



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS

English language students and their motivation to learn the language.

TRABAJO DE TITULACIÓN

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CENTRO UNIVERSITARIO ALAMOR

2016

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN

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DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de titulación: “English language students and their motivation to learn the language” realizado por Mendoza Vivanco Yuri Gina, ha sido orientado y revisado durante su ejecución, por lo tanto se aprueba la presentación del mismo.

Loja, mayo de 2016

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo, Mendoza Vivanco Yuri Gina declaro ser autora del presente trabajo de titulación: English language students and their motivation to learn the language, de la Titulación de Ciencias de la Educación mención Inglés, siendo Mgtr. Eliana Ivanova Pinza Tapia directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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DEDICATION

This work is dedicated to God and to the Virgin of the Cisne who always have been with me, have guided me and have encouraged me to get this goal in my life. To my dear parents, Amable and Elida, whose love and unconditional support was a source of inspiration and strength to finish my thesis; but above all, to my sisters Edith, Astrid and Flor, and my brothers Fausto and Guilber for their valuable advice and help during my studies.

Yuri Gina

ACKNOWLEDGMENT

I am highly grateful, first of all, to God for his blessings, and for permitting me to finish each cycle of my program. To all my teachers of Universidad Técnica Particular de Loja for their teachings and advice that shared with me during my studies. To my thesis advisor Mgtr. Eliana Ivanova Pinza Tapia who with her guidance and professional experience became an important support for this research.

Finally, to the authorities, teachers, and students who participated in this study, for their collaboration, help and the information provided in order to develop and complete this study successfully.

Yuri Gina

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Abstract

The present study was carried out to know about students' perceptions in relation to their motivation inside the classroom in order to determine what motivates and what hinders them to learn English. To achieve this purpose one hundred students from two public high schools located in the city of Alamor were surveyed. The participants were from five different classrooms which included basic education (ninth and tenth year) and secondary education (first, second and third year).

The students were surveyed on their motivation towards English learning as a foreign language, their different feelings and opinions in regards to teachers, their teachers' roles in the classroom, and some aspects that hinder their English language learning. Likewise, one English class of each teacher was observed to contrast the data provided by the students. The gathered results were presented in statistical charts and analyzed through quantitative and qualitative methods.

The obtained results allowed us to know that the majority of students are definitely motivated to learn English, but one of the aspects that hinder their learning is the complexity of the topics.

Keywords: motivation, students, learning, English.

Resumen

El presente estudio fue realizado para conocer acerca de las percepciones de los estudiantes en relación a su motivación dentro del aula con el fin de determinar lo que les motiva y dificulta para aprender inglés. Para este propósito cien estudiantes de dos colegios públicos ubicados en la ciudad de Alamor fueron encuestados. Los participantes fueron de cinco aulas diferentes las cuales incluyeron educación básica (noveno y décimo año) y educación secundaria (primero, segundo y tercer año).

Los estudiantes fueron encuestados acerca de sus motivaciones en relación al aprendizaje del inglés como lenguaje extranjero, sus distintos sentimientos y diferentes opiniones que tienen sobre sus profesores, los roles que sus profesores cumplen en la clase y algunos aspectos que les dificultan su aprendizaje. Asimismo, una clase de inglés de cada profesor fue observada para contrastar los datos proporcionados por los estudiantes. Los resultados recogidos fueron representados en gráficos estadísticos y analizados a través de los métodos cuantitativo y cualitativo.

Los resultados obtenidos nos permitieron conocer que la mayoría de los estudiantes están sin duda motivados para aprender el inglés, pero uno de los aspectos que dificulta su aprendizaje es la complejidad de los temas.

Palabras claves: motivación, estudiantes, aprendizaje, inglés.

Introduction

In today's global world many people learn English because it allows communicating easily with foreign people. Nowadays, English language has a big influence in people's life, both personally and professionally because this language improves people's relationships around the world.

In this context, one of the most important factors necessary to be successful in the learning of any language is motivation, but in Ecuador a lack of motivation in the students to learn English has been perceived. Humaida (2012) states that the lack of motivation to learn English is given due to different reasons, such as lack of interest in learning, parents' expectations, poor academic aptitude, dissatisfaction of basic needs and psychological strain.

The minimal attention on motivation in English language learning in Ecuador has led the investigation of this study which is English language students and their motivation to learn the language. The purpose of this research is to learn about students' perceptions in relation to their motivation to learn English inside the classroom by answering the questions "What do you think motivates students to learn English?" and "What do you think hinders students to learn English?".

This study allows understanding the importance of students' motivation in the English language teaching - learning process. Likewise, several studies related to learners' motivation to learn English has been carried out in a variety of places, and some of them have been chosen in this research in order to know more about the researched theme.

The first study was conducted by Khatib and Najafi (2012) whose aim is to investigate the strategies used by Iranian EFL teachers to promote motivation among their high school students. The authors' limitations were to carry out their study in the intermediate level and to have more females than males because they did not consider the "sex" factor.

Next study is led by Al-Tamimi and Shuib (2009) which has as purpose to identify petroleum engineering students' motivational and attitudinal orientations in learning the English language. Their limitations were to have a small number of sample and their participants only were males.

Another study is the one carried out by Kitjaroonchai (2013) whose purpose was to investigate the English language learning motivation level of students in secondary and high school in Thailand. In this study, the author did not find limitations.

There were some methodological limitations during the development of the present research. Firstly, this study was done with a small number of participants in each public high school. Subsequently, this research was carried out with only one class observation to each English language teacher. Lastly, the surveyed participants only were students; nevertheless, to acquire a more profound understanding of the problem, the teachers also should be surveyed about their activities and strategies inside the classrooms.

On the other hand, the present research is valuable for the teachers, students, institutions and researchers who will be able to redirect their efforts to improve the English language teaching and learning process. The contribution of this study in education will help to develop an English Curriculum with new strategies and approaches which need to be focused on students' needs and some factors that influence their motivation to learn English.

CHAPTER I: LITERATURE REVIEW

Nowadays, many English language teachers often have problems reaching their teaching goals because there are some factors that hinder or motivate students in English learning as a foreign language. These factors are internal and external which are understood and applied by both teachers and students.

Due to the need of improving the students' English language proficiency and learning, this research provides themes and studies with scientific support from different authors that focus on students' motivation to learn English, some roles of the teachers, activities or strategies that motivate students to learn this language, and some approaches and methods often applied in the teaching – learning process of English.

Motivation to Learn English

Motivation is the most important factor that students need in order to learn English because it determines success or failure in the learning process. Paglaro (2013, p. 15) argues that “Motivation can lead behaviour toward certain goals; increase effort; increase initiation of activities; improve persistence; develop cognitive functioning; and generally lead to performance improvement”.

Harmer (2012) and Woolfolk (2010) mention that the desire to learn English has two factors which are internal and external. The internal factors refer to intrinsic motivation, this is a kind of motivation generated by what happens inside the classroom; this could be the teacher's methods, the activities that students take part in, or their perception of their success or failure.

Paglaro (2013) also defines to intrinsic motivation as the desire that is from inner, or a tendency that is natural to do something in the learning. In other words, intrinsic motivation is known too as self-sustaining. This involves students come to school with the desire to learn, though other ones do not.

On the other hand, Harmer (2012) and Woolfolk (2010) refer to the external factors as extrinsic motivation. This involves things that the students bring into the classroom from outside, such as the attitude of society, family and peers.

In contrast, Paglario (2013) who refers to outside factors as the incentives (rewards) or punishments, in other words, extrinsic motivation is achieved by the teachers because they capture and maintain the student's interest through activities; likewise, the actions from teachers connect them with new instructions, raise their curiosity and get the students' attention in order to support learning.

Indeed, Harmer (2012) mentions that students around the world are learning English and among the motives that they want to learn can be, for example, to need English for academic purposes (EAP), to have moved into a target-language community, to need English for specific purposes (ESP) or sometimes also called English for Special Purpose, this involves students need to learn legal language, language of tourism and business English, or simply, because they think it will be useful in some way (general English). Nevertheless, the author states that some students only learn English because it is on the curriculum.

Activities or strategies that motivate students to learn English

Activities or strategies are the teachers' teaching styles. Nation and Macalister (2010) mention that if learners are not interested in learning, the teachers looking for ways to attract them and involve them in English teaching – learning process. Also, Harmer (2012) claims that for helping students to maintain an active motivation should give them some agency, in other words, the students take part in the classes with some responsibility for themselves on their own learning.

Similarly, Nation and Macalister (2010) agree that students should feel some control and decision-making inside the class, for example, with the activities that they do. Likewise, the authors mention that this strategy can encourage them to work and to show how they want

to be corrected and assessed. This involves a negotiation of the syllabus and the students are encouraged to set realistic individual goals that are achievable to them (Boon, 2007, cited in Nation and Macalister, 2010).

Likewise, explaining the rationale and goal of some classroom activities, the teachers model their autonomous behavior and their learners' model autonomous behavior for helping their students become independent learners (Crabbe, 1993; Cotterall, 2000, cited in Nation and Macalister, 2010).

In addition, Nation and Macalister (2010) consider that the reasons of gain for learning can result because the authors suggest a variety of useful activities and strategies, for students love their learning and their involvement in the activities inside the class.

The first mentioned is to make the subject of the lessons more relevant and interesting for students in order to involve them within the lesson. The second is to set tasks with clear outcomes and with a high possibility of the learners complete them successfully. The third is to show the learners how to keep records of their progress, for instance, they can see their continuing success, include speed reading graphs, standardized dictation scores, number of graded readers completed and movement through the levels, scores on split-information tasks and writing-accuracy graphs. The fourth activity or strategy is reward learners' efforts through publication in a class newsletter, through praise and attention from their teachers. Finally, the fifth is to use tasks that contain built-in challenges such as competition, time pressure, memory and hidden puzzle-like solutions.

Teaching approaches and methods

In this section there are different points of view from diverse authors about important methods and approaches for teaching English; they are Communicative Language Teaching, Cooperative Language Learning, Content-Based Instruction, Task-Based Language Learning, Grammar Translation Method and Total Physical Response.

Harmer (2012) mentions that Communicative Language Teaching contains two main principles of how it is used. The first principle involves language functions and the language exponents. For this reason, students should learn to use a variety of them appropriately when talking and writing to people according to kind of language, such as formal, informal, tentative and technical.

Besides, Cook (2014) states that this approach is focused in the ability to do things with the language, appropriately, fluently, and effectively. The author mentions that one principal aspect of Communicative Language Teaching in students is that they can communicate with other people. Cook (2014) and Harmer (2012) agree that CLT is emphasized more on communication than on form.

The second principle mentioned by Harmer (2012) is when students are motivated and they get enough exposure and opportunities for language use, then language learning will take care of itself. CLT deploys some communicative activities in students to develop communicating real messages in order to know how to communicate.

Due to the importance of communication, Cook (2014) argues that communicative pedagogy focused the attention on the teaching and practice to communicative activities. The author also suggests that the teachers design supplementary materials that identify things that students need to do with the language and simulate it in the classroom. In other words, learners are motivated by constantly emphasize them the relevance of classroom activity to their goals.

Besides, Harmer (2012) suggests that the teachers give to their students some activities on different kinds of language with style and adequacy in order to give them opportunities to practice real language inside the classes.

Another important method is Cooperative Language Learning, Johnson, Johnson and Holubec (2002) cited in Herrell and Jordan (2012) mention that it is a collection of strategies

for students in order to accomplish a group task through team works. Also, Li and Edwards (2010, p.38) mention that "If teachers use cooperative or peer learning activities, they must ensure that English speakers be grouped with ELLs who are not so lacking in English skills that meaningful communication and task engagement become problematic". Kagan (1989) cited in Herrell and Jordan (2012) states that this approach is effective for English language learners because they have more opportunities to work in small groups focused on verbal interactions. The students can participate as well as have assignments with their ability level and their levels of English proficiency because they are encouraged by the other members of the group which requires also the teacher to be aware of their stages of language acquisition.

Herrell and Jordan (2012) state the group task is structured, and each member of the group is expected to perform an assigned task. Cooperative Language Learning is much more effective than an ordinary group work that usually done in classroom, because appropriate training and structure is introduced into the process. Likewise, Li and Edwards (2010) explain that tasks engaged for students must be carefully design in order to be instructionally meaningful and provide suitable opportunities for students participate at their functional levels.

Richards and Rodgers (2008) state that Content-Based Instruction refers to an approach to second language teaching which it is organized around the content or information that students will acquire. Krahnke (1987) cited in Richards and Rodgers (2008) claims that teaching the language itself separately from the content being taught it allows the teaching of content or information in the language being learned with little or no direct or explicit effort. Also, Duarte (2011) suggests getting in students proficiency the level of language required to master content in classroom and that the teachers use some instructional strategies to make abstract concepts and course information accessible.

Moreover, Nation and Macalister (2010) and Richards and Rodgers (2014) agree that Content-Based Instruction is a very effective way of improving content knowledge and language proficiency, because a content subject is a very useful in language development. Likewise, the authors explain the positive features of themes to provide opportunities for the same language features to be reused and thus better learnt, because when using a wide variety of topics inevitably results in a very large amount of different vocabulary occurring, often with little repetition.

Additionally, Richards and Rodgers (2008, p. 204) argue that "although content is used with a variety of different meanings in language teaching, it is most frequently refers to the substance or subject matter that we learn or communicate through language rather than the language used to convey it".

The next approach Task-Based Language Learning, Harmer (2012, p. 51) specifies that "TBL is a natural extension of communicative language teaching" and in TBL "the emphasis is on the task rather than the language". Also, Flowerdew and Miller (2005) describe as "authentic" situations and to "do something" with the information, while students are listening they will have their own way of recording the information. For instance, they report the information they have understood, such as completing a diagram or chart, filling in a table, or drawing a picture.

According to the task-based approach, students need to use holistic inferential strategies, for example, when the texts are authentic or students are facing with language being spoken at normal speed and with features, the results of a task-based activity can be open-ended. Flowerdew and Miller (2005) argue that to make about task-based listening materials there are two types "(1) The tasks required of the students are usually real-life tasks that they might carry out in their L1, and (2) the texts, although presented as authentic, are usually scripted. (p. 15)".

Harmer (2012) mentions to TBL like a communicative methodology, which allows to teachers and students to concentrate on how they achieve things with language, and how they can use language for certain tasks, but after the task has been completed students work on any imperfections that have arisen, correcting grammatical mistakes or thinking about aspects of style.

Another method is Grammar Translation which was created by Jhon Dewey and it has been used by teachers for many years ago. Harmer (2012), Larsen-Freeman (2000) and Larsen-Freeman and Anderson (2013) consider that Grammar Translation is used through grammar rules, because students feel more familiar with the grammar of their native language. They learn about a foreign language by comparing parts of it with parts of their own mother tongue and this familiarity would help them speak and write their native language better.

Brown and Abeywickrama (2010) mention that in some countries where English is not the native, translation is a meaningful communicative useful in contexts in which as also known as an interpreter by English learners. Also, the authors explain that translation as a way to check oral production instead of offering pictures of written stimuli, the test-taker is given a native-language word, phrase, or sentence and is asked to translate it.

Brown (2001) suggests a list about the major characteristics of Grammar Translation. First of all, the classes are taught in less percentage the target language and in more percentage mother tongue. For example, long explanations about rules, exercises with translations, and the vocabulary is taught in the form of lists of isolated words. In fact, the author mentions that this method does not put attention in the pronunciation because often it focuses on the form and inflection of words, for instance, the texts and reading are treated as exercises for grammatical analysis.

Finally, Total Physical Response (TPR) is a language teaching method developed by James Asher, which involves students to listen and acquire receptive language before they

attempt to speak because learners develop understanding from command or instructions through moving their bodies. According to Richards and Rodgers (2008) Total Physical Response is based on the coordination of speech and actions by students' response physically before they begin to produce verbal responses. Besides, Lightbown and Spada (2011) mention that when students participate without engaging in oral practice, they could develop quite advanced levels of comprehension in the language.

In addition, Herrell and Jordan (2012) as well as Lightbown and Spada (2011) agree that the students are not force to speak until they feel comfortable and it is easy to document their progress. Likewise, Richards and Rodgers (2008) state that the general objectives for this method are to teach oral proficiency at a beginning level, the knowledge is a mean to an end and to teach basic speaking skills. For that reason, in TPR the reacts with whole-body action made by students come after that they listening imperatives or commands in the target language.

The roles of a teacher

Teachers develop and adopt some different roles depending on students' activities inside the classes in order to achieve the successful in teaching – learning process. Harmer (2012) states that teaching is not an easy task and it can be difficult and stressful at times because of some students and lessons; but teaching is necessary and it can become enjoyable and rewarding when the teachers see their students' progress and know that they have helped to make it happen.

Richard and Rogers (2008) explain that the teacher's roles are related to some issues. Firstly, the function teacher is supposed to perform (director, counselor or model). Secondly, the teachers have the control over learning. Thirdly, how much of the content of the lesson is controlled by the teachers and the fourth is the interaction between teacher and learners.

In addition, Harmer (2007) describes the teacher's roles with words as controllers, prompters, participants, resources and tutors; the role of teacher depends on the objectives that students need to achieve, whereas Nielsen (2006) describes them as planners, facilitators, observers and models.

Regarding first role described by Harmer (2007), controller is when the teachers 'leading from the front', in other words, they are in the front of the class, take the register, tell students things, organize drills, read aloud and in some activities of a teacher-fronted in classroom. Teachers who view their job as the transmission of knowledge from themselves to their students, they feel very comfortable with the image of themselves as controllers. Especially, when giving explanations, organizing question and answer work, lecturing, making announcements or bringing a class to order.

The next role is prompter that occurs in situations when students lose the thread of what is going on, or they are 'lost for words', they may not be quite sure how to proceed. Then teacher should hold back and let them work things out for themselves or, instead, 'nudge' them forward in a discreet and supportive way because here teachers are adopting the kind of a 'prompting' role. In these situations, teachers want to help because they are keen to encourage the students to think creatively rather than have them hang on our every word. Teachers often have to prompt students in monolingual groups to speak English rather than use their mother tongue. When teachers prompt, they need to do it sensitively and encouragingly, but above all with discretion. In other words, if teachers are too adamant, they risk taking initiative away from the students, and if teachers are too retiring, they may not supply the right amount of encouragement.

Another role is when teachers might want to act as a participant, rather than as a teacher in order to join in an activity inside the class. According to Harmer (2007) teachers can participate of activities inside the group instead of always having to prompt or organize from

outside. Teachers often feel more enjoyable more comfortable with participant role than resource role because they enjoy being with their students.

The role described by Harmer (2007) as resource is when students need language information through teacher; for that reason, students might need to ask them some questions. For instance, how to say or write something or ask what a word or phrase means. Also, teacher act as resource when students need to consult something. For example, they might want to know information in the middle of an activity about it or they might want information about where to look for something such as a book or a website. Additionally, when the teachers are acting as a resource, they will want to be helpful and available. However, the teachers must to encourage students to use resource material, and to become more independent in their own learning.

Finally, Harmer (2007) describes the role of tutor, which is a combination the roles resource and prompter, especially, when students are working in small groups or in pairs, teachers can go round the class and staying briefly with a particular group or individual, offer the sort of general guidance they are describing. The difficulty to be tutor with a very larger group is because of the term implies a more intimate relationship than a controller or organizer, but it is essential for teachers to act as tutors from time to time, because the students feel supported and helped. However, when teachers are acting as a prompter and as a resource, they need to make sure that each role does not intrude too much or little.

On the other hand, Nielsen (2006) presents a sequence of the teacher's roles. First of all, the role of planner is when teachers plan and prepare the environment for learning and provide the materials and equipment necessary for meaningful play activities that support the development of multiple intelligences. Besides, the author explains that this role is in order to find interesting, stimulating, meaningful, and challenging things to create an atmosphere that has a sense of purpose. Nielsen (2006) also argues that student can explore, discover, and

learn about themselves and the world around them when the instruction is a safe, happy and interesting place.

Likewise, another role is when the teachers act as a facilitator. They make sure that all students have the opportunity to experience success and learn according to individual needs, styles, and levels of ability. Nielsen (2006) describes that when the teachers facilitate the learning, they are setting things up and providing materials, time, space, and encouragement so that students can find their own answers in their own way and in their own time. It is also known as early learning.

Subsequently, the author mentions the role of observer, which is focused in skills that students have mastered and need additional reinforcement. This role may also raise the awareness in the teachers about of a student's cultural, linguistic, or developmental needs. Besides, the role of observer inside the classroom will help teachers to plan for the next day or week.

Lastly, Nielsen (2006) explains the role as model. For the author, modeling is a very powerful teaching technique. This role involves social skills such as cooperating, getting along with other peers, and through actions and words can be modeled the communicating effectively to solve problems. Also, teachers should teach politeness and courtesy. For instance, "please" and "thank you". Consequently, teachers will begin hearing their own words and seeing their own actions reflected in the students' behavior.

So far, the most relevant theories about motivation and the English language in the teaching- learning process have been exposed, but in this investigation in order to give more scientific support, five studies related to students' motivation to learn English that support the information were analyzed and described previously.

The first study was conducted by Khatib and Najafi (2012) whose aim is to investigate the strategies used by Iranian EFL teachers to promote motivation among their high school

students. The research was carried out with 50 different high school students (23 males, and 27 females) in Asadabad, Hamedan. The participants were a ranging between 17 to 20 years old, which were chosen randomly from the learners.

The researchers applied a motivation questionnaire based on Chastain's model (1988) called "achievement motivation strategies"; the methods of analysis were quantitative analysis and qualitative interpretations. The results showed that the students' ideas about the classes are not paid attention and English language teachers still refer to conventional teacher-centered methodologies. Also, teachers do not assign much time and effort for motivating students because they feel frustrated and unmotivated to work efficiently in their classrooms; furthermore, teachers do not pay attention to the cognitive growth of the instructional materials, they do not set specific behavioral objectives for their classes, they don't encourage good language practices of their students and formative assessment during the course span is disregarded.

In addition, the findings revealed that teachers did not use motivational strategies to promote English language learning in their students. Finally, as limitations Khatib and Najafi (2012) mention that the study was done only in the intermediate level and they did not take account the "sex" factor because they had more females than males. In sum, the researchers suggested that teachers should be equipped with appropriate strategies and also include motivational factors in their teaching methodology in order to motivate their students.

Secondly, Al-Tamimi and Shuib (2009) carried out a research in order to identify Petroleum Engineering students' motivation and attitudes towards learning the English language; for that purpose, the target students' population was 191 males who studied in the academic year 2006-2007 from the Department of Petroleum Engineering (DPE), at University of Sciences and Technology (HUST), Yemen.

The tools used were questionnaire and interviews. Only 81 out of 191 students ranging in ages of 21 to 26 years old were asked to fill out the questionnaire for the study, and only 10 out of 81 were selected for the interview process. The authors used triangulation mixed method design that helped to give a fuller picture and address many different aspects of phenomena.

In addition, the questionnaire consisted of three different parts. The first part was to collect students' background information, the second part was based on students' motivation to learn English and the third part was about students' attitudes towards English learning. Likewise, the results for this study were divided in two parts.

The first part, the questionnaires results showed that an motivation out of from the three motivational constructs namely, received the highest mean scores, of all the subjects' results, (overall mean=4.5000). Also, the important motives to learn the English language are the subjects admitted that learning the English language for a personal development (mean=4.4938) and to enhance their status among friends (mean=3.8395). In this context, the findings showed the students' positive orientation toward the English language, and that a high number of the students showed their interest in the culture of the English speaking world.

The second part, the majority of the interviewees agreed that their motivation arises from "more functional or external needs, such as the need to pass examinations, or for possibly, career opportunities" (Skehan, 1989, p.50, cited in Al-Tamimi and Shuib, 2009). The interview findings showed that the students have positive attitudes towards learning the English language and negative attitudes toward the culture of the English speaking world.

Finally, the researchers concluded that for the students' motivation, the results showed that instrumental motivation was the primary source of the petroleum engineering students' motivation toward learning the English language and personal reasons were also regarded as important motives to the students. Also, among the limitations the authors mention that the

study was done only with (n=81) males as there were no females students in the department and by financial and time concerns, this was confined to 81 petroleum engineering students in the academic year 2006-2007 at the FPE at HUST.

The third study was done by Molavi and Tabatabaei (2012) which has as purpose to determine the demotives affecting EFL learning of Iranian Islamic seminary students, and to distinguish the motivated and demotivated EFL learners in terms of their EFL learning. This study was done with 50 students aged between 20 and 30 years old. The researchers applied an aim for each instrument in order to achieve their purposes, such as Attitude/Motivation Test Battery in order to distinguish between motivated and demotivated students, Modified Version of Stuart D. Warrington's Questionnaire in order to identify the demotivating factors, and The IOPT (Interchange Objective Placement Test) in order to identify the English knowledge of the participants.

Also, the research used both quantitative and qualitative methods and participants were randomly interviewed about their view points to determine the demotivating factors. The results showed that the frequency and crowdedness of the classes, shortage of time for studying and the lack of English in their daily lives affect their motivation to learn English. For this reason, the researchers through of the results from their study concluded that learners lose motivation and interest for learning the target language because they do not use usually.

Finally, the authors explain that demotivation is a relevant phenomenon and complex issue that should concern every classroom and they suggest that English language teachers and policy makers should focus in central to teaching effectiveness and the skills in motivating learners in order to find out different strategies to motivate students to the greatest extent. The researchers also consider using motivational activities, strategies or techniques in order to students increase motivation and interest for learning the target language.

The fourth study was conducted by Kitjaroonchai (2013) whose purpose is to investigate the English language learning motivation of secondary and high schools students in Education Serve Area 4, Saraburi Province, Thailand. For gathering information, a motivational questionnaire and an open-ended question were applied to 266 students from 10 different secondary and high schools. The participants students were 50 males and 216 females aged between 12 to 19 years old. The research used the qualitative and quantitative methods.

Also, the results showed that students of both groups proved to have a high level of motivation to learn English language regardless of their learning achievement although the ones with higher achievement were slightly higher in terms of the motivation level mean score and both integrative and instrumental motivation are primary sources of students' motivation toward learning English. Likewise, the researcher argues that students had high motivation to learn English and high integrative and instrumental motivation to learn. Also, the students felt that learning the English language would help them with future career, education opportunity, and communication in the rapid change of globalization.

The findings indicated that there was a significant difference between learning motivation of students with high academic achievement and that of other peers; however, both groups possessed high motivation to learn English.

In this study, the author did not find limitations. However, the results may not represent similar schools authorized under Office of Basic Education Commission in other regions, but the findings are useful in one way or another to attribute to other related studies and will be of value to researchers whose interests are emphasized on language learning motivation.

The fifth and final research was performed by Humaida (2012) which has as objectives to examine motivation to learn English language among students of faculty of arts, Islamic

University in Sudan, and to find out if there were significant statistical differences on motivation scores related to both student level and age.

The research was carried out with college students in undergraduate stage and 40 random selected students who are learning English language at faculty of Arts, Islamic university-Sudan. They were selected level one (3), level three and four (37). Moreover, the researcher selected the descriptive method and designed a scale for measuring motivation consisting of (15) items with five alternatives for answering (always-often-sometimes-rarely-never). This scale was detected for both reliability and validity.

The results showed that the English learners were instrumentally motivated, there was no significant difference on motivation due to student level and there was no correlation between motivation to learn and age, but motivation levels among students learning English are high.

Humaida (2012) also mentions that there are other factors that can contribute effectively to class motivation to learn English such as nature of learners, class environment, and extracurricular activities. Although students may be equally motivated to perform a task, the sources of their motivation to learn English as a foreign language may differ. Finally, the author argues that the best of researcher's knowledge that motivation to learn cannot be affected by learner's age.

CHAPTER II: METHOD

Setting and Participants

This research was carried out in two public high schools in the city of Alamor, Loja. The sample for this study consisted of 20 students from five different English classrooms, which were taught by different English teachers.

The surveyed participants were 100 students (40 in the first institution and 60 in the second institution) aged between 12 and 18 years old who studied in the academic year 2015-2016. The respondents were selected randomly in each classroom from basic education (ninth, and tenth year) and secondary education (first, second, and third year). Likewise, each English classroom had an equal number of surveyed students (20) both male and female.

Procedures

This research began with a review of bibliographical information and studies related to the researched theme. The information was gathered from books, electronic books, and journals focused on motivation to learn English, activities or strategies that motivate students to learn English, teaching approach and methods and the roles of a teacher. Then the collected information was used to write the literature review.

The next step was to carry out the field research in two high schools; the data were collected by applying instruments as questionnaires and an observation sheet, and by using surveys, note-taking and observation as techniques. The student's questionnaire was composed by eight short and open – ended questions and it was administered in Spanish because the participants had a Basic English level. Likewise, the observation sheet had seven questions focused on the students' questionnaire and a section to take some notes about the observed class.

This study used a quantitative and qualitative method. The quantitative method was used for the numerical data and the qualitative method was used for the narrative data in all process.

The tabulation process for the eight questions from the surveys was the same. Firstly, all 100 students' questionnaires were organized from ninth year of basic education to third year of secondary education. Simultaneously, the answers were counted from the first question to the eighth question. The results of each question were tabulated, the percentages were calculated and lastly these were presented by using graphs.

The analysis and interpretation process in the first three questions was carried out by taking into account aspects from the students' responses, such as students' attitude, teachers' attitude and role that influence to learn English in the classroom. The last questions (question 4 to question 8) were analyzed by taking into account the percentage of each item from the highest to the lowest.

In all questions, the data were contrasted through information from the class observations. Also, the theoretical information from the literature review was used to give a valuable support to each description on statistical charts. Finally, some conclusions and recommendations were established based on this analysis.

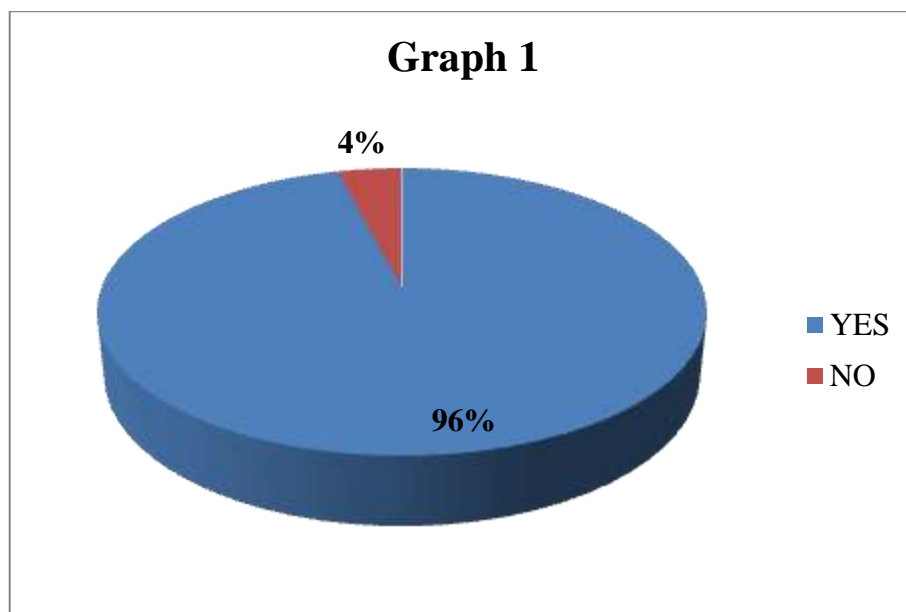
CHAPTER III: RESULTS AND DISCUSSION

Description, Analysis, and Interpretation of Results

This section presents the results in statistical charts, which ones are compared with the collected data from students' questionnaires and observation sheets. Likewise, these findings are supported with the theoretical information from the literature review.

Quantitative and Qualitative Analysis

What do you think motivates students to learn English?



Graph 1: Do you like to learn English?

Author: Yuri Mendoza Vivanco

Source: Students' questionnaire

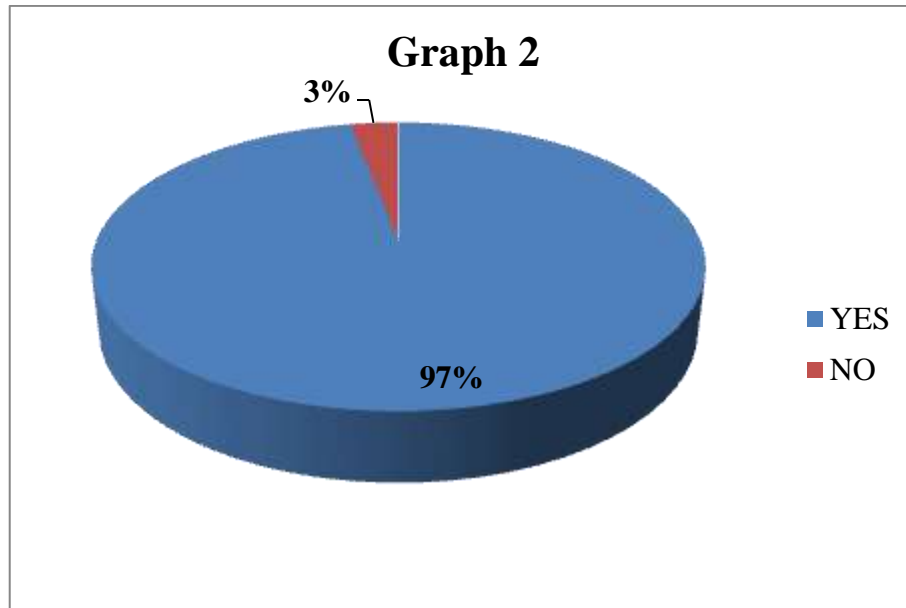
Graph 1 shows that 96% of students like to learn English. In the students' questionnaire almost all students ratified that they like English because it allows them traveling to other countries, communicating and interchanging information with foreign people. Also, the participants wrote that English is very important in their lives because it will help them in the future both personally and professionally.

Nevertheless, 4% of the sample wrote that they do not like to learn English because this subject is not interesting for them; the pronunciation of this language is difficult and they do not use neither practice it outside the classrooms.

Complementary to this, Harmer (2012) mentions that some students only learn English because it is on the curriculum; however, the majority of students want to learn for several motives. For example, the learners need English for academic purposes (EAP) or when they have moved into a target-language community, the students can need English for specific purposes (ESP) or simply, because English will be useful in some way (general English).

Direct observation confirmed that the majority of the students like to learn English because they felt comfortable with the language and voluntarily participated. A big number of students were paying attention to the teachers' explanations, and they seem interested in the activities or tasks designed within the classroom.

The activities inside the class were dynamic and allowed students to interact with their peers, but a few students did not try to involve in language learning. This small number of students showed dislike inside the teaching-learning process through their facial expressions, especially when they were trying to interrupt or bother other students and when they were looking for some excuses to leave the class. According to Paglario (2013) students come to school with the desire to learn, though other ones do not.



Graph 2: Are you motivated to learn English in the classroom?

Author: Yuri Mendoza Vivanco

Source: Students' questionnaire

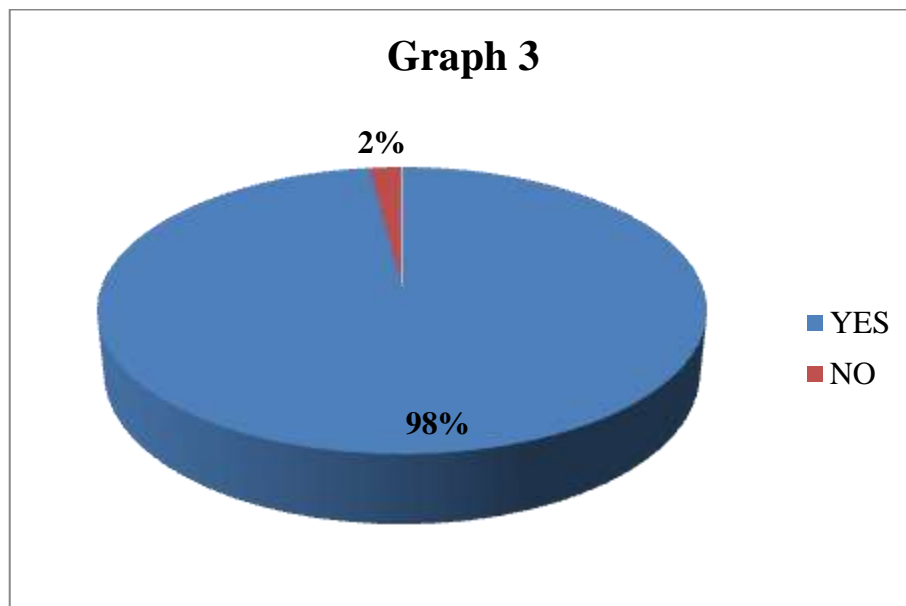
Graph 2 shows that 97% of students feel motivated to learn English in the classrooms, but only 3% of the sample does not feel the same; it coincided with the 97% of student's responses who answered positively.

Students wrote about their desire to speak English language and travel to different countries. They also mentioned that their teachers create an enjoyable classroom environment and make their English classes more funny and entertaining for them, especially when their teachers use songs, games and other activities that allow them to feel very well. According to Paglario (2013) through activities the teachers can capture and maintain the student's interest.

In contrast, 3% of the sample does not feel motivated to learn the English language because they do not like it and they get bored in the class. Also, these students mentioned that their teachers speak English very fast and they do not understand well teachers' explanations either instructions. This percentage is almost the same as the number of students who agreed that they do not like to learn English in graph 1.

During direct observation the teachers used some motivational strategies such as selecting the topics of the classes, making it more interesting and associating the topic with the students' reality which increased the level of participation in the majority of them. Nation and Macalister (2010) suggest making the subject of the lessons more relevant and interesting for students in order to have the learners involved with the lesson.

Also, it was observed that a small number of students felt bored and were not interested in learning so they did not want to participate in classes. Harmer and Woolfolk (2010) state that students bring external factors into the classroom from outside, for example, the attitude of society, family and peers which are an influence in students' motivation.



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

Author: Yuri Mendoza Vivanco

Source: Students' questionnaire

As shown in Graph 3, the majority of the students which represent 98% of the sample like their teachers' ways of teaching in the English class, and two out of one hundred students (2% of the sample) expressed the opposite. The majority of students wrote in the questionnaire some characteristics about their teachers which were patient, fun, dynamic,

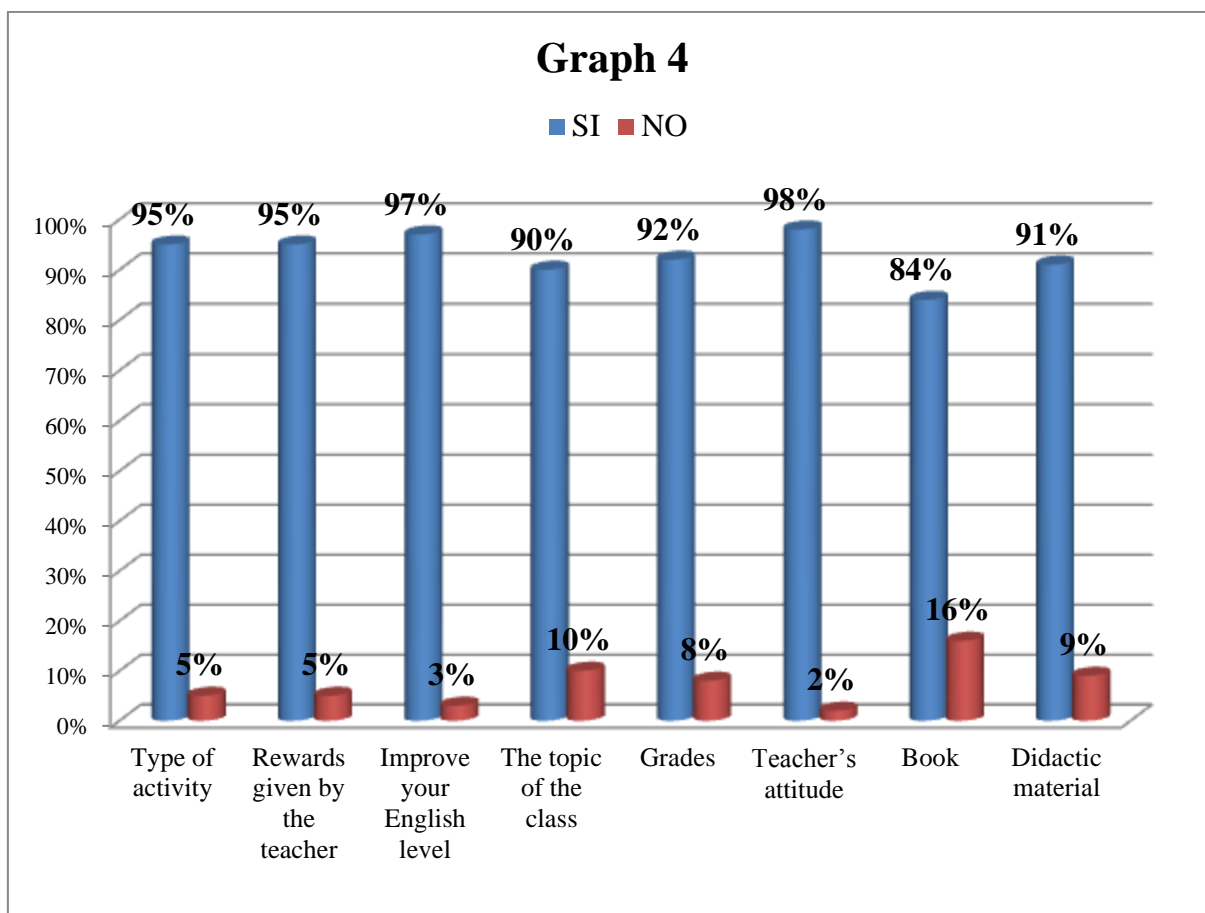
easygoing, adviser and friendly. Also, they mentioned that their teachers have willingness to teach them and make the interactive classes.

Direct observations showed that teachers use the Communicative Language Teaching (CLT) method in some activities proposed for learners and the majority of students developed a communication with their classmates through real messages. In the same way, Harmer (2012) recommends the use of CLT because this method deploys some communicative activities and allows giving students opportunities to try out real language within the classroom.

Besides, all teachers showed a good attitude to the student's concerns and organized them to participate with other classmates in equitable way. The teachers also guided some students when they had any difficulty or doubt during their works in group. Harmer (2007) suggests the tutor's role, especially when students are working in small groups or in pairs because the teachers can offer them a sort of general guidance for a particular group or individual about they are describing.

During class observations Grammar Translation method was applied, too. In this method, Brown (2001) suggests that the classes are taught in less percentage the target language (English) and in more percentage mother tongue (Spanish). However, some teachers taught the classes both English and Spanish language in the same percentage, but it allows that some students help to other peers about rules and exercises in translations activities, especially when a few students did not understand something from teachers' explanations.

Nevertheless, a small number of students did not seem to enjoy learning English. Even though, three out of five teachers explained two or more times some essential parts of topic. Likewise, one out of five teachers repeated some parts of topic the times that students needed it. Lastly, one out of five teachers did not verify that students have understood the instructions; as a result, some students did not know what to do in the class.



Graph 4: Do the following aspects motivate you to learn English in the classroom?

Author: Yuri Mendoza Vivanco

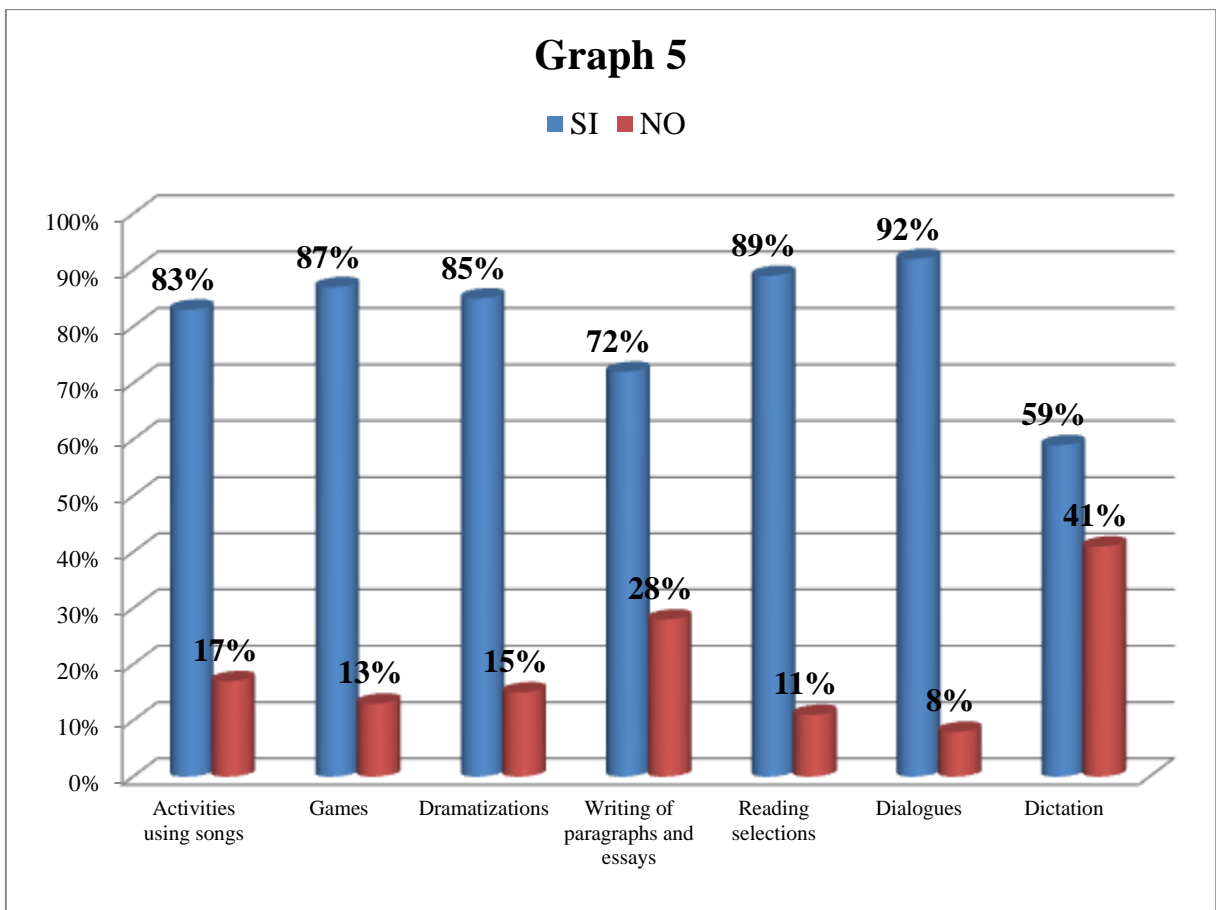
Source: Students' questionnaire

In Graph 4, students were allowed to select the aspects that they considered necessary to motivate them to learn English. Teacher's attitude; improve their English level; rewards given by the teacher and type of activity were the four aspects that the majority of students agreed that motivate them inside the English class.

Direct observation confirmed that all aspects proposed in the student's questionnaire influence with big percentage in students' motivation. According to Kitjaroonchai (2013) the students are motivated to learn English because it would help them with a future career, to communicate easily and for education opportunities.

As it can be observed in graph 4, students agree that teacher's attitude (98%); improve students' English level (97%); rewards given by the teacher (95%); type of activity (95%);

grades (92%); didactic material (91%); the topic of the class (90%) and book (84%) are important aspects that motivate them to learn English. This result relates with Cook (2014) who states that learners are motivated for constantly emphasize them the relevance of classroom activity to their goals. In the same way, Paglaro (2013) states that the incentives by the teachers help them to capture and maintain their student’s interest through activities in the classrooms. Also, Nielsen (2006) mentions that the teachers should plan and prepare the environment for learning and they provide the materials and equipment necessary for meaningful play activities that support the development of multiple intelligences. Finally, Harmer (2012) considers that teachers should design some activities and topics in order to involve students in the activity.



Graph 5: Do the following activities motivate you to learn English?

Author: Yuri Mendoza Vivanco

Source: Students’ questionnaire

Graph 5 shows that the dialogues, reading selections, games and dramatizations are among the activities that motivates students to learn English in the classrooms. The majority of students prefer activities that allow them participating and interacting with their peers inside the classes in an active and fun way. Harmer (2012) and Woolfolk (2010) consider that intrinsic motivation is generated by what happens inside the classroom.

In fact, direct observation showed that three out of five classes used technology to catch student's attention, for example, a computer and projector to show the slides of the lesson, a tablet, a recorder and a smartphone to listen and to sing a song. Nation and Macalister (2010, p. 50) suggest that "if learners are not interested in learning, it is worthwhile beginning by looking at ways to attract and involve them in learning". In class observations, the activities that used the technology showed that students have a good attitude to work and they seem to enjoy the class.

Also, Al-Tamimi and Shuib (2009) mention that one of the student's interests in their study was 'reading books' and the authors concluded that students' motivation toward learning the English language came from personal reasons.

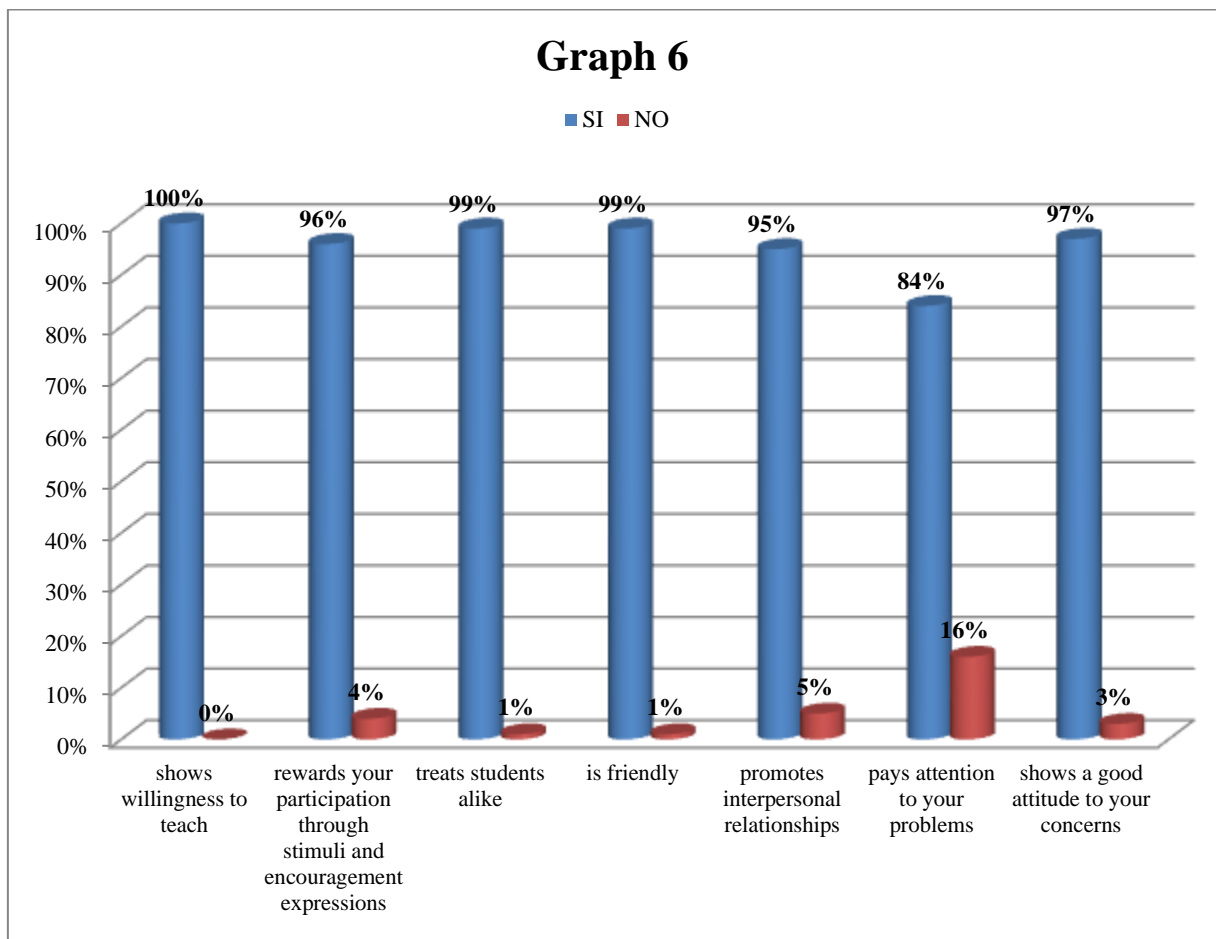
Direct observation also showed that the teachers use Communicative Language Teaching to get students' attention through some activities. Cook (2014) argues that communicative pedagogy focused the attention on the teaching and practice to communicative activities. Besides, the author suggests that teachers design supplementary materials that identify things that students need to do with the language and simulate it in the classroom.

The most of students were interested and involved in the activities such as working in pairs for dialogues and groups with activities about rules and exercises on grammar and reading selections presented by the teachers. This result relates with Harmer (2012) who suggests that teachers give to their students some activities on different kinds of language

with style and adequacy in order to give them opportunities to practice real language inside the classes.

During the development of the activities, students feel comfortable with the activities such as work in pairs or work in groups, but only a small number of students asked for their teachers to translate some sentences for them in order to write their paragraphs.

However, Li and Edwards (2010, p.38) mention that "If teachers use cooperative or peer learning activities, they must ensure that English speakers be grouped with ELLs who are not so lacking in English skills that meaningful communication and task engagement become problematic".



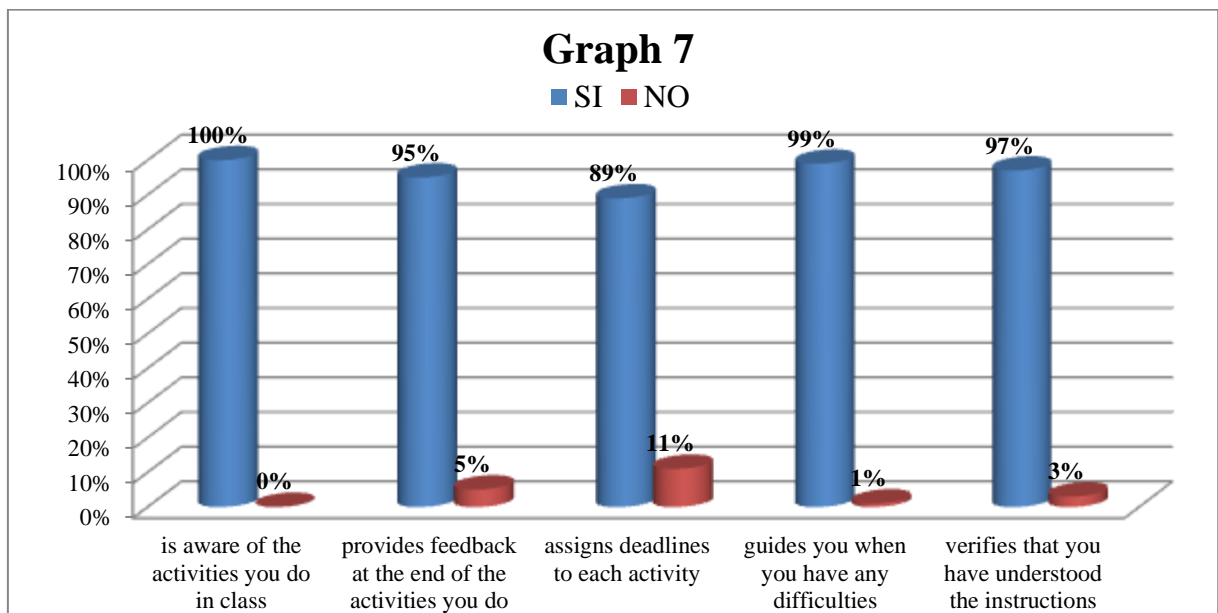
Graph 6: What is your teacher's attitude in the classroom?

Author: Yuri Mendoza Vivanco

Source: Students' questionnaire

Graph 6 illustrates the positive opinions by students towards their teachers through a comparison among teachers' attitudes in teaching English. All students agree that their teachers show willingness to teach English in the class. Also, almost all students (99%) feel that their teachers are friendly and treat students alike and 97% of them believe that their teachers show a good attitude to their concerns.

All the results from graph 6 and the five class observations confirmed that students feel comfortable with the stimuli and encouragement expressions from their teachers, especially, when the teachers congratulate them in front to whole class. Also, during teaching-learning process, teachers had a very friendly attitude and students kept respectful them. Likewise, the teachers promote interpersonal relationships and pay attention to problems when students work in pairs or work in groups inside the class. Nielsen (2006) suggests to act the teacher's role as model which involves social skills such as cooperating, getting along with other peers, and through actions and words can be modeled the communicating effectively to solve problems.



Graph 7: What is the role of your teacher in the classroom?

Author: Yuri Mendoza Vivanco

Source: Students' questionnaire

Graph 7 identifies the main activities that involve the roles of the teachers in the English classes. All students affirmed that their teachers are aware of the activities done them during class. Also, almost all students (99% of the sample) agreed that their teachers guide them with the topic when they have any difficulty. Besides, 97% of the students considered that their teachers verify that they understood the instructions given. Likewise, 95% of students affirmed that their teachers provide feedback at the end of the activities, and last but not least 89% of the sample coincide that their teachers assign deadlines to complete any activities proposed by them.

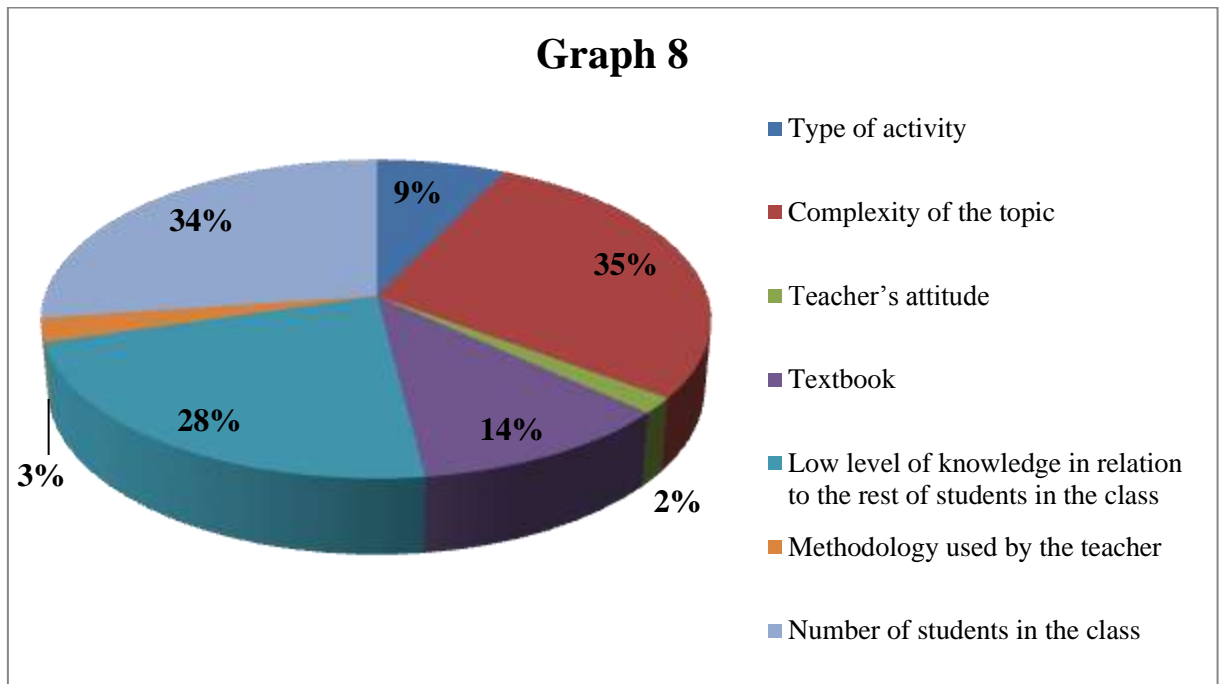
In effect, direct observation allowed knowing that the teachers' roles help students improve their English learning because teachers know the different roles to maintain with high motivation levels to their students and provide them feedback about the main aspects of the lesson at the end of each activity.

According to Nielsen (2006) when teachers facilitate the learning, they are setting things up and providing materials, time, space, and encouragement in order to achieve that students find their answers in their own way and time.

Similarly, Richard and Rogers (2008) explain that teacher's roles are related with some issues. For instance, the function teacher is supposed to perform; they should have the control over learning and how much of the content of the lesson and the function of the interaction between teacher and learners.

However, Nielsen (2006) argues that students can explore, discover, and learn about themselves and the world around them when the instruction is safe and clear. The author also explains that if the teachers want to find interesting, stimulating, meaningful, and challenging things, they should create an atmosphere that has a sense of purpose. Finally, Harmer (2012) suggests that students should maintain an active motivation in order to involve them and take part them in the classes with some responsibility for themselves on their own learning.

What do you think hinders students to learn English?



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

Author: Yuri Mendoza Vivanco

Source: Students' questionnaire

For question number eight, the participants were able to select more than one option answer which is supported with details. The Graph 8 shows that 35% of the sample consider that 'the complexity of the topic' is the highest aspect that hinder to learn English in relation with other factors, which coincide with students' responses from questionnaire because the most common reasons were that the themes are so complex to understand and so extensive for a class period.

Nation and Macalister (2010) and Richards and Rodgers (2014) suggest that Content-Based Instruction is a very effective way of improving content knowledge and language proficiency. The authors agree that a content subject is a very useful in language development, and they mention the positive features of themes to provide opportunities for the same language features in order to be reused and thus better learnt, because when using a

wide variety of topics inevitably results in a large amount of different vocabulary occurring, often with little repetition.

Other negative perceptions among students were ‘the number of students in the class’ which represents 34% of the sample and the ‘low level of knowledge in relation to the rest of students in class’ which percentage is 28% of the participants. The most common reasons mentioned by learners were that some peers have poor English skills and they do not sometimes participate in class because there are many students in their classroom. This result relates with Molavi and Tabatabaei (2012) who showed in his research that the frequency and crowdedness of the classes make that learners lose motivation and interest for learning the target language.

Direct observation showed that students feel frustrated when they do not understand something about the lesson, so that teachers chose relevant topics from the textbook to explain students with low level of knowledge. According to Richard and Rogers (2008) the teachers have the control over learning and the content of the lesson.

Also, in all five classes observed, the textbook was only used for individual practice because the teachers prefer to give their own explanations about lessons rather than explain some instructions or activities from the textbook. Flowerdew and Miller (2005) suggest using the book with materials on task-based listening, although the texts are presented as authentic, these are usually as a scripted for students.

Likewise, Nielsen (2006) suggests that all students have the opportunity to experience success and learn according to individual needs, styles, and levels of ability. Finally, Khatib and Najafi (2012) mention in their research that the teachers should be equipped with appropriate strategies and also include motivational factors in their teaching methodology in order to motivate their students.

Conclusions

This research demonstrates that the participants feel intrinsically and extrinsically motivated to learn English because they think it will give them better opportunities in the future, both personally and professionally.

The main activities that motivate students towards learning the English language are the use of dialogues, reading selections, games and dramatizations because these activities create an entertaining environment in the classrooms and students prefer activities where they interact with their peers inside the classes in an active and fun way.

The teacher's attitude is a key role in the students' motivation to learn English as foreign language within the classrooms. Students have positive opinions about their teachers' attitude because they allow developing classes in an active and interesting way.

The teacher's role is an important aspect that influence in students' motivation because the teachers apply it depending on students' activities inside the classes, teacher's role is to help them to improve their English level and it allows being successful in English learning.

The use of technology helps to maintain students' motivation to learn English. The technological resources (recorder, computer, tablet and projector) increase level of interest in students because they enjoy the class and have a good attitude to work. However, in the high schools do not have the resources available for all students.

The main factors that hinder to learn English are the complexity of the topic, the number of students in the class and the low level of knowledge in relation to the rest of students; therefore, for some students it is difficult to interact in a large class and with peers with low level of English, especially when the topic is complex.

Recommendations

The teachers should use activities and strategies to motivate students to learn English in an active way, creating a dynamic environment in the teaching and learning process, in order to develop communicative competences in their students and reach their teaching goals.

The teachers should use methods and approaches that involve the use of the language in a real context and students can practice it in both the daily life and high school life to avoid that students lose their motivation to learn English in the classrooms.

Educational institutions with government education authorities should try to offer appropriate teaching resources and try to equip an English Lab in the high schools in order to make the classes dynamic and motivating; because the games, dialogues and activities with songs help to students to improve their level in the English language.

Government education authorities should coordinate with educational institutions to carry out seminars for all the English language teachers from the high schools about new activities, strategies, techniques, methods and approaches in order to reach the goals proposed by Ministry of Education and a high academic development of the students.

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Annexes

Annex 1



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

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?	

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?

¡Gracias por su colaboración!



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

Annex 3



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear student,

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

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

Informative data: Please fill in the information below

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

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

1. Do you like to learn English?

YES	NO
Why?	

2. Are you motivated to learn English in class?

YES	NO
Why?	

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

YES	NO
Why?	

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

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

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

Activities	YES	NO
Activities using songs		
Games		
Drama		
Writing of paragraphs and essays		
Reading selections		
Teacher's attitude		
Dialogues		
Dictation		

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

The teacher:	YES	NO
shows willingness to teach		
rewards your participation through stimuli and encouragement expressions		
and encouragement expressions		
treats students alike		
is friendly		
promotes interpersonal relationships		
pays attention to your problems		

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

The teacher:	YES	NO
is aware of the activities you do in class		
provides feedback at the end of the activities you do		
assigns deadlines to each activity		

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

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

Thank you!

Annex 4



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Observation Sheet

INSTITUTION:	
DATE:	
YEAR:	

1. Students feel motivated to learn English in class.

YES	NO
Why?	

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

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

Notes:

3. Students' attitude in the class

The students:	YES	NO
voluntarily participate		
are attentive to the teacher's explanations		
interact with their classmates		
show interest in the proposed activities		
engage in other activities		
interrupt their classmates		

4. Teacher's attitude in the class

The teacher:	YES	NO
shows willingness to teach		
rewards students' participation		
treat each student equally		
is friendly		
promotes interpersonal relationships		
pays attention to the students' problems		
shows a good attitude to the students' concerns		

5. Teacher's role in the class

The teacher:	YES	NO
is aware of the activities students do in class		
gives feedback at the end of the activities		
assigns a time limit to each activity		
is friendly with the students		
guides the students when they have any difficulty		
verify that students have understood the instructions		
is fair with all the students		
provides confidence for the students to voice their concerns		

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

	YES	NO
Activities using songs		
Games		
Dramatizations		
Writing of paragraphs and essays		
Dialogues		
Dictation		

Others:

7. The following aspects hinder students to learn English.

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

Others:
