add. Li & Edwards (p. 38) are adamant that "simply pairing or grouping students together and encouraging them to interact or help each other is not sufficient."

Content-based instruction focuses on the content of the class versus the language itself. Language is used to convey the content and the class is about the content not the language. Herrell & Jordan (2012) feel that teachers need to cautiously supervise students' advancements to

make sure that the activities and strategies are having the desired outcome for each student. Herrell & Jordan (p. 21) mention that "English learners often have difficulty with the vocabulary and concepts they need in order to be successful in academic subjects and language." Obviously this is a large area of concern as the premise behind content based instruction is defeated if students are not able to understand the content to begin with they argue. The same authors insist that English students must be given methods to help their own language advancement and the empowerment to take the imitative to make themselves successful. They identify a variety of content-based instruction methods like advance organizers, dictoglosses, collaborative strategies like GIST, collaborative reading, etc. Nation & Macalister (2010) feels that the premise of content-based instruction is positive as it can be used in a variety of subjects outside the typical language classes like Math, Social Studies, Economics, etc. There are two things that need to be mindful of in such classes Nation & Macalister indicate. First off, while the emphasis is on the content of a course, language-focused learning should not be forgotten and there should be specific moments for looking at the language aspects of the course. Secondly the authors (p. 203) mention that "a focus on a particular subject area can mean that more generally useful language items might not be met often in the course." They do feel though that overall content-based instruction can be an efficient way of bettering students' grasp and mastery of language in general. Nation & Macalister comment that while some courses skip from one topic to another with no determined pattern, others have set themes. They say that having a pattern of themes to follow, helps students as it gives them more chances to repeat language aspects that they have already seen. This repetition gives them a chance to better learn what they have seen. The authors do acknowledge that jumping from one topic to another can help keep students interested,

which is important for any teacher, this can also result in an insurmountable amount of new non-repeating vocabulary items for students to learn.

Task-based language learning is the use of authentic language to do meaningful tasks in the language being studied. Harmer (2012, p. 51) indicates that "TBL is a natural extension of communicative language teaching. In TBL, the emphasis is on the task rather than the language." He states that once a task has been accomplished, students can review the language used and make any adjustments necessary in order to perfect any style or grammar mistakes that they perceive. He draws our attention to the task being the focal point of what we are doing. Rodgers (2014) draws our attention to the fact that tasks can include many distinct activities, meaning there are an infinite variety of lesson formats possible when using this strategy. He notes that task-based learning can include anything from mapping out a travel route, to formulating a quiz, to question and answer, or show and tell activities, etc. Rodgers (2014, p. 190) indicates that there is a sequence to follow in task-based language learning that includes "pre-task, while-task, and post-task activities" which Harmer (2012) seconds as well.

Translation methods of language learning, or commonly referred to as grammar-translation methods, are traditional methods of simply translating from one language to another. This method usually focuses on texts, grammar, vocabulary, etc. Harmer (p. 48) notes that this method "introduced the idea of presenting students with short grammar rules and word lists, and then translation exercise in which they had to make use of the same rules and words." He also states that it is still a relevant technique used by students learning a foreign language. The same author contends that "total concentration on grammar-translation stops students from getting the kind of natural language input that will help them acquire language." He adds that strictly focusing on translation does not give them the chance to practice nor expand their language

learning. Harmer also explains that strictly translating "teaches people about language but doesn't really help them to communicate effectively with it." Brown & Abeywickrama (2010) contend that although we tend to overlook or discard the idea of using the translation method, it is still an important and useful part of language teachers. Brown & Abeywickrama (p. 201) clearly state "translation is a well-proven communication strategy for learners of a second language." They also state that translation can be used to confirm a student's oral production. The authors also point out that "as an assessment procedure, the advantages of translation lie in its control of the output of the test-taker, which of course means that scoring is more easily specified."

Total physical response method is where language and physical movement are combined. Physical movement is provoked by the understanding of the language being used. Herrell & Jordan (2012, p. 84) tell us that this method "is an approach to second-language acquisition based on first-language acquisition." They say that just like kids react to spoken commands before they can actually speak, they establish comprehension by moving themselves before they are able to speak. Herrell & Jordan and Lightbown & Spada both concord in students not being forced or needed to speak until they feel comfortable. They both say that the teacher must start out with simple commands and work up to more complicated instructions. Herrell & Jordan give a variety of options that can be used within in the total physical response option in order to increase the difficulty of the class. Lightbown & Spada (p. 146) also added that "research showed that students could develop quite advanced levels of comprehension in the language without engaging in oral practice."

The Roles of a Teacher

Teachers have many different roles that they must fulfill in order to be successful inside the classroom. Both Harmer (2012) and Glazer (2014) believe that a successful teacher must be

able to handle a variety of different roles. Harmer likes to use words to describe teachers' roles like controllers, prompters, encouragers, pushers, feedback providers whereas Glazer likens a teacher to the weather. She states that it is in her power to make students happy or sad. She can make class enjoyable or she can make them wish they were somewhere else. Harmer says that sometimes we have to be a walking encyclopedia when students have questions and sometimes as a tutor. He also states that the way we perform a role depends on the task at hand and what it is that we need the class to be doing. Harmer (p. 25) further explains that "part of our teacher personality, therefore, is our ability to perform all of these roles at different times." He puts special emphasis on our ability to be flexible with the roles that teachers must portray according to the different stages of learning. Glazer believes that our personality and internal beliefs are indicative of how we teach. She says that some teachers need an authoritarian style classroom in order to maintain control while others believe that students should take more control to better be prepared for the responsibility of being an adult. Glazer feels that our spoken language combined with our body language conveys to students what we believe. The same author names three types of classrooms: I-me, stage-door mama, and each-is-unique models. Each of these models she says are created by the personality of the teacher and the way that they approach their classes. Of the three models mentioned Glazer (p. 85) indicates the each-is-unique model as being the most advantageous as "children are taught how to learn, even when certain content is required."

Motivation is a very important topic and an integral part when discussing second language learning. Many studies have been done in regards to motivation and its effect on the learning process. We are going to highlight several of them in the following paragraphs.

Kitjaroonchai (2013) had several questions that were to be answered to try and determine the level of motivation of students in secondary and high schools in Education Service Area 4 in

Thailand. Kitjaroonchai wanted to determine the students' level of motivation for learning

English and what the main provider of it was. Kitjaroonchai used "266 students from 10 different

secondary and high schools in Education Service Area 4, Saraburi Province." Fifty of the

students were male and 266 were female, and all of them were between the ages of 12 and 19.

Kitjaroonchai used a motivational questionnaire with open ended questions based on "Gardner's

(1985) Attitude Motivation Test Battery (AMTB) with the integrative and instrumental

orientation scales." The questionnaire had numbered answers ranging from one to five, with five

being strongly agree and one being strongly disagree. The open ended questions were included

to try and explore students' reasons for the way they feel and to give the questioner an

understanding of their mindset towards their English language learning. Kitjaroonchai indicated

that the questionnaires "were translated into Thai since these secondary and high school students

would better perceive all the questions in Thai rather than in English." The Thai translated

questionnaires were proofread and edited by a reliable source before being presented to the

students. Kitjaroonchai detailed that "the data collected from the questionnaire in this study were

computed and analyzed in terms of means and standard deviation by using MINITAB version

16." Kitjaroonchai's study found a significant difference between students with superior

academic performance and other students as "122 students out of 266 (45.86%) or almost half of

them had GPA ≥3.20." Students of superior academic performance were highly motivated to

learn English as they related learning English to a better future and more life prospects. The

study did note that both groups, superior academic performers and lower performers, harbored

high motivation to learn English. Kitjaroonchai (2013) reported that students found writing the

most difficult ability to perfect "followed by speaking, listening, and reading". The study

concludes that a students' native language impedes with the attainment of the second language as

grammar structures and word usages are distinct. Kitjaroonchai in addition feels that students'

challenges in each of these abilities could be minimized by a variety of exercises like writing

workshops, speaking drills, speech contests, etc. Along with the cited productive exercises,

teachers should also include receptive exercises to have a complete balance of the four language

skills. Kitjaroonchai (2013) strongly feels that more studies should follow examining students'

motivation relative to academic performance.

Ibrahim Humaida (2012) performed a study to try to measure English learner's motivation

and to determine if class or age would cause a distinction in the level of motivation. The

researcher used 40 random selected male undergraduate college students. Thirty-seven students

were third/fourth level and three were first level. Ibrahim Humaida used a descriptive scale made

up of fifteen questions and each having five possible answers "(always-often-sometimes-rarely-

never)." The scale was found to be both reliable and valid based on the results. Ibrahim

Humaida's study worked on the assumption of three separate hypothesizes, the first being that

"English language learners were not motivated to learn", the second being that "there were

significant differences on motivation for learning English owing to class level" and thirdly that

"no correlation found between motivation scores and learners, ages." Ibrahim Humaida found

that based on the results of the questionnaire, motivation levels among students learning English

are high. The researcher concluded that learner motivation could also be linked to the

prominence of English worldwide. Ibrahim Humaida also noted that the basis for students'

motivation to learn English could vary greatly. Ibrahim Humaida found that student level or age

had no noticeable impact on student motivation. While other factors may affect students'

motivation, age or class level does not seem to be one of them based on this study. Ibrahim

Humaida although coming to the aforementioned conclusions, also noted that there were notable

limitations on the research done. The researcher had a limited number of participants and all of them were male. A larger and more varied sample size would give a more accurate result. Ibrahim Humaida's intention with this study was to bring to light the importance of motivation when analyzing successful second language attainment, which was obtained. Humaida contends "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." The same author acknowledges that more research is needed to further examine motivation's impact on second language learning.

Al-Tamimi & Shuib (2009) researched which one of three kinds of motivation was the principal guiding force for petroleum engineering students. Al-Tamimi & Shuib (2009) believed that instrumental, integrative or personal kinds of motivation were behind students' motivation to learn English. There were 191 male students from the Department of Petroleum Engineering at HUST, Yemen during the 2006-2007 academic year used for this study. Al-Tamimi & Shuib (2009) used a questionnaire and interviews to try and determines students' motivation. Only 81 out of the 191 students ranging in ages of 21 to 26 years old were asked to fill out the questionnaire for the study and out of these 81, ten were selected for the interview process. Al-Tamimi & Shuib (2009) felt that using a triangulation mixed method would "help to give a fuller picture and address many different aspects of phenomena". The questionnaire consisted of three different parts. The first part was to compile student background information, the second part instructed students to indicate their motivation to lean English and the third part was designed to evoke responses related to students' attitudes towards English learning. Al-Tamimi & Shuib (2009) also conducted interviews with a 110 of the possible students, inquiring about "1) their reasons for learning English, 2) their interest to attend more training courses in English, and 3)

their attitudes towards the English language and towards the culture of the English speaking world." Al-Tamimi & Shuib's (2009) study found that instrumental motivation followed by personal motivation were the two main kinds responsible for driving students. Integrative motivation or the desire to learn English to be an integrative part of English culture had the littlest impact on students' motivation to learn English. Students were found to be motivated by what they could then accomplish with their English language knowledge, whether academically or on the job front. For this reason Al-Tamimi & Shuib (2009) concluded that petroleum engineering students should have classes created with this purpose in mind. These English courses should be designed to help them achieve effective functioning in academic and occupational fronts. Al-Tamimi & Shuib (2009) noted that "English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) should be implemented" in order to cover the two main reasons behind students' English language motivation. The actual English classes are deemed not fit to provide students with the necessary skills. Al-Tamimi & Shuib (2009) also found that students were interested in being able to partake in training courses of longer than one year. Al-Tamimi & Shuib (2009) hope that their findings help policy makers to more effectively implement needed changes in the Yemeni school system.

Mao (2012) delved into whether or not high school seniors in China were aware of how important English is and whether or not they realize the reason behind learning it. Mao (2012) was also interested in the approaches that best encouraged students' motivation towards learning English. Mao (2012) taking into account the economic rise of China worldwide and the opening of its borders to foreigners, wondered if these high school seniors realized English's importance. Mao (2012) constructed a two part questionnaire to be answered by 96 random middle school students, 42 male and 54 female, averaging 17.8 years old. The first part of Mao's (2012)

questionnaire dealt with personal information while the second part "measured the type of English learning motivation." The questions on the second part of the questionnaire asked students to answer questions about themselves on a scale from 1 to 5, one being never or almost never and five being always or almost always true. The questions on the questionnaire were designed to indicate whether the students' motivation was integrative or instrumental. Students were given the questionnaires during a regular class session and asked to fill them out as sincerely as possible. Mao (2012) indicates that students were not allowed to communicate with each other before answering the questionnaire and the English teacher went to great lengths to assure students that there was no right or wrong answer and that it would be best for the students to be as sincere as possible with their answers. Mao (2012) concludes that "how people learn and what is learning have been the focus of educators, theorists, researchers and others for a long time. Understanding the learner and how learning takes place for that individual is the key" to being successful as a teacher. Mao (2012) asserts that we "know motivation" enormously influences a students' "second language learning." Mao (2012) intended to show that both instrumental and integrative motivation are important as each student is different and may be motivated differently. Students should not have to choose between one and the other according to Mao (2012). Mao (2012), while recognizing students could be more inclined by one of the motivational types or even a combination of both, states that a second language student would not be able to be successful if neither exits in the classroom. Mao (2012) highlights the teachers' responsibility to understand the difference between the native language/culture and the second language/culture and how to affectively combat any doubts or prejudices that students may have. Mao (2012) indicates that students perceptions of the teacher and the class, can directly affect their success and this is the part that teachers can control. Mao (2012) also emphasizes that

motivation is a two way reciprocal street as "high motivation is one factor that causes successful learning; successful learning, however, may cause high motivation." Mao (2012) contends that it is up to the teacher to take advantage of the parts that they can control in order to foster an environment that motivates second language students. This can be done by conceiving lessons that capture the interest of students and that set them up for success with attainable short term goals. Mao (2012) found that regardless of the type of motivation that drives a student, the undisputable fact is "that motivation is an important variable when examining successful second language acquisition." Mao (2012) did recognize that the since the students polled all came from the same school, it could be hard to generalize and the questionnaire's simple design could be called into question. Mao (2012) stands by the results and the conclusions that they point towards.

Yeung (2012) set out to answer three main questions which had to do with the causes behind students' English language motivation, students' learning attitude and if students' motivation was integrative or instrumental or both. The author took a qualitative approach using ten students in her study over the course of an academic year. Half of the students were male and half of the students were female. She identified the students using the first ten letters of the alphabet (Student A, Student B, etc.) to maintain confidential their identities. Yeung (2012) used questionnaires, interviews, diary notes, and informal talks to gather the needed information, and focused on the motivation of these vocational students as many students go to a vocational school because they are not accepted for enrollment at a university or have returned to their studies after a period of not studying. Yeung (2012) found that the majority of the students studied actually liked learning English and the majority liked the learning process and she discovered that the main factors influencing motivation were academically, culturally and personally based. Yeung's

(2012) findings on the presence of instrumental motivation was based on the personal interviews and the students' diary notes. Vocational students are focused on having better futures and being able to better be able to provide for themselves and their family. Her conclusions show that many students take voluntary English courses as a way to better themselves for their careers. This same author noted that many of the students were motivated because they wanted to pass the class with good grades and their motivation was academic pride as well as future career focused. Yeung (2012) also was able to draw the conclusion that the vocational students are motivated to learn English because they recognize it as a path to open new opportunities for them academically and socially. The author tells us that students realize they need to learn all aspects and uses of the English as the English used for formal school subjects is not the same as the English used amongst friends or in more informal settings. Yeung's (2012) study also found that the vocational students actually liked learning English and that this intrinsic motivation helped them achieve a sense of achievement when they were able to successfully communicate in the English language with others. The author of the study was able to establish that vocational "students are motivated to learn English by many factors, in particular from society." She also noted that as students obtained more practice and familiarity their motivation increased and their perception towards the English language changed positively. Yeung (2012) detailed that students' moods towards the English language fluctuated greatly depending on the students' success in the classroom. When things went well students were happy and emboldened to continue learning, but when things were not going well students despised learning the language. The author confirmed that parents and teachers also played an important role in providing motivation for students. When parents and teachers played an active role in the students' English language learning, then the students were more likely to be motivated and interested in putting

forth the effort to overcome obstacles and be successful in their learning. She also added that, "when teachers have the ability of creating an active learning environment, it results in a shift from passive learning to students taking responsibility for their own learning (Chapman & Aspin, 1997)." Yeung (2012) detailed that most of the students are also motived by peer pressure. Other students' success motivates students to do as well and not fall behind, and she found that some students realized the potential to expand their potential above and beyond their community as well most students understand the benefit of being able to use English as a way to communicate and express themselves. Yeung (2012) acknowledges the risk of inaccuracies between events and what was recalled as well as the possibility that diary entries not being correct.

Method

In order to begin this study background study was performed documenting the types of motivation and the different aspects that influence students' motivation. Many different authors were consulted, in order to detail the types of attitudes and activities that motivate students to learn English. Studies that were carried out pertaining to students and their motivation were also consulted in order to lay groundwork for the investigation that was to follow.

One hundred students surveyed for this study were from 5 different grades which included 8th, 9th, 10th, 11th, and 12th (in the Ecuadorian grade systems there are 13 grade levels) in a private school located in the city of Guayaquil, Ecuador. There was an equal number of students (20) surveyed from each grade and the respondents were both male and female. All students were asked to respond honestly to each of the eight questions on the combined qualitative and quantitative survey. After answering "yes" or "no" for each question, the participants had to then indicate the reason for their answer. In each classroom the teacher was also observed and notes taken on the perceived influence of their attitude and methodology on the students in their classroom. The teacher observation notes were also taken on a combined quantitative and qualitative survey form.

Once the surveys and observations were concluded, the results were separated. Each group of twenty students answers were tabulated, first the yes and no to each question. After each group of twenty was tabulated, then the results of each of the five groups was added together to come up with a grand total for each of the questions. After adding up the answers to each question, the individual reasoning for each question was written down. Special attention was paid to repeat reasoning or new reasoning. Questions that were not answered, or in cases where the student did not choose one of the options listed, were also noted as such in the graphic results.

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The analysis of the results took into account the tabulation of the students' answers and the observations that were performed in each of the classrooms. The analysis paid special attention to the reasons that each student indicated when filling out the survey and patterns were noticed in several of the questions leading to the conclusions drawn in the analysis. The students' answers were combined with the physical observations of the teachers' classrooms.

<center>**Discussion**</center>

<center>**Description, Analysis, and Interpretation of Results**</center>

The one hundred students surveyed for this study were from 5 different grades which included 8th, 9th, 10th, 11th, and 12th in a private school located in the city of Guayaquil, Ecuador. There was an equal number of students surveyed from each grade and the respondents were both male and female. All students were asked to respond honestly to each question as detailed below along with the results recorded for each question. Each classroom teacher was also observed and notes taken on their influence on the students in their classroom.

What do you think motivates students to learn English?

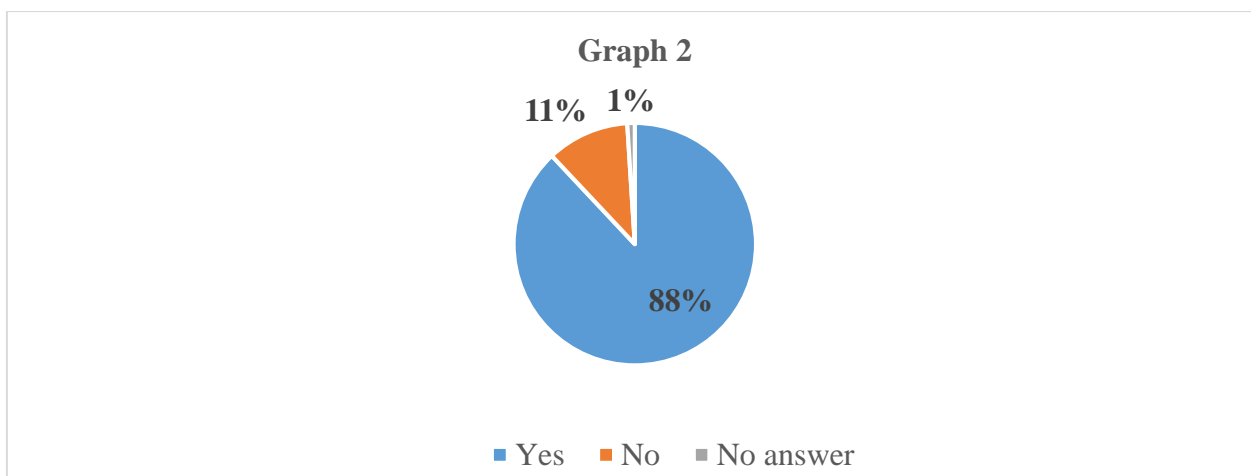*Do you like to learn English?*
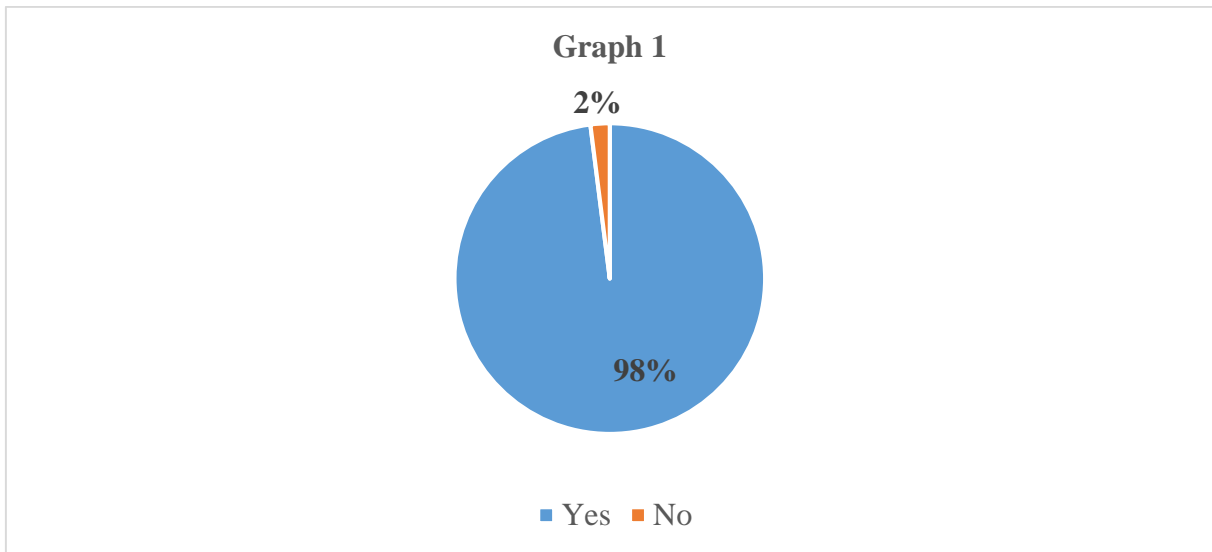
Author: Jeremy Klocke

Source: High school students

As seen in Graph 1, 98% of the students surveyed indicated that they do like to learn English. The majority had not only indicated that they liked English but they also had a wide range of reasons for feeling so. Some of the students like learning English simply because they

like to learn, others like learning English because they recognize the universal use and need for the knowledge in order to succeed internationally. While English learning for career purposes was a common theme, some students also mentioned the possibility of travelling to other countries or making new friends based on their English knowledge. The most common reason by far was preparation for a better future. Of the two negative responses, one was because they did not understand things very well and the other negative response was because the student expressed that they already know English so they do not like to continue learning it. Based on my observations it was obvious in each classroom that students liked learning English as they were engaged, enthusiastic, and diligently worked on assignments in the classroom. The results on this first question show a strong correlation between students liking to learn English based on extrinsic motives. Students are driven by motives above and beyond the classroom itself. They have goals and outside desires that drive their motivation. Nation & Macalister (2010, p. 39) concur that "(…) the leaners should be interested and excited about learning the language and they should come to value this learning." The results above would seem to indicate that that is the case.

Are you motivated to learn English in the classroom?

Graph 2

11% 1%

88%

■ Yes   ■ No   ■ No answer

Author: Jeremy Klocke

Source: High school students

As indicated in Graph 2, 88% of the students surveyed stated that they are definitely motivated to learn English in their classrooms. Students who answered positively to the question had answers ranging from the teacher being not only a good teacher but fun, to preparing for the future, to having an enjoyable classroom environment, to simply liking English; as reasons for their feelings of being motivated in the classroom. The students who responded negatively listed reasons for their negative response such as: boring, the teacher does not motivate, not learning enough, and the other students. Both students who answered positively and negatively to this question cited the teacher as having a great influence on how they felt. The majority of both responders cited the teacher as the direct influence on their motivation and according to the results we find that the majority of the teachers are having a positive impact on their students' motivation. In the classes that were observed the students seemed to be motivated overall, an observation that is supported by their responses. The students in all of the classes were attentive and actively participated in the teachers' assigned activities. Students seemed to be enthusiastic and energetic in the class. The students' responses to this question strongly pointed to intrinsic motivation being behind their feelings. Although students responded almost unanimously that they like English and that their liking was extrinsically motivated, here we see that the teacher begins to play an important part in how motivated they feel inside the classroom. Inside the classroom intrinsic motivation starts to take over, and that is strongly influenced by the teacher, their classroom activities and methodology. Lightbown & Spada (2011, p. 63) state that "(…) there is ample evidence that positive motivation is associated with a willingness to keep learning." Harmer (2012, p. 20) confirms that "(…) desire to achieve some goal is the bedrock of

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motivation and, if it is strong enough, it provokes a decision to act." Teachers, based on the

survey results, are managing to motivate their students and to maintain that motivation over the

course of their school careers evidenced by the strong results for all groups of students.

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

Graph 3

7% 1%

92%

■ Yes ■ No ■ No answer
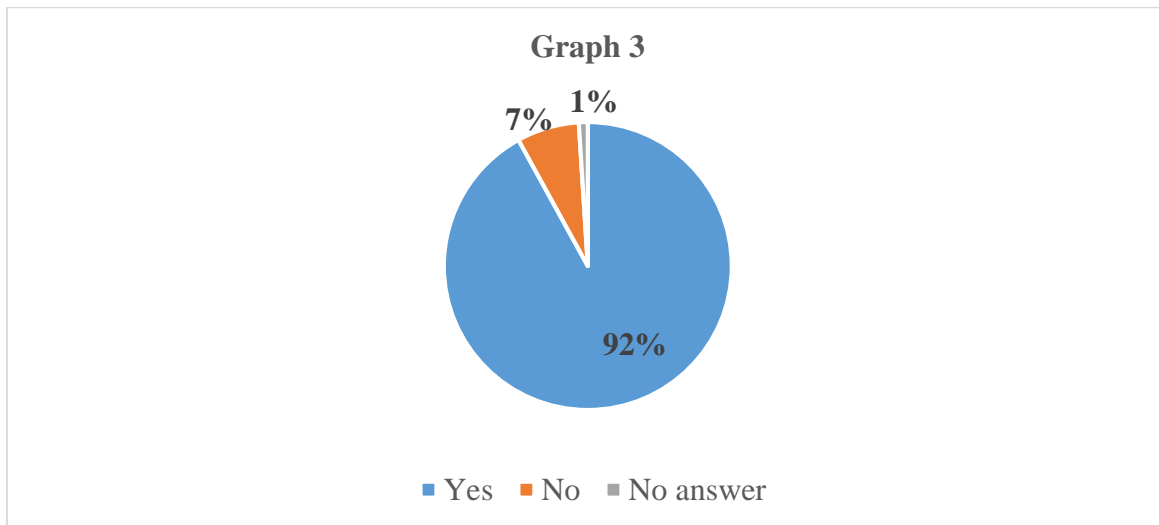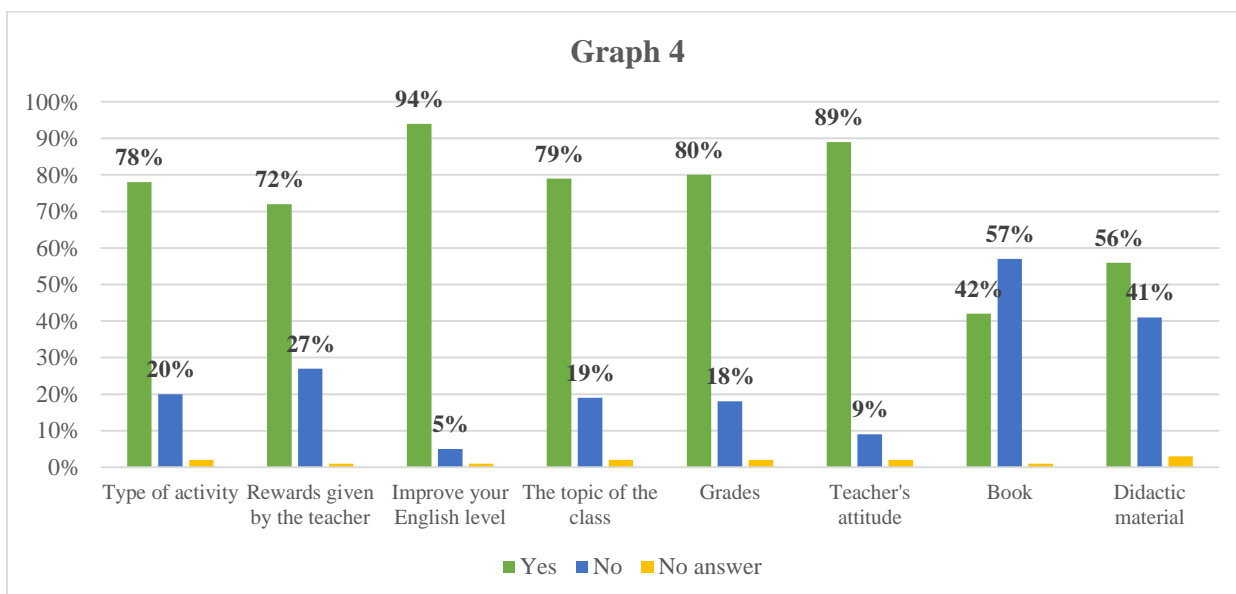
Author: Jeremy Klocke

Source: High school students

As shown in Graph 3, 92% of the students surveyed feel positively about their teachers'

ways of teaching English. 1% had no answer for the question and the other 7% are not happy

with their teacher's way of teaching English. The students that like their teacher's way of

teaching mention the following reasons why they are happy with their teacher: native, interesting,

teaches necessary topics, uses a variety of methods, explains clearly and takes time to make sure

the lessons are understood. The 1% that did not answer, stated that sometimes they did and

sometimes they did not like their teacher's way of teaching. The 7% that definitely do not like

their teachers' ways of teaching had a variety of reasons. One student feels that the teacher does

not speak loud enough nor have enough knowledge on the topics. Another student found that the

teacher speaks too much and others indicated that they had to do too much writing, while another

felt that the teacher did not explain enough. One last student just feels that the teacher is not a good teacher. Students while being observed did not show any outward sign that they were not happy with their teacher. The results of this question, as well as the one before it, support the importance of intrinsic motivation. Students need help to maintain their motivation. Harmer (2012, p. 20) maintains that "one of the teacher's main aims should be to help students to sustain their motivation." Their views on their teacher and their methodology directly influence how motivated they feel. Students come to school being extrinsically motivated but need the intrinsic motivation provided by their teachers to continue feeling positive about themselves and their learning. As Harmer (2012, p. 20) details:

> 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. We need to display appropriate teacher qualities so that students can have confidence in our abilities and professionalism…

Do the following aspects motivate you to learn English in the classroom?
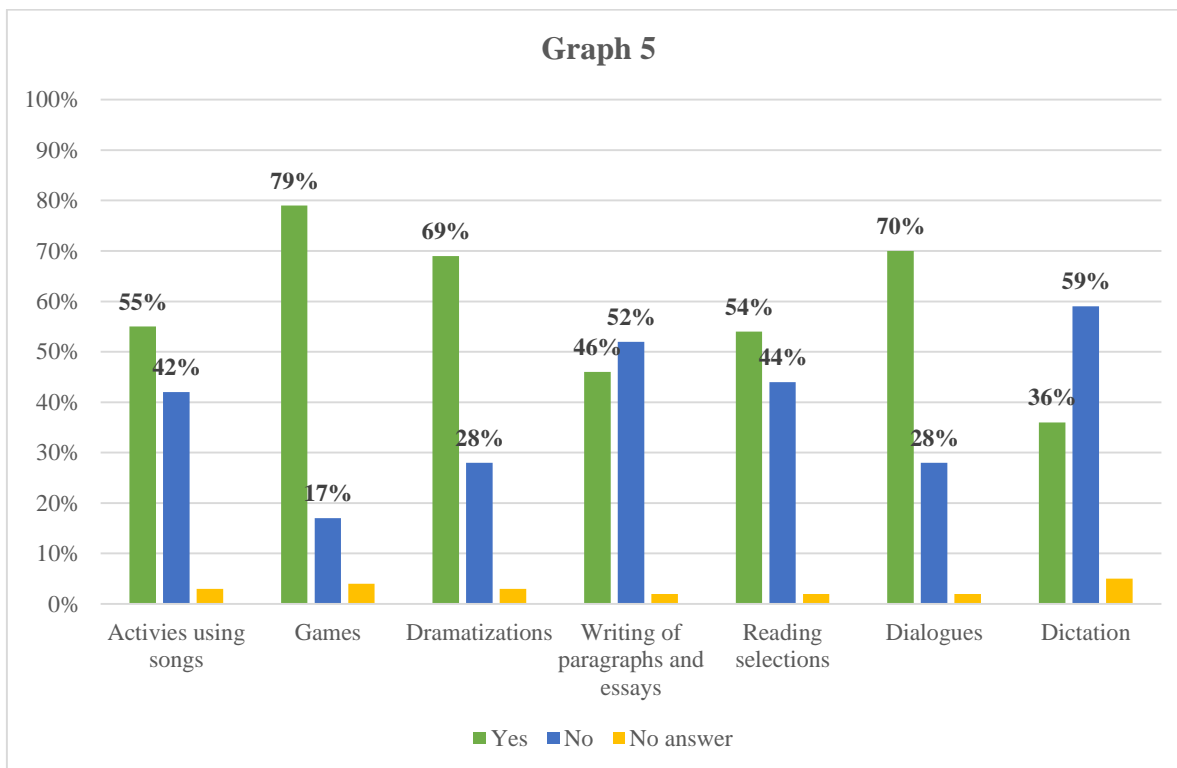
Author: Jeremy Klocke

Source: High school students

As can be seen in Graph 4, the majority of the students strongly feel that the following aspects all help motivate them to learn English: 78% types of activities, 72% rewards given by the teacher, 94% improving their English level, 79% class topic, 80% grades and 89% teacher attitude. Harmer (2012, p. 168) reminds us that "(…) tests have a powerful effect on student motivation." Harmer (2012, p. 21) also contends that "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." Harmer's thoughts would seem to be proven by the results of Graph 4. Improving their English level and teacher attitude being the two most important aspects in the eyes of the students. The majority of the students (57%) felt that their student book does not motivate, whereas a slight majority (56%) did feel that the didactic material does help motivate them. Silberstein (1994, p. 102) stresses that "it is dangerous to assume that any text can provide practice in any randomly selected element (…). Texts should reflect the purposes at hand (…)." The author states that it is necessary to ensure a certain measure of achievement for students with the texts chosen. Nation & Macalister (2010, p. 9) in agreeance adds that "the material in a course needs to be presented to learners in a form that will help learning." Nation & Macalister (2010, p. 50) warn that "if learners are not interested in learning, it is worthwhile beginning by looking at ways to attract them and involve them in learning." The didactic material and book were the two least important aspects towards the students' motivation in their eyes, which could lead to needed changes. Students do not outwardly indicate their feelings towards these aspects in the classroom. Students do as instructed and work diligently. Based on outward appearance

students would seem to be motivated positively by all aspects of the class, while their answers reflect otherwise.

Do the following activities motivate you to learn English?

Author: Jeremy Klocke

Source: High school students

As shown in Graph 5, students have a much wider range of perceptions on what activities actually motivate them to learn English. The greatest majority feel that games (79%), dialogues (70%) and dramatizations (69%) are the three activities that most motivate them. Herrell & Jordan (2012, p. 54) ascertain that working with dialogues "reduces anxiety when students find themselves in unfamiliar situations or are asked to use new language structures. Once students are confident (…), they will find that they are more relaxed and can begin to communicate more freely." The same author (p. 101) found that role play dramatizations help "(…) students to

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create experiences with which to link the new vocabulary" that they are learning.   Dictation

(59%) was the one activity that a large percentage of the students feel does not motivate them to

learn English. Students' feelings on the writing of paragraphs and essays and reading selections

were split almost evenly. A slight majority (52%) feel that writing of paragraphs and essays does

not motivate them to learn English whereas a slight majority (54%) does feel that reading

selections do motivate them to learn English. Nation & Macalister (2010, p. 51) maintain that "a

course should include a roughly even balance of the four strands of meaning-focused input,

language-focused learning, meaning-focused output and fluency activities." Although 52% are

not motivated by writing paragraphs and essays, Harmer (2004, p. 3) states that "we no longer

have to ask ourselves whether writing is a good thing or not. We take it as a fundamental right."

Harmer (2012, p. 112) also adds that "there are many reasons for getting students to write (…).

Firstly, writing gives them more 'thinking time' thatn they get when they attempt spontaneous

conversation. This allows them more opportunity for **language processing**." So even though

students do not feel motivated by writing paragraphs and essays, many experts and authors feel

that it is an important part of language learning. Reading did come out with a majority feeling

that it is motivating, but just barely at 54%. Brown & Abeywickrama (2010, p. 224) assure us

that "nevertheless, the written word continues to play a vital role in conveying information;

amusing and entertaining us; codifying our social, economic, and legal conventions; and fulfilling

a host of other functions." Harmer (2012, p. 99) coincides by saying that "reading is useful for

language acquisition. (…) Reading also has a positive effect on students' vocabulary knowledge,

on their spelling and on their writing." The results show that students have many different views

on what motivates them to learn English. Two of the most essential elements needed to be

successful in language learning, resulted as also the least motivating for students. Harmer (2012, p. 20) emphasizes that:

> One of the teacher's main aims should be to help students sustain their motivation. We can do this in a number of ways. The activities we ask students to take part in will, if they involve the students or excite their curiousity – and provoke their participation – help them to stay interested in the subject.

What is your teacher's attitude in the classroom?
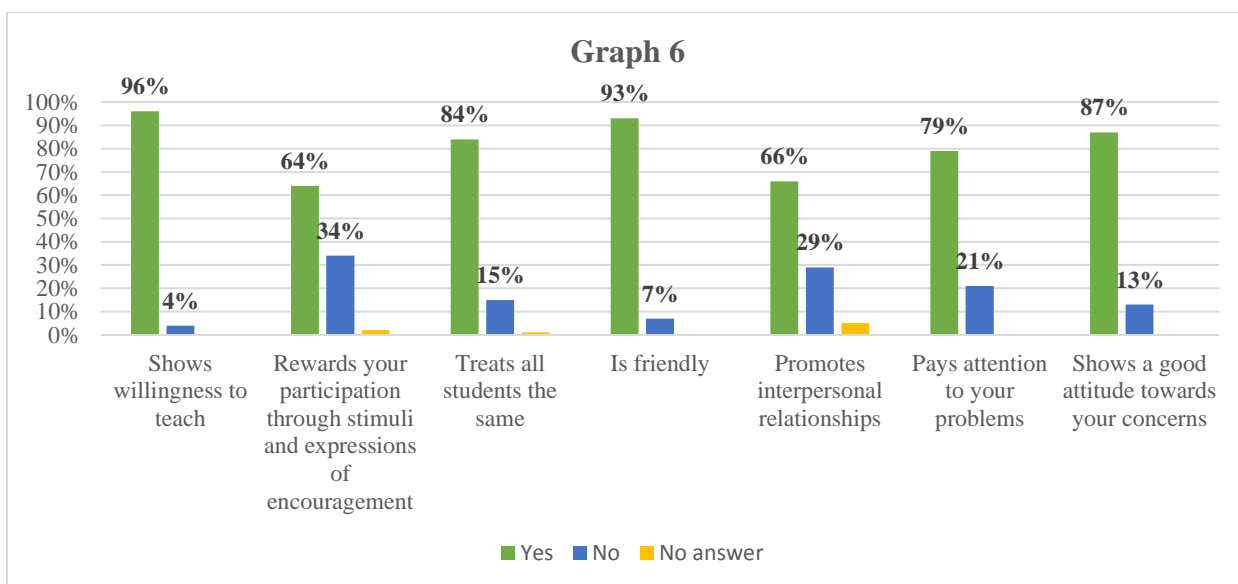
Graph 6

Author: Jeremy Klocke

Source: High school students

As we can see from Graph 6, the majority of the students feel that overall their teacher does meet all of the aspects questioned. Harmer (2012, p. 23) says that it is very difficult to specify why a certain teacher is thought to be good/motivating by their students. Harmer says "that different teachers are often successful in different ways." Willingness to teach and being friendly are the two aspects that were almost unanimous followed closely by students feeling that their teacher shows a good attitude towards their concerns and treats all of the students the same.

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Harmer's (2012, p. 25) findings support this view as being important as he states "a significant feature in the intrinsic motivation of students (…) will depend on their perception of what the teacher thinks of them, and how they are treated." There are two areas that did not have quite the same resounding results, albeit still positive but they are two areas that did score lower. An approximate third of the students indicated that they feel that the teacher does not reward participation through stimuli and expressions of encouragement; and just under a third of the students feel that their teacher doesn't promote interpersonal relationships. Harmer (p. 26) states that it is important for teachers "(…) to listen to the students' comments on how they are getting on, and which activities and techniques they respond well or badly to." It is important to beware of our students' reactions and feelings in order to have a successful class the author insists. Harmer (2012, p.24) addresses the importance of teacher personality backing up the results of Graph 6:

> Effective teacher personality is a blend between who we really are, and who we are as teachers. In other words, teaching is much more than just 'being ourselves', however much some students want to see the real person. We have to be able to present a professional face to the students which the find both interesting and effective. When we walk into the classroom, we want them to see someone who looks like a teacher whatever else they look like. This does not mean conforming to some kind of teacher stereotype, but rather finding, each in our own way, a persona that we adopt when we cross the threshold. We need to ask ourselves what kind of personality we want our students to encounter, and the decisions we take before and during lessons should help to demonstrate that personality. This not to suggest that we are in any way dishonest about

who we are – teaching is not acting, after all – but we do need to think carefully about how we appear.

The overall consensus for the teachers is positive, but the results do give us areas that teachers need to improve on with certain students. Harmer (2012, p. 28) is adamant that "(…) who we are and the way that we interact with our students are vital components in successful teaching, as are the tasks which we (…) undertake. But these will not make us effective teachers unless we possess certain teacher skills."

What is the role of your teacher in the classroom?

Graph 7

Category	Yes	No	No answer
Is aware of the activities you do in class?	92%	6%	
Provides feedback at the end of the activities you do?	76%	24%	
Assigns time limits/deadlines for each activity?	85%	13%	
Helps you when you have difficulties?	90%	10%	
Verifies that you have understood the instructions?	91%	9%	
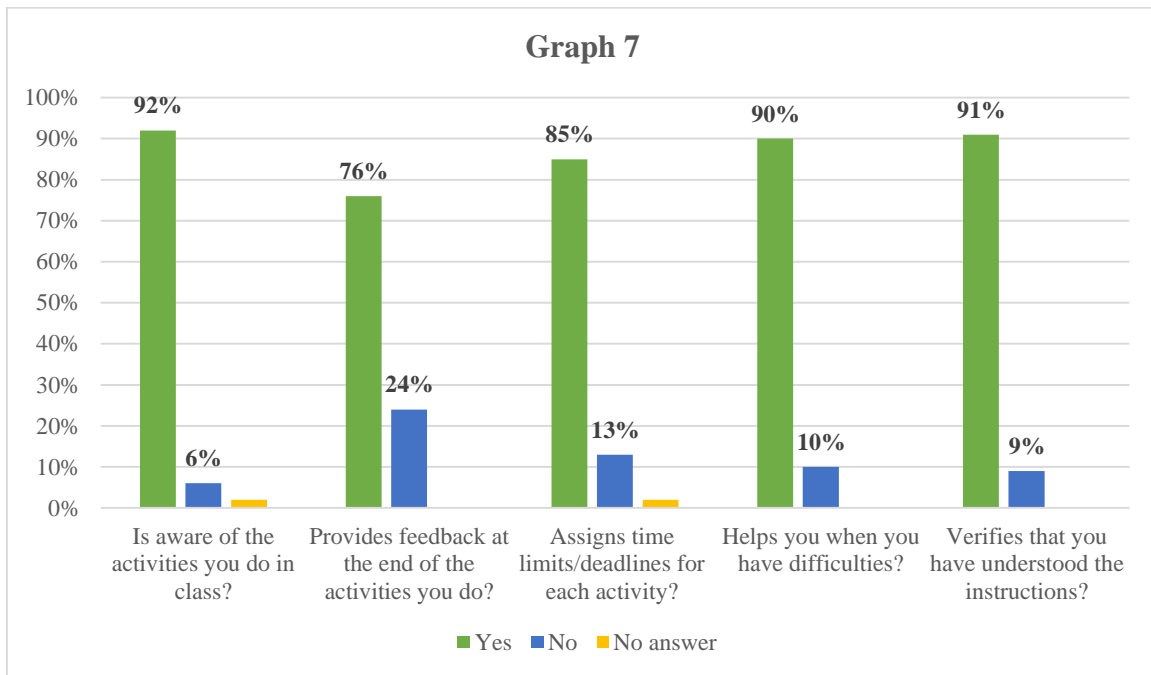
Author: Jeremy Klocke

Source: High school students

As shown in Graph 7, students have a very positive perception of the roles that the teacher plays in the classroom. Harmer (2012, p. 25) says that "part of a good teacher's art is the ability to adopt a number of different roles in the class, depending on what the students are doing." 92% of the students polled feel that the teacher is aware of the activities that they do in the class, 91%

feel that the teacher verifies that they have understood the instructions given and 90% feel that

the teacher does help when they have difficulties. Harmer continues that "part of our teacher

personality, therefore, is our ability to perform all these roles at different times, but with the same

care and ease whichever role we are involved in." Glazer (2014, p. 85) adds that:

> I am the decisive element in the classroom. It is my personal approach that creates the
>
> climate. It is my daily mood that makes the weather. As a teacher I possess tremendous
>
> power to make a child's life miserable or joyous. I can be a tool of torture or an
>
> instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my
>
> response that decides whether a crisis will be escalated or de-escalated, a child humanized
>
> or dehumanized.

The two areas that have the lowest scores would be feedback at the end of the activities and

assigning of time limits or deadlines. 24% of the students feel that the teacher does not provide

feedback at the end of the activities done and 13% do not feel that the teacher gives time limits or

deadlines for each activity. Harmer (2012, p. 30) highlights that:

> Good activities should have some kind of destination or **learning outcome,** and it is the
>
> job of the teacher to make this destination apparent. Students need to have an idea of
>
> where they are going, and more importantly, to recognise when they have got there.

Overall students' perceptions of the teachers' roles is quite positive and from what was observed

my perceptions would be in line with the majority of the students as well.

What do you think hinders students to learn English?

Which of the following aspects do you think hinders the learning of English?
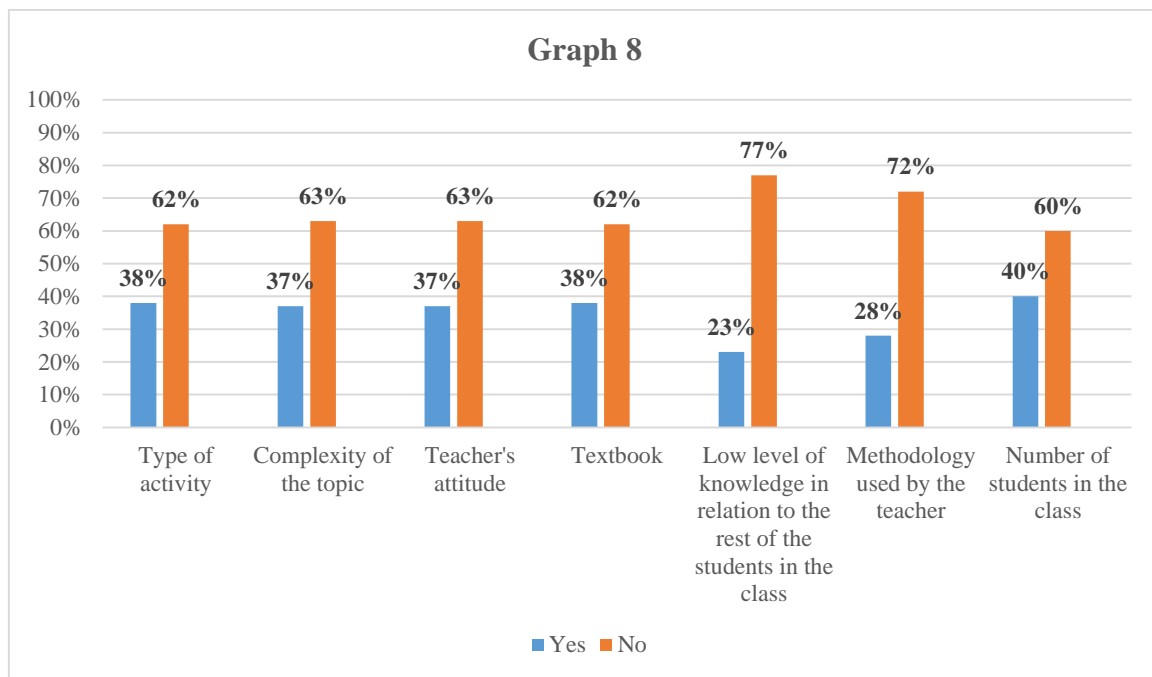
Graph 8

Author: Jeremy Klocke

Source: High school students

As we can see in Graph 8, students' thoughts on the aspects that hinder their learning of English are varied and wide ranging. There was no majority found on any of the aspects that hinder English. It seems that a clear consensus could not be reached on things that do hinder English learning, but there was a consensus on the aspect that students do not think hinders their learning, that being the low level of knowledge in relation to the rest of the students in the class. 77% of the students feel that that aspect does not hinder their learning of English. Harmer (2012, p. 14) in contrast to the poll results, cautions that "(…) it is sometimes tempting to see all students as being more or less the same. Yet there are marked differences, not only in terms of their age and level, but also in terms of different individual abilities, knowledge, and preferences." 72% of the students feel that the methodology used by the teacher does not hinder their learning either. Nation & Macalister (2010, p. 200) caution that in regards to methodology:

There is no one right answer to how languages should be taught or learnt. Different environments require different approaches, and different teachers and learners are comfortable with different approaches. Rather than looking for the magic method, it is better to work at the level of principle, seeing how the same principles can apply in different situations.

The students feel that the other aspects as well do not hinder their learning with a rate of 63% for complexity of the topic and teacher's attitude while type of activity and textbook come in at 62% each and finally 60% for the number of student in the class. Of the 38% of the students that said that the type of activity hinders there learning of English, there were several reasons given. Some students indicated that people learn differently so if the correct activity is not chosen it can hinder the learning. Others indicated that the type of activity influenced how interested and involved they would be with the learning process. Many expressed no desire to learn or participate if the activity was boring. 37% of the students indicated that the complexity of the topic hinders their learning. Their reasoning being that it is a challenge to learn complex things and sometimes certain topics are too difficult. Others disagree and stated that the complexity is not a problem as long as the teacher is good and knows how to approach the topic. Yet another stated simply that easy or difficult, they would still learn. Those that did feel that the complexity hinders their learning expressed a desire to spend more time on a topic that is complex in order to overcome the hindrance. 37% also indicated that teacher attitude hinders their English learning. Students mentioned that a teacher must be calm, have a desire to be in the class, an open mind, and an extensive array of different activities to keep students interested. Some students mentioned that their attitude in class is a direct reflection of the teacher's attitude. One student felt that some teachers are just their as warm bodies, not as true teachers. 38% found that the textbook hinders

their learning because they are boring or not understandable. These students mentioned that a

textbook needs to motivate them and the teacher needs to know how to correctly use the textbook

to get the most out of it. Some students indicated that they have no textbook, while one student

said it just did not matter if there was one or not. Only 23% of the students felt that low level of

knowledge in relation to the rest of the students in the class is a hindrance. Those that felt this

way said that having different levels of knowledge in the class can slow it down. The disparity in

the levels also causes some students to not pay attention. One student indicated that they try but

do not always understand. Another indicated that all students should be brought up to the same

level in order for the class to be successful. Of the 77% who felt that this is not a hindrance, one

even stated that all the students are the same. Also coming in low on the hindrance level, 28% of

the students confirmed that the methodology of the teacher hinders their English learning. They

expressed that some methodology is not good and there needs to be more versatility. Others

indicated that they can get bored so the methodology needs to arouse their interest. Those who

indicated teacher methodology does not hinder them, stated that if the teacher is good the

methodology does not matter. Another simply stated that if the teacher knows how to teach, I

will learn. 40% of the students polled indicated that the number of students in the class hinders

their English learning. Their complaints are that a large number of students slows down the rest

of the class and the class is less didactic. Many indicated that it is harder to concentrate because

there are more distractions. Others indicated that it is hard to involve all of the students and

dedicate time to each student when there are too many students. Of the students who answered

no, they just simply felt it did not matter how many students were in the class. In observing the

classes I see the large number of students to be something that can greatly hinder the students. In

a class of 28 to 30 students it is impossible to give each student a chance to lengthily express

themselves in a 50 minute class period. The attitude of the teacher and the activities that were

used in these classes were essential to their success. Everything starts with the class size. When

you have a large number of students in the class, the importance of teacher attitude and the

activities is magnified. With a large number of students you have a wider range of personalities

to contend with and a greater chance of there being a discrepancy in knowledge levels which can

lead to a hindrance as an effect of the class size.

Conclusions

This research demonstrates that the majority of the students like to learn English and are indeed motivated to learn English in their classroom. The overwhelming positive answers on the poll conducted and the observations performed support as much.

The study demonstrated that the grand majority feel good about their teachers' way of teaching. When taking the questions about the teachers a step further by asking about specific attitude traits, it was found that students' viewpoints towards their teachers' attitudes were favorable in all aspects polled.

This research found that ninety percent or more of the students feel that the teacher helps them when they have difficulties, verifies that they have understood directions and is aware of the activities that are done in the class. It was also shown that the majority are motivated to learn English just to improve their ability based on their responses.

The research's last question relating to hindrances for learning English had extreme results and not one aspect had a majority of agreeance amongst the students. The results of the research along with the class observations performed would seem to imply that students have very different ideas on what hinders their English learning or their perception is based on personal feelings and not facts. According to the results, the majority do not feel that any of the mentioned options hinder their English learning leading to the aforementioned conclusion that either the students did not understand the question or they are unaware of what actually hinders their English learning completely the opposite from the positive aspects, where for the most part their answers coincide with answers expected based on what is uniformly considered to be true.

It can be concluded that more observations and polling would be necessary and even essential to be able to see how these poll results, especially the aspects that hinder English

learning, would hold up over a larger sampling. One hundred students is too small of a sampling to be able to make generalizations that would extend to all English as a second language students.

Recommendations

It would be recommendable for teachers to continue to motivate students as they presently do, and to look at ways to improve their motivational techniques. It is important to make sure that everything possible is being done to use all available means to motivate students.

It would be advisable for teachers to help their students better understand the reasons behind some of the activities that are done. The results would seem to indicate that students feel that certain activities are not motivational or useful, and if they had a better understanding of the "why" they are doing the activities that might change.

It would also be recommendable for teachers to pay attention to rewarding their students' participation with expressions of encouragement as, based on this poll, only 64% of the students feel that this is done on a regular basis.

It would be advisable for students to have a better understanding of what does and what does not hinder their English learning as the results of the poll show very extreme results that seem to go against everything that has been established in prior studies, experiments, and even logic.

It would be recommendable to do a larger poll group or to do polling various times to get an accurate sense of how students feel over many different days. It would be advisable to find out if they maintain their answers and feelings consistently or if they were polled on a "good" day.

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CUESTIONARIO DEL ESTUDIANTE

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

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

Datos Informativos:

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

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

1. **¿Te gusta aprender Inglés?**

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

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

5. ¿Las siguientes actividades te motivan a aprender Inglés?

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

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

El profesor:	SI	NO
Muestra una buena disposición para enseñar		
Premia tu participación a través de estímulos y expresiones		
Trata a todos los estudiantes por igual		
Es amigable		
Promueve las relaciones interpersonales		
Presta atención a tus problemas		
Muestra una buena actitud ante tus inquietudes		

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

El profesor:	SI	NO
Está pendiente de todas las actividades 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.

Indique al frente de cada aspecto las razones.

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

Gracias por su colaboración!

INSTITUCIÓN:	
FECHA:	
AÑO DE EDUCACIÓN:	

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

SI	NO
¿Por qué?	

2. **Señala cuáles de los siguientes aspectos motivan a los estudiantes observados a aprender inglés en la clase.**

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

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

Notas 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 del profesor		
Interactúan con sus compañeros		
Muestran interés en las actividades propuestas		
Se dedican a hacer otras actividades		
Interrumpen a sus compañeros		
Buscan excusas para salir de clase		

4. Actitud del profesor en la clase

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

5. Rol del profesor en la clase

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

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

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

Otras:

_____
_____
_____
_____
_____

7. Los siguientes aspectos dificultan el aprendizaje del Inglés

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

Otros:

_____
_____
_____
_____
_____