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## **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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## **Aprobación del Director del Trabajo de Titulación**

Doctora

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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 Mogrovejo Cárdenas Andrea Paola, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo

Loja, Junio, de 2016

f) \_\_\_\_\_

Dra. María Olivia Arias Córdova

## Declaración de Autoría y Cesión de Derechos

Yo, Andrea Paola Mogrovejo Cárdenas 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 la Doctora María Olivia Arias Córdova 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**

I dedicate this research work to my parents who have been unconditional supporters with their love, trust, and dedication. To my husband, Paúl, who has been more than a husband, a jealous keeper of the vows we took fourteen year ago. To my son, André, and my niece, Ana Paula, the ones who give me the strength and motivation to be a better person. To my brothers, Ismael and Cristian, for being my accomplices. To my sister in law, Paulina, who has been a great support for me. To all the teachers who dedicate their lives to seed with love the future of many generations.

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## Abstract

The present research explored the *English Language Students and their Motivation to Learn the Language*. The main purpose of this research was to learn about students' perceptions in relation to their motivation to learn English inside the classroom.

The study was conducted in Quito, Ecuador. The sample included 100 students ranging between 12 to 16 years of age that belonged to the 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> grades, and 1<sup>st</sup> year senior high school, and 5 teachers.

The qualitative and quantitative approaches were used for this research. The qualitative research was used for describing and interpreting the information in all of the process and the quantitative research was used to analyze and interpret the results.

The findings of the study reveal that the students feel motivated to learn English. They feel that the type of activities and the attitudes of the teacher are factors that determine their level of motivation to learn the language. The observations showed that teachers motivated the students by engaging them in a variety of activities and providing feedback to help them improve their learning experience.

**Keywords:** motivation, learn, perceptions, attitude, activity, feedback, improve



## Resumen

La presente investigación explora la *Motivación de los estudiantes para aprender inglés*. El objetivo principal esta investigación es conocer más a fondo las percepciones de los estudiantes en relación a su motivación para aprender inglés dentro del aula.

La investigación se llevó a cabo en la ciudad de Quito, Ecuador. La muestra incluyó 100 estudiantes entre 12 y 16 años de edad pertenecientes a 8vo, 9no, 10mo y 1ero de bachillerato y 5 profesores.

Métodos cualitativos y cuantitativos fueron utilizados para esta investigación. El método cualitativo fue usado para describir e interpretar la información en todo el proceso y el método cuantitativo fue usado para analizar e interpretar los resultados.

Las conclusiones de la investigación revelan que los estudiantes se sienten motivados para aprender inglés. Los estudiantes piensan que el tipo de actividades y las actitudes de sus profesores son factores determinantes en el nivel de motivación para aprender el lenguaje. Durante las observaciones de clase, los profesores trabajaron en función de motivar a los estudiantes a través de una variedad de actividades, brindándoles la oportunidad de participar y retroalimentación que serviría de ayuda para que los estudiantes mejoren su experiencia de aprendizaje.

**Palabras Claves:** motivación, aprender, percepción, actitud, actividad, retroalimentación, mejorar

## **Introduction**

Throughout time, teaching a foreign language has been a great challenge all around the world. For a long time, experts in linguistics have researched the best strategies and methodologies for acquiring a foreign language. However, the complexity of the human brain and human affections has made it very difficult to find the formula to motivate the students to continue learning English.

In Ecuador, English is taught as part of the syllabus in the education system, however, it is worrying that by the end of high school, the students are not able to start up the simplest of conversations in English. These deficiencies do not allow the students to be motivated enough to continue studying and practicing the English language.

The main purpose of this research is to learn about students' perceptions in relation to their motivation to learn English inside the classroom by inquiring Ecuadorian students about what motivates them in the class and what hinders their English learning?

Many points of view have been drawn in order to explain the causes of this lack of motivation. Most of them agree in the importance of student motivation in order to successfully acquire competence in the language. Harmer (2006) defines motivation as the internal drive that pushes a person in order to achieve a goal. This internal drive can be the product of internal and external factors. The internal factors refer to intrinsic motivation which is generated by what happens inside the classroom, for example: the attitude of the teacher, the environment of the class, the activities used by the teacher, etc. External factors refer to extrinsic motivation which is the motivation that the students bring from outside the classroom.

There has been previous studies related to students' motivation. First of all, Wong (20014) conducted a research aimed to determine if the different school grades affect student's motivation. Wong reports that students believe that English will help them enter the university, secure a good job, and improve their career prospects. However, teachers tend to use examination as a motivator for students, generating stronger extrinsic motivation.

The second study made by Zhao and Liu (2012) also researched about students' motivation. It aimed to determine the factors (internal and external) that influence students' motivation in English learning. The study revealed that students are eager to learn English by extrinsic and instrumental reasons but they show lack of self-confidence and a low sense of self-efficacy. The study also revealed that teacher set aside the importance of developing students' intrinsic and integrative motivation because they feel that students already have these kinds of motivation.

Finally, Long, Ming, and Chen (2013) aimed to determine how motivation, interest, and grades are related when the students learn English. The study revealed that the students' main motivation was to get good grades, and that their interest affected directly their motivation and language achievements. These achievements were not too high since their motivation was mostly instrumental.

It is important to continue to investigate what are the factors that influence positively and negatively in the motivation of students towards learning English, since some teachers do not find a way to motivate properly their students in their journey to acquire communicative competence. Through this research, not only the education system could be improved, but also teachers and education authorities would benefit by discovering the importance of students' motivation. It will also help them to identify the factors that influence the

motivation inside the classroom, and take these into account when planning and creating material for their lessons.

One of the limitations of this study is that it does not show enough evidence of strategies that can be used by teachers to motivate students, and facilitate language-learning. The results showed that despite the existence of demotivating factors, students enjoy learning English, and the teachers' attitude, the environment, the type of activities, among others, are very influential on how the students perceive their learning process.

## **Chapter I: Literature Review**

Motivation in students is a powerful incentive for acting in order to get success, which increases the chances of acquiring significant learning and improve the teaching-learning process of a new language. Motivation is a very important stimulus that teachers must take into account when they plan their EFL classes. This encouragement has to be addressed for all learners, children and adults. It is fundamental to consider that language learners need to get their attention focused on gaining the goals that the language requires, and these goals can only be acquired if the students are motivated to learn the target language, in this case English.

This section intends to explain and describe conceptual definitions which are considered important to understand the motivation students have when they learn English. This research also focuses on the factors that boost this motivation and some methods, techniques, strategies, and roles that teachers can use to assure their students get the most out of their English language classes.

### **Motivation**

Motivation is the force that keeps us moving in order to perform our activities. Often, as teachers, we hear and witness that the students do not demonstrate any kind of interest for the academic matters and that they are not motivated. But, more often, what happens is that they are in fact motivated to do other kind of tasks, which are more pleasant for them.

Motivation is the interest students have for their own learning or the interest for the activities that lead them to learn something. This interest can be acquired, maintained, or even increased in function of different factors (intrinsic and extrinsic) which need to be set apart from what is has been believed as motivation: what the teacher does to motivate the students.

Learning a language is better achieved when the student wants to learn than when there are careless feelings towards learning.

In learning, motivation initially depends on the needs and impulses of the individual; these elements originate the willpower to learn. When a person wants to learn something, other activities do not constitute an effort magnet. This effort is focused on the wanted learning, and if the effort results in success, any kind of tension is also relieved. Motivation is something that gives energy to individuals and manages their behavior.

Harmer (2006) defines motivation as the internal wish to do something and be successful when doing it. The author also mentions that success is impossible without motivation. Teachers have to have the desire to do something in order to achieve success, and we have to be willing to make some effort (p. 51). Harmer (2006) explains that the desire to learn English can be affected by many factors. One of these factors is the attitude of people around the one who wants to learn the language: the society, significant others, the teacher, the classmates, the method, etc. Students learning English may come to class with an extrinsic desire to learn or an intrinsic drive that pushed them to search for an English course. With this in mind, Harmer (2006, p. 51) makes a distinction:

*Extrinsic motivation* is caused by a number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. *Intrinsic motivation*, by contrast, comes from within the individual. Thus, a person might be motivated by the enjoyment of the learning process itself, or by a desire to make themselves feel better.

Harmer (2012) also adds that extrinsic motivation is the kind of motivation that is brought by the student from outside of the classroom, and intrinsic motivation is originated

inside the classroom with the help of what happens in it (the activities that students take part in, or their perception of their success or failure). The objective of the teacher is to help maintain the students' motivation by choosing the right type of activities so that students do not get bored or feel that the learning is being too easy or too difficult.

Arancibia, Herrera and Strassers (2007) agree with the fact that intrinsic motivation is better than extrinsic motivation, and say that motivation generates a commitment that makes the students learn the language. They add that *intrinsic motivation* is present when external motives are nonexistent. On the other hand, *extrinsic motivation* is generated when the student is expecting some kind of reward after learning the language. The reward is usually observable. Intrinsic motivation is more important for learning English and achieves success. If at first the student is extrinsically motivated, the chances of reaching the desired goal rise if the student ends up enjoying learning English.

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

To teach English to non-native speakers represents a big challenge for a teacher. The abilities of a teacher to motivate the students play an important role in their success. The lack of motivation leads to a lack of focus and effort, therefore to a lack of success. Teachers have to find the best strategies to motivate their students to improve their English skills. Keeping the students' motivation is one of the most important tasks a teacher has. There are many ways in which students can be motivated to learn English.

Many researchers and authors describe some of the activities or strategies that help the teacher keep the students motivated. Herrel and Jordan (2012) say that students are more successful when they: learn language in context, relate the language with their own experience, get involved in real communication situations, do not get embarrassed if mistaken, and when their language level is taken into account when the activities are assigned.

These authors also describe nine activities that teachers can use to motivate their students in the classroom: a) *Predictable Routines and Signals* help the students reduce the anxiety produced by not understanding what is said in the class. The students feel relaxed because they know what they can expect from the class (patterns, routines, signals). This allows them to direct their attention on the instruction (p.18). b) *Preview/ Review* reduce the students' stress by making them review the lesson in their own language. The activity is mainly used in bilingual classrooms. The material to be used is also explained in the home language (content understanding), but the lesson is taught in English. Preview / Review facilitate content knowledge acquisition because realia and visuals are used to relate the academic content taught (p.22). c) *Visual Scaffolding* uses illustrations to make the words more understandable for the students. The students connect the words with the pictures. The teacher usually creates a file of visual material of easy access for future lessons (p. 26). d) *Small group and Partners* requires a lot of teacher observation to determine the English level of each student. Based on the students' level they are grouped for a few lessons according to their skills. The activities are useful when they are planned to scaffold learning at the appropriate level (p.30). e) *Learning Centers* uses hands-on activities to allow the students to experience using the language to work cooperatively with peers. The activities used in learning centers are helpful for students who need more verbal interaction and hands-on experiences to acquire more language knowledge (p. 37). f) *Scripting* presents language usage samples that the students can follow on certain events. These samples are practiced before the students are in a situation where they may use the language. Scripting lowers the anxiety in the students by building confidence in communication using the language (p. 51). g) *Multiple Intelligences Strategies* uses the teacher's knowledge of the particular way in which each student acquires significant learning.



Herrel and Jordan (2012) say that “it is important to encourage students to demonstrate their understanding of content in a format consistent with their strong intelligences (p. 56)”. Using this kind of activities ensures the teacher that the students will demonstrate their understanding with confidence which, in turn, will lower anxiety and boost motivation (p. 56). h) *Culture Studies* allows the students to share information about their own cultures with others. Many skills are practiced and improved (reading, listening, writing, interviewing) which makes them more confident when they use the language. Students can work in pair or small groups (p. 63). i) *Manipulative Strategies* uses concrete objects to demonstrate or model their use while making a connection with the academic language. Academic vocabulary is developed through the use of concrete representation manipulatives. On the other hand, abstract concepts are explained through non-representative manipulatives (p. 70).

As mentioned before, intrinsic motivation is the kind of motivation that helps the students the most in acquiring the necessary skills to use English in communication. Richards and Renandya (2002) proposed a checklist of ten questions to control if intrinsic motivation is being developed with the activities and strategies used in the classroom. The questions included in the checklist are:

1. *Does the technique appeal to the genuine interests of your students? Is it relevant to their lives?*
2. *Is the technique presented in a positive, enthusiastic manner?*
3. *Are students clearly aware of the purpose of the technique?*
4. *Do students have some choice in: (a) choosing some aspect of the technique? and/or (b) determining how they go about fulfilling the goals of the technique?*

5. *Does the technique encourage students to discover for themselves certain principles or rules (rather than simply being “told”)?*
6. *Does it encourage students in some way to develop or use effective strategies of learning and communication?*
7. *Does it contribute – at least to some extent – to students’ ultimate autonomy and independence (from you)?*
8. *Does it foster cooperative negotiation with other students in the class? Is it a truly interactive technique?*
9. *Does the technique present a “reasonable challenge”?*
10. *Do students receive sufficient feedback on their performance (from each other or from you)?*

Richards and Renandya (2002) also state that if the activities and strategies used by the teacher integrate these criteria, the students will acquire intrinsic motivation, instead of just working on any activity in the lesson that provokes no learning at all. These authors also describe ten considerations to motivate students in the English classroom. Richards and Renandya refer to these considerations as principles of language learning / teaching or “good language learner” characteristics which include specific activities that may be used (p. 15). These principles are: 1) *Lower Inhibitions*: guessing and communication games, role-plays, skits, sing songs, group work, laugh with the students, students share fears in small groups. 2) *Encourage Risk Taking*: congratulate students when they use the language, use fluency exercises (errors are not corrected at that time), give speaking or writing out-of-class assignments. 3) *Build Students’ Self-Confidence*: Teacher verbalizes that he/she believes in the students, students make a list of their strong characteristics; students make a list of what

they have achieved in the course. 4) *Help Students Build Intrinsic Motivation*: The teacher has to remind the students the benefits they get by learning English, they have to see that the benefit go beyond the final examination. 5) *Promote Cooperative Learning*: Students share their knowledge, compete with each other, they work as a team. This is achieved by making them work in small groups. 6) *Encourage Students to use Right – Brain Processing*: use movies and tapes, read passages rapidly, skimming exercises (without correction). 7) *Promote Ambiguity Tolerance*: Students have to ask the teacher and peers questions if there is something they do not understand; the teacher makes the explanation simple and short and explain only a few rules at a time; periodically the teacher may use translation to clarify a word. 8) *Help Students Use Their Intuition*: Congratulate the students when they guess correctly; do not always explain errors, just let the correction come up by itself; correct error only if they interfere with learning. 9) *Get Students to Make Their Mistakes Work for Them*: Tape record their production and get them to identify their own errors; let the students correct each other; do not give them the correct form; students make lists of their most common errors to work with them on their own. 10) *Get Students to set Their Own Goals*: The students can set goals that go beyond the goals in the classroom. They can make a list of what they want to accomplish which can include time frames. The teacher can give them extra credit for their own achievements

### **Teaching approaches and methods**

Learning a second language once was considered a matter of memorizing and repeating. It was a boring process, charged with little stimulation or none at all. However, the twentieth century was the moment when a whole lot of new theories and methodologies arose. These new theories and methodologies were centered in the most creative and attractive methods and approaches.

According to Richards and Rogers (2001) an approach is a group of assumptions; all related to the nature of language which shape the language teaching methodology inside the classroom. For the same authors, a method is a system structured in a way that allows the correct presentation of the material to be used to teach the language

### **Communicative Language Teaching**

Communicative Language Teaching is also called Communicative Approach which according to Harmer in his book *The Practice of English Language Teaching* (2006) not only focuses on what part of the language to teach, but also focuses on how to teach specific language aspects. Harmer (2006) adds that Communicative Language Teaching relies more on the language functions than in the grammar and vocabulary. Moreover, this method pushes students to use these functions in different contexts and with different aims, getting the students involved in situations of real communication to convey a message. This means, according to Harmer (2006) that students should take into account the message they are saying or writing over the structure they use to convey this information.

Harmer also refers to Communicative Language Teaching in his publication *How to teach English* (2012, p.50) and states that “CLT has two main guiding principles: the first is that language is not just patterns of grammar with vocabulary items slotted in, but also involves language functions such as agreeing, inviting and disagreeing, suggesting, etc., which students should learn how to perform using a variety of language exponents.”. The second principle to which Harmer refers to is exposure. He explains that the more the exposure students get with opportunities to use the language, the more learning is achieved (Harmer, 2012, p. 50). It is also important to point out that students have to be conscious about when to use any kind of language (formal, informal, technical, etc.) in order to convey the message they are saying or writing.

## **Cooperative Language Learning**

It is important to point out the relevance of individualized learning in the sense of allowing students to work independently and at their own pace. However, it is also important to promote cooperation and group work among the students. This cooperation and group work will improve the students' relationship with their peers, make them prone to learning more, motivate them, and strengthen their self-esteem. Moreover, when the students work cooperatively they learn more effective social skills to study, learn, and work in groups.

For this method, learning depends on the exchange of information between students, which are motivated to achieve their own learning and to increase the achievements of their peers. Herrel and Jordan (2012, p.45) say that in cooperative learning the students work together to complete a task and they add that "the group task is structured so that each member of the group is expected to perform an assigned task." According to Herrel and Jordan (2012) each task has to be assigned taking into consideration the level of English proficiency of each student. This means that the teacher has to be knowledgeable of the stage of language acquisition of each participant.

Pla, Vila, Ribé and Vidal (1997, p. 122) agree that in Cooperative Language Learning, the students perform a task in order to achieve an objective. They add that the method is a classroom management technique which makes the participants dependable on each other. There are some basic forms of cooperative learning (Pla, Vila, Ribé, and Vidal, 1997, p. 122):

-Peer tutoring. The students' proficiency levels are different.

-Jigsaw. Each group of the class becomes proficient in a topic. Each group shares the information with the others.

-Shared Projects. The group works as a whole. Everybody gets the same grade.

-Modular Cooperative Projects. Individual tasks are part of the final product.

-Cooperative Interaction. Students work as a unit. They are graded individually.

In conclusion, Cooperative Language Learning is a method that builds up cooperative participation between the students. The purpose of this method is to get the students to help each other in order to achieve certain objectives. The classroom is the most suitable place to improve the students' abilities to work in groups that will be needed later on their lives.

### **Content – based instruction**

The term content-based is used to describe or define the alliance between language and content. This method implies the teaching or presentation of the topics of the different subjects as part of the EFL classes. It means that all the topics taught and learned (for example in Science) are learned using the English language.

Richard and Rogers (2001, p. 204) state that: “ Content – based instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus.” This means that the information is presented in the target language; this is done without focusing on the language itself or its functions. Therefore, it is learned not separately but by learning content information in the target language. Richard and Rogers (2001, p. 204) add that “*content* most frequently refers to the substance or subject matter that we learn or communicate through language rather than the language used to convey it.”

Lightbown and Spada (2012, p. 110) argue that sometimes the focus of content – based instruction may be the language itself, but still agree that the attention is not talking about it but to use it, and add: “The language that teacher use for teaching is not selected solely for the purpose of teaching a specific feature of the language, but also to make sure the

learners have the language they need to interact in a variety of contexts.” These authors also point out to the fact that the students’ favorable outcome is measured in terms of what they achieve rather than in how they used the features of the language.

According to Freeman and Freeman (2008, p. 99-100) there are four reasons to use Content – based instruction: The first reason is that when the teacher uses content – based instruction the students learn the language and the content at the same time. The second reason is that this method maintains the language in its natural perspective. It is easier to learn words in context than as a list of isolated words without connection to each other. The third reason is that content – based instruction gives the students a reason to use the language. The students are motivated to learn the language that need to speak, read, and write because it is this language the one used in the contents being learned. The last reason is that the students learn academic vocabulary, which is essential to understand the content of the subject matter.

### **Task – based Language Learning**

The word “task” is used to refer to any work that generally demands some sort of effort from the “worker”. This work is usually done in a limited time. Our everyday lives are filled with this kind of tasks, from the simplest like writing a shopping list and buying them, to the most complex like having a telephone conference with a client. The truth is that all of us have to complete tasks. In fact, our entire life is a task which we have to solve, complete, and review with effort.

The Task – based Language Learning (TBLL) method proposes the learning of a language through the completion of activities by using the language. These activities do not imply the use of syntactic structures to solve them (as proposed by the audio-lingual method). Moreover, TBLL aims to promote learning through the use of real language inside the classroom. This means that the method includes communication processes.

The traditional process of language learning follows a PPP process: Presentation – Practice – Production. TBLL follows a different approach, a communicative approach. This kind of instruction lets the students learn the important aspects of the language (for example English) through real and relevant tasks which consider the language as a tool to communicate the information needed to complete the task. Harmer (2006, p. 90. 2012, p. 51) says that TBLL involves the students in performing a task or solving a problem presented by the teacher. Such task has to be accomplished using the target language (English), and adds: “only when the task has been completed does the teacher discuss the language that was used, making corrections and adjustments which the students’ performance of the task has shown to be desirable. TBLL is a natural extension of communicative language teaching” Harmer (2006, p. 90. 2012, p. 51) also mentions that there are three stages considered in TBLL: Pre-task stage, where the topic is discussed with the students; Task cycle stage, where the students perform or solve the task; Language focus task, where features of the language are analyzed and practiced.

### **Translation Method**

Thanks to the tradition and prestige gained from the teaching of Latin and Greek through the Translation method, it was adopted as a model to teach other languages, like English. The translation method is based on grammar and translation, which is why this method is also called the grammar-translation method. The grammar used in this method is a grammar that describes, in a precise way, how the language works. Grammar rules are memorized and the vocabulary is memorized as well.

Cook (2003, p. 32) describes the translation method as one in which the mother language of the learners is used to explain the grammatical rules and to provide vocabulary equivalents, and adds: “sentences -specially constructed to contain only the grammar and



vocabulary which had already been covered- were laboriously translated, in writing, into and out of the student's first language. In this 'traditional' language teaching, the way into the new language was always through the student's own first language." Cook (2003, p. 32) also insisted to focus on the emphasis of the method which was placed in the correct use of grammar and vocabulary rather than in the communication function using the language fluently; the use of language was limited to translation and "it was better to get things right slowly than say them fast and effectively, but incorrectly."

Harmer (2012) agrees with Cook in term of what materials are presented to the language learners (grammar rules, word lists, translation exercises) and defends the method stating that "most language learners translate in their heads at various stages anyway, and they (and we) can learn a lot about foreign language by comparing parts of it with parts of our own mother tongue (p. 48)." Nevertheless, Harmer adds that concentrating on grammar-translation can lead the learners to a lack of natural language (input and output) because they will be focused on looking for equivalents in their mother tongue. Therefore, they will not use the language for real communication and claims that "it teaches people *about* language but doesn't really help them to communicate effectively with it (p. 48)."

### **Total Physical Response**

The Total Physical Response (TPR) method was developed by James Asher, a psychology professor in the California State College. TPR incorporates humanistic, psychology and second language learning theories. The idea of this method is to create psychomotor associations to ease the second language learning. TPR is a teaching method that combines the spoken language with an action, and at the same time it aims to teach a second language through physical activity. When the students are learning a second language, its meaning can be transmitted through commands. The students are forced to respond with

physical actions. This physical participation from the students is understood as an assimilation of the language from the learner.

TPR focuses on the evolutionary process (step by step) in language learning which is similar to the learning process of the mother tongue. Nunan (1991, p. 244) agrees and considers that TPR focuses on two characteristics of the first language acquisition. First the students get a great amount of comprehensible input before they use spoken language. Children first comprehend and then produce. Secondly there is a lot of physical activity together with early input using the imperative. (“throw the ball”, “raise your hands”, etc). Nunan (1991) cites Asher describes the three principles about first language acquisition, which are: stress comprehension over production, obey the ‘here and now’ principle, provide input through commands.

Harmer (2006) agrees with the fact that TPR can be applied in adult second language learning with the same foundations of first language acquisition and adds that adults can also learn in the same way children learn their first language through speech directed at them. Harmer also mentions the facts that in TPR students do not have to produce spoken language until they are ready to do it and adds: “In performing physical actions they seem to echo the claims of Neuro-linguistic programming that certain people benefit greatly from kinaesthetic activity (p. 90).”

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

Teaching English as a second language is not an easy task. The English teacher has to inspire and inform the students. Sometimes teacher even have to be entertainers while covering some concepts that have to be taught. Being successful at teaching English needs a mixture of skills and qualities; not everyone has this. It is incorrectly believed that anyone who has a high proficiency level of English is capable of teaching the language, this is clearly

not true. A teacher also needs a deep knowledge of linguistics, grammar, and the technique to do it. It is important that teachers understand that every student is different, with different strengths and weaknesses, which define how they learn. Good teachers adapt themselves to these needs and to the environment of the class. By adapting, the teacher can provide enough stimulus to avoid losing the students' interest. All these reasons make the roles of the teacher valuable information in order to know what to avoid and what to reach.

Richards and Rodgers (2001, p. 23) say that the teachers' roles depend on the method they intend to use in the classroom. Some methods see or need a teacher who is a source of information and directs the learning; other methods see the teacher as a guide, a model, or simply as the follower of book instructions. Richard and Rogers also mention that teacher roles are related to some issues which are: a) the function the teacher is supposed to perform (director, counselor, model, etc.). b) the control of the teacher over learning. c) how much of the content of the lesson is controlled by the teacher. d) the interaction between teacher and learners (p.24).

According to Harmer (2012, p. 25) there are six roles a teacher can adopt: **controller**, when the teacher is the focus of attention and stands in front telling the students what to do and when to do it. This works with grammar explanations but not for cooperative work. A teacher-controlled class does not allow the students to actively participate in their learning. **Prompter**, when the students need encouragement to achieve a goal, for example in a cooperative work on a project. A prompter teacher lets the students figure things out by themselves without letting them alone. **Assessor** teachers give the students feedback on whether they are doing things right or not. The students will always need to know why and how they are being evaluated. **Tutor**, when the teacher advises the students about the direction they need to take when they are working on a longer task. Harmer also says that a

good teacher has the special ability to become or adopt different types of roles. The role the teacher adopts greatly depends on the kind of activity the students are performing and adds 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 with. This flexibility will help us to facilitate the many different stages and facets of learning.”

Harmer on his previous work *The Practice of English Language Teaching* (2006) describes the roles mentioned before and four others that a teacher can adopt in the EFL class. These roles are: **Organizer**, when the teacher gives information and instructions on how the students will perform the activity, arranging them in groups or pairs, etc. in order to be an organizer, the teacher has to involve the students in the class (p. 58). **Participant**, when the teacher participates as part of the activity, for example class discussions or role plays that can be prompted and organized from the inside instead that doing it from outside (p. 60). **Resource**, when the students need information about the activity, a word, about sources of research (p. 60). Being an **observer** means to not to be over the students on every word and everything they do or say because it may distract them from the activity they are performing (p. 62).

All the roles describe all the possibilities of relationship the students can have with the teacher. As Richards and Rodgers (2001) say, the relationships between teacher and students can be asymmetrical or symmetrical, but at the end “the role of the teacher will reflect the objectives of the method and the learning theory on which the method is predicated, since the success of a method depends on the degree in which the teacher can provide the content or create the conditions for successful language learning (p. 24).”

Throughout the years there have been many investigations on how to motivate the students. The information regarding the strategies, techniques, methods, etc. to provoke

students to learn English have been deeply studied by many authors in their texts. But not only books explore the topic, there have been researches made which study the factors that motivate language learners. In fact, most books were written after studies were applied to English language learners and teachers.

First of all, Lasagabaster (2011) made a study on 191 language learners from the Basque Country in Spain; 27 students were enrolled in an EFL program and 164 were enrolled in a CLIL (content and language integrated learning) program. Lasagabaster wanted to compare and contrast both programs to find out which provides more positive linguistic and motivational outcomes. The study also aimed to find the relationship between motivation, foreign language skills, and English proficiency. The students were given a 13 item questionnaire; the items were presented on a scale going from 1 (strong disagreement) to 5 (strong agreement). Tests were also applied to measure foreign language competence. The test corresponded to grammar, listening, speaking, and writing; and revealed the communicative competence as well as the linguistic. The students were given total freedom to use the structures they thought best. English achievement was determined by adding the scores of the four tests. The conclusions of this research show that the students enrolled in the CLIL program were more motivated than the students in the traditional EFL program, which shows that the CLIL approach is strongly related with motivation due to its focus on both content and language. The CLIL program seemed to have bigger achievements in oral and written skills. These results seem to show that the task assigned in a CLIL class generate more positive responses than those in the EFL context by raising the students' interest in the language using the appropriate approach. The author recommends that CLIL programs should be boosted as they achieve a very positive influence on learners' motivation, which goes hand in hand with increased foreign language achievement.

Second, Wong (2014) conducted a study to determine if the different school grades have an effect on the motivation of the students, and if the higher school grades motivate them to learn English. The participants were 109 newly arrived Hong Kong secondary school students (53 girls and 56 boys). The students were given a questionnaire that included different motivational constructs at different levels: language level, learner level, and learning situation level. Items on parental education background and family income were also included. Ten randomly chosen students were interviewed face-to-face to clarify any gaps in data appearing after preliminary analysis of the statistical results. The author concludes that there is no correlation between motivation and the school grade. But, Wong mentions that the students' motivation to learn English lays on The Hong Kong Certificate of Education Examination (HKCEE) and it simultaneously enhances the influence of other factors on motivation to learn English. Instrumental values and need for achievement were significant for the students, and they believe that English will help them enter the university, secure a good job, and improve their career prospects.

The study also concludes that teachers emphasize more on public examinations, using them as motivators for students to work harder which generates a stronger extrinsic motivation on learners, as English is perceived to have high practical value. Wong recommends including motivation techniques in training courses for teachers, educational managers, and administrators. English teachers should use approaches to let the students learn the language in the way is best suited for them. Therefore, spending on teacher training will provide quality education.

Among the many researches done about motivation is the one done by Zhao and Liu (2012) which was conducted in a college of China with the participation of 124 students from first and second year, and 12 teachers. The research aimed to study the basic types of

motivation and which kinds of motivations are held more strongly by non-English majors. It also aimed to determine the factors (internal and external) that influence students' motivation in English learning. Both, students and teachers were given questionnaires which ranked statements in a five-point scale ranging from "strongly agree" to "strongly disagree". Zhao and Liu concluded that students' initial motivation for learning English is with intrinsic and extrinsic motivation as well as integrative and instrumental motivation, but extrinsic and instrumental motivation are more prominent and stronger than intrinsic and integrative motivation.

The study shows that students are eager to learn English by different reasons, mainly extrinsic and instrumental but they show a lack of self-confidence and low sense of self-efficacy. In addition, teachers' questionnaires show that they feel that students are at first motivated intrinsically and interactively, which is likely to make them set aside the importance of developing students' intrinsic and integrative motivation. The study recommends that teachers should: pay attention to maintain and increase students' different types of motivation especially intrinsic and integrative motivation; know what students are interested in first to include things that students find stimulating; help students to build up their positive perceptions of themselves; provide achievable tasks to make students experience success and a sense of achievement. In order to increase students' interest and engagement in English class, materials and activities should be varied and challenging.

For English learning, motivation has a close relationship with the interest of the students in the language. Long, Ming, and Chen (2013) were also interested in determining how motivation, interest, and grades are related when the students learn English; they conducted a study to establish this relationship. Their study also aimed at the main factors that affect students learning English. The participants of this study were 45 students in Eight

Grade from Gejiu (24 boys and 21 girls); they were divided in two groups according to the marks of the Final Examination. A questionnaire was applied to the participants, who had to answer honestly and accurately during regular class time. The study concluded that: students have a clear study motivation and they think that this kind of motivation is the main source to get good grades in the examination; the students' interest in English affects their learning motivation and achievements, which are not high because instrumental motivation is more present in their minds. Most of the students prefer short-term goals to long-term goals. In order to maintain and increase motivation in the students, the authors suggest developing students' interests in learning English, training learning strategies and promoting students' self-efficacy by using various and interesting activities to attract students' attention. The teacher can also apply new and effective techniques (multi media) to engage the students and keep them interested to promote intrinsic motivation. For the authors it is very important that the teachers maintain a friendly class environment by promoting a student-centered atmosphere and providing communication opportunities.

The last included study is a qualitative research conducted by Bahous, Bacha, and Nabhani (2011). It aimed to determine what activates the students' language learning in the English language classroom, and to help improve the teaching/learning situation. The research was applied at the EFL Program at a university that follows the American system of education in Beirut. The participants were thirty students of the different EFL programs. The teachers of the EFL courses also took part in this research. The study used questionnaires and interviews as research tools to get a view of the perceptions of the students and teachers about the students' motivation in the EFL classes. The researchers also took notes of the meetings regarding the English language courses, and of the comments made by students and teachers about the English classes. These tools correlate to each other and helped the researchers to get a fair view of the problems the students have to face in the English classes. The results of the



study show that the students feel that the English course is mainly to improve writing skills, and gives no attention to critical thinking, reading strategies, listening comprehension, and speaking. This led them to believe that they need fewer English classes. The teachers confirmed that the main focus in their classes is to help the students improve their academic writing skills. The teacher mentioned the importance of creating a relaxed environment to motivate students; choosing topics that are appealing for the students, not for teachers; using interesting activities. They also mentioned that it is important to make the class learner-centered and not teacher oriented by giving them enough background information. Teachers are inclined to blame the weak English background for the lack of motivation in students. The study concludes that both teachers and students are disappointed with the English courses. The students are not satisfied with the classes and find no benefit in them, and believe that the courses should focus on all the skills, not only in academic writing.

The authors' recommendations are to give more attention to students' needs, and to rethink the program to benefit the students in effective communication and self-expression. In order to boost the motivation in students, the teachers have to use multiple ways of representation and not only follow the syllabus. The teachers have to be trained on how to motivate students with workshops about multiple intelligences, teaching and integrating all language skills, and using technology in the English classes.

## **Chapter II: Method**

This research tries to show how motivation to learn English is perceived, and the factors that influence this motivation in students of English as a Foreign Language in Ecuadorian high schools.

### **Setting and Participants**

This study was carried out in Quito at a private high school, located in an urban zone in the northern part of the city. Five observations were carried out in English classes in order to get an idea of the student's motivation to learn English.

The sample included eight, ninth, tenth, and first of senior high school students, a total of 100 individuals: 40 students from eighth grade, 20 students from ninth grade, 20 students from tenth grade, and 20 students from first grade of high school. The student's ages ranged from 12 to 16 years of age.

The school in which the study was conducted had comfortable classrooms that included projectors, computers, and internet access. In this school, the English skills are taught as individual subjects. Some other subjects like Science and Social Studies are also taught in English as content-based instruction subjects for cross-curricular teaching. The English weekly load is fifteen hours.

### **Procedures**

A deep literature review was done in order to start this research study. The literature review provided a clear idea about some important aspect about the motivation in students who learn English as a foreign language. All the information gathered to develop the literature review provided the theoretical support to explain how and why students are motivated to learn English, and the factors that influence in motivation.

This study was conducted by using a mixed methods approach involving, both quantitative and qualitative procedures. The qualitative research was used for describing and interpreting the information in all of the process. The quantitative research was used to analyze the results, and to present them in statistic graphs. A completion and open - ended questionnaire was applied to one hundred students in order to obtain information concerning their opinion on aspects that motivate them to learn English. Observation sheets were used to gather information about the students' perceptions of their motivation to learn English, the attitudes of the teachers and how they influence in the motivation of the students to learn the language. All the results from the field observation provided significant information about the students' motivation inside the English as a Foreign Language classroom.

In order to collect valid information about the students' motivation, and the factors that affect it, the researcher used observation sheets in which it was possible to check items that are considered relevant to the students' motivation. In addition to the observation, a students' questionnaire was applied to all of the participants. The questionnaire included eight short and open ended questions related to factors that motivate students to learn English in their classes. The questionnaire pretended to discover if they liked to learn English, and what factors affected them, either positively or negatively, in their learning process. They also were able to support their answers by providing reasons for these answers.

All the data gathered with the research tools was tabulated, and the number of answers of each student was counted obtaining the corresponding percentages. The students' answers were compared with the results of the observations carried out during the research. All collected data was analyzed using the theoretical information in the literature review to support its validity.

## **Chapter III: Result and Discussion**

### **Description, Analysis and Interpretation of Results**

Motivation plays a very important role when a student is learning English. Throughout the years, researchers have found that there are many ways in which teachers can motivate the students to learn English so that the latter can have the opportunity to enjoy the language and use it to communicate efficiently.

Furthermore, teachers must know how to motivate the students and promote an environment to increase this motivation instead of losing it in the way. Motivated students will help the teacher achieve the lesson goals and as a result, the students will feel confident when using the language.

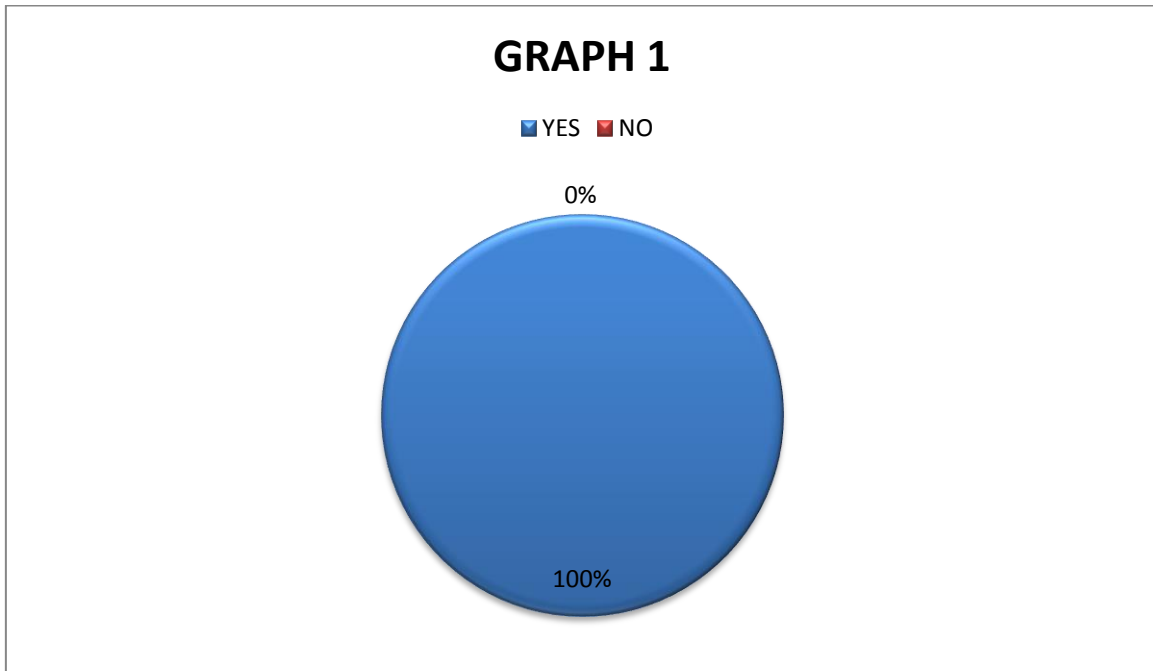
The following section includes information about how the students in a private school feel towards motivation in their English learning environment, the activities they enjoy the most, their feelings toward the English teacher, and the activities or factors they feel are not beneficial for their English learning experience.

The data gathered to be analyzed responded to two purpose questions:

- What do you think motivates students to learn English?
- What do you think hinders students to learn English?

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

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



Author: Andrea Paola Mogrovejo Cárdenas

Source: Students' questionnaire and observation sheets

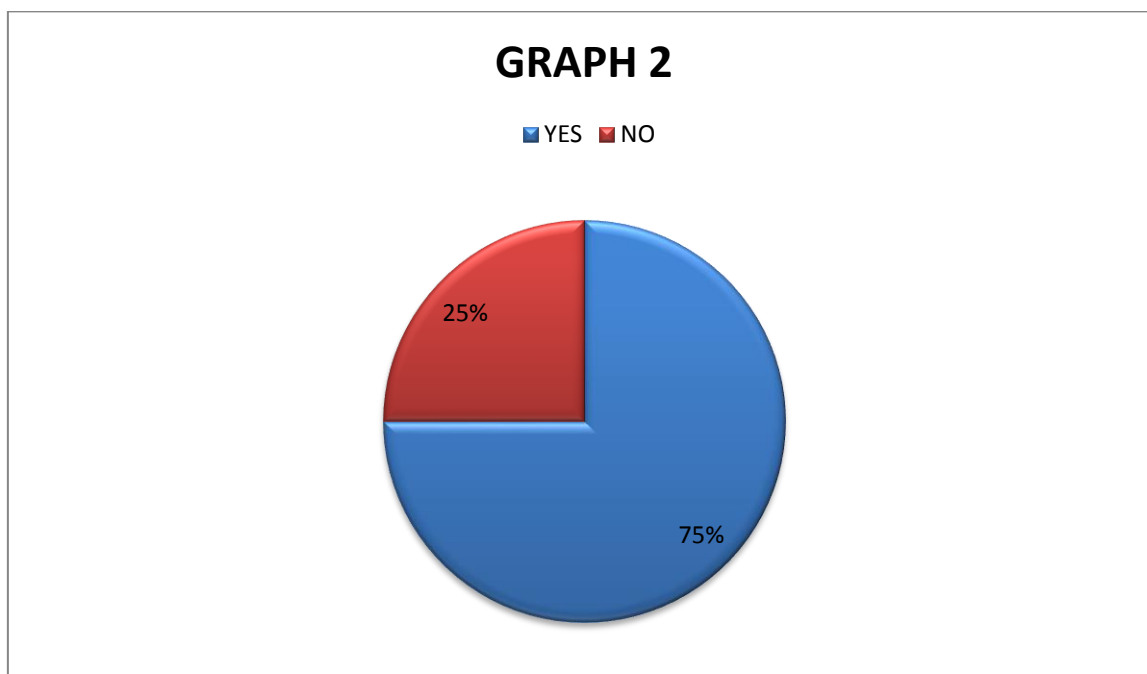
Graph 1 shows that 100% of the students answered that they like to learn English which evidences that even though they have to attend to English classes as a requirement. Students also do it because they like to learn the language. While observing the classes, it was noticed that the overall attitude of the students was very good. They did not show excitement towards the class (it is only natural since most teenagers would rather being free than attending to classes), but neither they showed rejection. Learning English is not always a choice for students. Some may be learning English because it is part of the curriculum in the school; others may actually enjoy learning English.

The students supported their answers by giving the reasons why they like to learn English. The majority of the students (32 students) answered that they like to learn English

because they feel the language will be useful for them in the future (get a good job, study in a university abroad, be a better professional, etc). Others (29 students) said that they like to learn English because they wish to study or travel abroad (specially the USA). Some think of English as a fun an interesting language (23 students). Some of the students stated that they like to learn English because they like to learn other languages (18 students). English being considered the universal language was the reason given by 13 students.

Regarding motives for studying English, Hammer (2012) affirms that the reasons for students wanting to learn English vary greatly. Some of the reasons are: they need English for specific purposes (ESP), they have moved into a target-language community, they need English for academic purposes (EAP), or they think it will be useful in some way (general English).

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



Author: Andrea Paola Mogrovejo Cárdenas

Source: Students' questionnaire and observation sheets

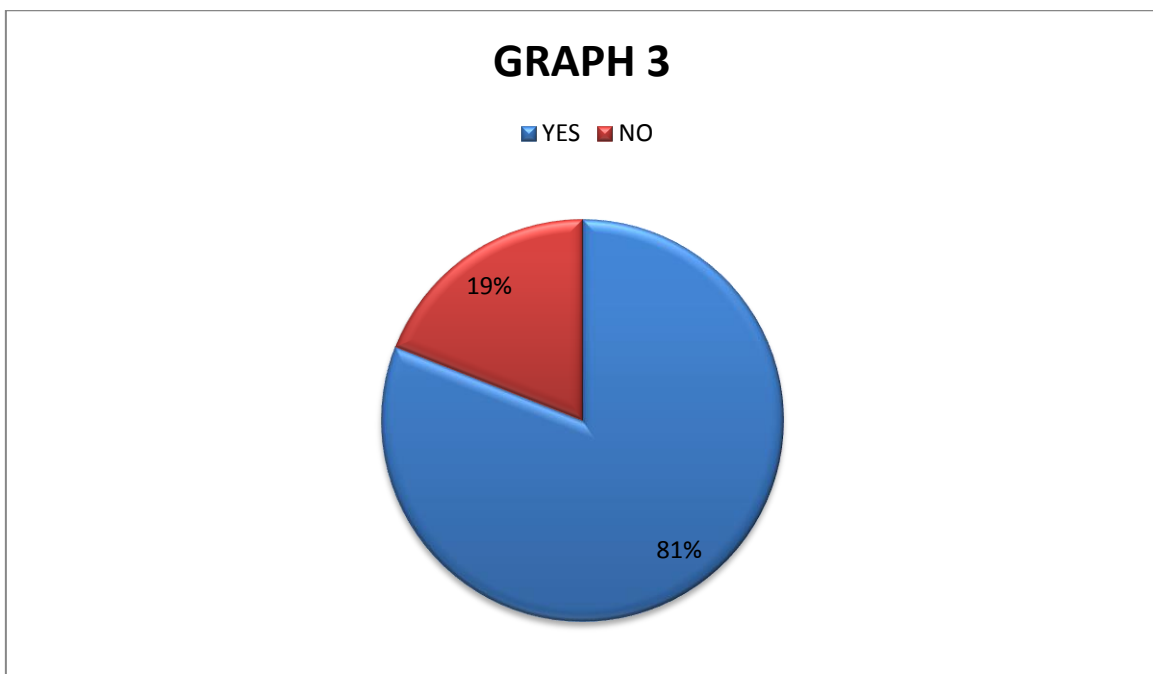
By analyzing graph 2 we infer that 75% of the students are motivated to learn English in class. The majority (32 students) feel that the teacher is very skilled at explaining the topic, which makes them feel motivated. Other students said that they feel motivated because through English they can learn new things (20 students), and others stated that their motivation in class is due to the interactive classes, the good environment, and the improvement of their English level (16 students). The observations carried out in the five classes showed that most of the time the teachers try to make the class as entertaining as possible by using topics that were according to the students' interests. Furthermore, the teachers tried to connect the topic with the reality of the students. Those students who answered positively to the question gave their reason to support their answers and said that they feel motivated because the teacher manages to make the class fun and interesting. Lightbown and Spada (2012) suggest that teachers can add positive aspects to motivate students to learn English in class, and provide an environment where the students like to be. This positive learning environment is created by motivating students into the lesson; varying the activities, tasks, and materials; and using co-operative rather than competitive goals.

Graph 2 also shows that 25% of the students do not feel motivated to learn English in class. It is not an easy task to please all the students; what one finds interesting the other may not see it that way. Whatever the case is, at the end, the teacher plays a very important role on how the students feel inside the classroom. As it was observed in the classes, few students did not participate in the class and tried to distract others. This may be a sign of a lack of motivation. The majority of the students who answered negatively to the question said that they do not feel motivated because the English classes are boring, and others agreed that the teacher was unable to explain the topic. Some others also said that they were unable to understand the class at all. These answers show that what Lightbown and Spada (2012) say about motivation is true; they say that varying activities, tasks, and materials can prevent the

students to feel trapped in a routine and help increase the students' interest in learning the language and improving their level.

With respect to motivation, Hammer (2012) asserts that one of the main objectives of a teacher should be to help the students maintain their motivation by proposing activities that engage the students' curiosity and participation. If the teacher is unable to do so, the students will start getting distracted and may become a disruption in the class.

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



Author: Andrea Paola Mogrovejo Cárdenas

Source: Students' questionnaire and observation sheets

Graph 3 shows that 81% of the participants answered that they like the teacher's way of teaching English. At this point, it is important to mention that the teacher is not seen as the model to follow anymore. Therefore, the teacher has become a guiding figure for the students making them somehow independent from the teacher. The observations were useful tools to see that the teachers used activities in which the students had to infer, brainstorm and analyze

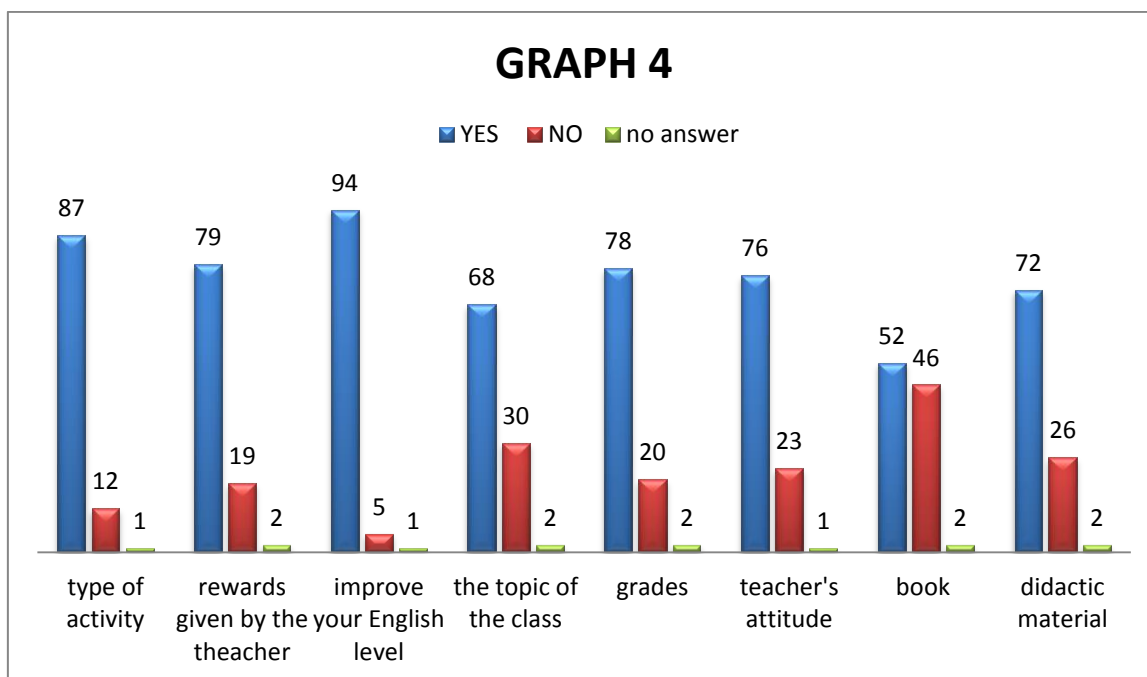


in order to finish the activity. This made the students complement their positive answers with some reasons. The majority of the students (53 students) said that they like their teacher's way of teaching English because they understand everything the teacher explains and that the teacher shows patience by explaining the topic as many times as the students need it. Other students (29 students) think that the teacher manages to make the class interactive and fun making it easier for them to learn English. The rest of the participants think that the teacher shows interest in teaching them the language. Besides being a guide, the teacher has to provide positive feedback and encourage the students to improve their self-esteem.

Graph 3 also shows that 19% of the students do not like their teacher's way of teaching English. The majority of these students (9 students) supported their answers by saying that they feel the teacher explains the topic in a difficult way for them. Others reasoned that the teacher made the class boring, advanced too fast, he/she is not very patient, and does not show interest in teaching them the language. The observations showed that some of the students had a very low level on the language compared to the level of their classmates, which probably is the reason why they feel the classes are boring and difficult to understand. These are reasons enough to take into account that the way in which teachers behave and react in the class, whether the teacher follows a routine or varies the activities, have an effect on how the students perceive the teacher and his/her classes (Harmer, 2012)

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

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



Author: Andrea Paola Mogrovejo Cárdenas

Source: Students' questionnaire and observation sheets

Graph 4 shows that 87% of students are motivated in the class by the type of activity they are asked to do. The class observations showed that throughout the whole class time, the teachers used different approaches to get the students actively participate in the class. For example, one of the teachers used games, group work, and individual work to teach a grammar topic. Graph 4 also shows that 12% of the students are not motivated by the type of activity presented in the class. The observations showed that some of the students had not apparent reaction to the activity proposed by the teacher. These students seemed more interested in finishing the work fast and go out to recess time. Graph 4 evidences that 1% of the students answered neither positively nor negatively.

It is very well known that the teacher will be more successful with the students if the classes have a variety of topics and activities. These are some of the aspects considered in extrinsic motivation. This will get the students interested in the class and liven up the

classroom; as a result the students will feel motivated to learn English. Harmer (2012) says that not because an activity works the first time, it will work every time. Activities have to be fresh in order to get across the students. At the end, activities have to ensure the students successful participation in the classroom.

Pla, Vila, Ribé, and Vidal (1997) argue that motivation has been mistaken with “amusement”, and that the teacher has the obligation to amuse the students, otherwise he/she is not motivating them. The aspects analyzed in this question are closely related to intrinsic and extrinsic motivation. Pla, Vila, Ribé and Vidal also made a distinction between intrinsic and extrinsic motivation. They said that intrinsic motivation has its origins in the student’s own work, and extrinsic motivation comes from outside sources

The following question was related to rewards given by the teacher in order to get a desired behavior from the student. Graph 4 shows that 79% of the students feel motivated by rewards given by the teacher. This is evidence that the levels of extrinsic motivation of the students are very high. Table 1 also evidences that 19% of the students do not feel motivated by rewards given by the teacher. This does not necessarily mean that the students are motivated in another way, but at the same time it could mean that they really want to work on the assignment no matter what the teacher offers them. The 2% of the students did not answer the item.

The observations made showed that in fact the students expect the teacher to reward them in some way. A good number of students literally said: “if we finish the classwork can we go to recess ten minutes earlier?” When the answer was positive, the students really applied themselves to finish the task. Some of them had to go back and repeat it, because the quality of the work was very low. Clearly, they did not put any effort to work on the task, they simply wanted to go out and enjoy a longer recess. Some other students asked the teacher for

extra points if they finished the task first, to which the teacher answered: “I don’t want fast students, I want effective students”. The most common reward given by the teacher was extra time in recess, the last minutes of class free, a free hour if they worked fast, or a video for next class.

It is interesting to know that when teachers assign tasks that require effort, this kind of motivation or rewards do not work to sustain a long term motivation. Teachers tend to believe that tangible rewards help the students complete the work and behave appropriately. Others believe that tangible rewards are negative for the development of intrinsic motivation and prevent the students from appreciating the effort and value of a hard work, which produces short-term achievements. At the end, the students might end up doing the tasks just to get a reward and not to learn the English language. All of the above does not mean that extrinsic rewards are all bad, but they have to be small enough so that students do not use the language only to get a reward.

Brophy (2004) argues about the benefits of rewards and says that extrinsic motivation strategies are the most adaptable methods and link successful completion of a task to a value, making these strategies behavior control tools instead of learning motivators.

Table 1 also refers to the desire to improve the English level. It shows that 94% of the students are motivated by the improvement of their English level. Only 5% of the students do not feel motivated by this factor, and about 1% of the participants did not answer this item. The observations showed that most of the students were eager to ask questions about vocabulary and content. This curiosity or desire to learn the language shows that they want to improve their level in English. They probably think that a better level in English is of no use for them; they may not have plans to travel or study abroad and feel that they get enough with what they solely learn in the classroom..

In question # 1 (graph 1) the majority of the students answered positively when asked if they liked to learn English, and some of the reasons they gave for this answer were that they think English will help them when they travel or study abroad, which means that they desire to improve their English level. Another reason to improve their English level may be the idea that English will help them in the future to get a good job. Students in their teens are very interested in entertaining. They like especially to listen to music, watch movies, play video games, and follow TV series. Most of the music they like, the things they watch, and the games they play use English as language. Therefore, those who have a good level of English are able to understand better lyrics, scripts and instructions in games. These may be the some of the reasons why the students feel intrinsically motivated to improve their level of English. Harmer (2012) states that the purposes the students have for learning English will have an effect on how they learn the language and what they learn from the language. Improving the English level may be considered as an aspect of intrinsic motivation.

Regarding the topic of the class, Table 1 shows that 68% of the students feel motivated by the topic of the class. The observations held in class showed that most of the time, the teachers connected the features of language with topics related to pop culture. This clearly interested the students because they could easily relate their interest and realities to the topic. In the same item, 30% of the students said that they do not feel motivated by the topic of the class. This may be because they are interested on any topic as long as they learn English, or they are not interested in learning at all. Some students, (2% of the participants) did not answer to the item. The observations showed that other topics like Science and Technology caught the interest of the students.

Many teachers would agree that teaching teenagers is one of the most difficult tasks in the professional life of an English teacher; however, the job is still very gratifying. This is

exactly why choosing the right topic for a lesson is very important. Choosing relevant topics for teenagers is not difficult, the teacher can do some research and find out what interests students in that age range. Using relevant topics provide the meaningful opportunities for the students to learn English and engage with the class. It is very clear that it is imperative to use topics and materials that interest the students. If not, both, the students and the teacher may end up frustrated before the class even finishes.

Regarding grades and their influence in students' motivation, Table 1 shows that 78% of the students feel motivated by grades and 20% of the students do not feel motivated by the grades. This may be due to the fact that they always get a good grade, the lack of control from their parents, or they simply don't care about the grades. Sadly, our system has become a grade-centered system; grades are requisites to be promoted to the next school year. During the observations the recurrent comment from students was that they needed a good grade in order to avoid supplementary exams or a punishment from their parents. Most of the classes observed, presented students trying to convince the teacher to give them a new opportunity to present a work in order to improve the grade. It was clear that the majority of the students who asked for a new opportunity were worried about the teacher calling their parents to report a low academic performance.

Arancibia, Herrera and Strassers (2007) define extrinsic motivation as the kind of motivation that depends on observable rewards, and may lead the students to perceive school as an evaluation from which they get or do not get feedback or reward. Having this in mind we may consider grades a factor of extrinsic motivation. It is still not clear if a low grade encourages the students to try and perform better, or a high grade encourages them to keep on with the good work. Although grades are important in our system, most of the time teachers forget that grades are just one part of the whole teaching-learning process. In English teaching

and learning, grades have to be accompanied by positive feedback to motivate the students to continue learning the language, and teachers must be aware that a low grade does not necessarily mean that the student did not study or acquired language knowledge.

Graph 4 evidences that 76 % of the students feel motivated by the attitude of their teacher. The students who answered that they do not feel motivated by the teacher's attitude represent the 23% of the total of participants, while 1% of the students did not answer to the item. The observations showed that teachers enjoyed their work in the classroom. It was very visible that they were tired but still they tried to keep a good attitude in front of the students. The observations also showed that some students did not feel motivated by the teacher's attitude. Some students showed signs of discomfort by the over excitement of the teacher. This led the researcher to think that the teachers were not always this motivated to teach; they seemed to be extra prepared for the class because they knew beforehand that the observation was going to take place.

Harmer (2012) states that students get an idea of who teachers are by just looking at them: how a teacher dresses, presents himself; and a key factor for the students is the way in which a teacher behaves and reacts, attitude. Harmer also states that who we are when we are in front of our students is especially important. Teachers manifest expectations, thoughts, and feelings through spoken language or body language; the students sense these messages immediately. These feelings can provoke in the students positive or negative reactions which will affect their motivation to learn English. The effectiveness of the English learning depends on the teacher's attitude, among other factors. This attitude will determine the type of relationship with the students which affects positively or negatively their motivation to learn English. The better the teacher's attitude, the better the results will be when the students learn the language.

Graph 4 shows that 52 % of the students feel motivated by the book. Although the books used seemed to have interesting topics for teenagers (related to pop culture), 46% of the students answered that they do not feel motivated by the book. The observations showed that three out of five teachers used the course book in their classes. It seemed that the book was used only for practice. The teachers did not use the book to explain the topic of the class; the book was used for individual practice only. A few students were eager to ask clarification by looking at the examples given in the book. Only then the teacher asked the whole class to look at the book for explanation purposes. Two out of five teachers did not use the book at all. The question is: How can they be motivated by the book if they barely use it? The answer to this question is very difficult to find by observing only five classes. The teacher may not make use of the book because they think that their explanation is enough for the students to begin practicing and using the language. When the students asked for an explanation of something presented in the book, the teachers immediately made them turn to the board without getting them to infer and analyze what they see in the book.

Throughout the years, methodologists have been studying the issue of whether a course book should be used or not to teach English inside the classroom. Harmer (2006) offers a few advantages and disadvantages of using a course book. Some advantages mentioned by Harmer are that they are very well prepared offering a good language control with motivating texts and materials to use. According to Harmer, books also offer an attractive presentation and can be used by teacher even when they are under time pressure. Books come with teacher's guides to help the teacher with procedures and alternatives. Besides being helpful for teachers, books also give the students apperception of progress. Some disadvantages mentioned by Harmer (2006) are that books often impose learning styles and content, and the format is unrelenting which at the end is sensed as boring by both teachers and students.



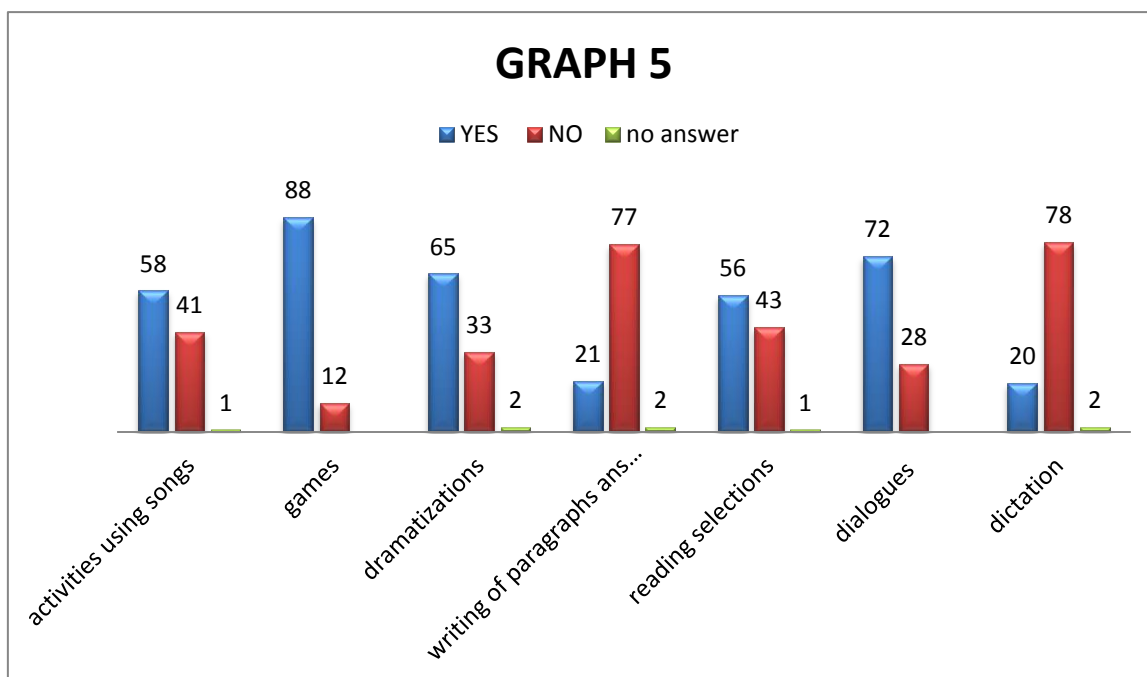
Regarding the didactic material used in the classroom, Graph 4 shows that 72% of the students answered that they feel motivated by the didactic material. On the other hand, Table 4 also shows that 26 % of the students do not feel motivated by the didactic material. While most of the students were attentive to the didactic material, a few were very distracted, trying to make conversation with others or using their electronic devices hidden under the desk. Teachers were asked about the situation of these students and they said that the majority were students either new to the school (low level in the language) or have always presented a no-interest behavior in class.

The observations carried out in this research showed that all the teachers used didactic material that the students seemed to enjoy. All of the teachers used videos to support their teaching and get the students involved and interested in the class. The videos used in the classes varied from educational videos to segments of movies, which the students had to discuss or write about. Other materials used by the teachers were worksheets filled with pictures, comprehension exercises, and completion exercises. The students seemed to enjoy all the didactic materials presented by the teachers.

The material used in the classroom is as important as any other aspect to motivate the students to learn English. The topic can be very interesting or the teacher very good at the job, but if the materials used in the English classroom are the opposite, meaningful learning will simply not be acquired. Richards and Renandya (2002) emphasize in the importance of the material used in the classroom. They mention that language is functional and must be contextualized in the material used to teach the language, and this language should be realistic and authentic. These authors also mention the importance of including audiovisual components to the materials which helps the students not only to understand the verbal language but also other essential channels of communication like body language. Also,

materials should help the learners deal with different written and spoken genres, and to develop learner autonomy.

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



Author: Andrea Paola Mogrovejo Cárdenas

Source: Students' questionnaire and observation sheets

Graph 5 shows that 58 % of the participants feel motivated by the use of songs in the English classes and 41% of the students do not feel motivated by songs in the English class. It was evidenced by overhearing the students that some teachers allow them to use earphones to listen to music while they work. One student even said: “teacher you know we work better with music!!” as a begging technique to get permission from the teacher to use their phones to listen to music, but the teacher was reluctant. The teacher seemed like if she was in the obligation to orally interact with the students during the whole observation. This may be caused by the lack of use of this technique in the English class. These students don't know

how songs can be used in the classroom, they may keep the memory of how songs are used in elementary school, and the kinds of songs that were used in that time of their lives.

From a methodological point of view, songs are resources that complement the English language teaching and learning. Their usefulness is great since they allow the teachers to work with the students a variety of aspects inside the classroom. Songs offer the opportunity for the teacher to involve the students in listening, reading, writing, and speaking; and the students to get better at these skills. Harmer (2012) says that songs are very useful if well chosen. He says that songs can engage the students in a variety of tasks like fill in the blanks, rearrange lines, listen and discuss the message, among others. Harmer also mentions that music can not necessarily be the tool of an activity, but it can be used as background sound to get the students in the right mood for learning.

Regarding to games used in the classroom, Graph 5 shows that 88% of the students feel motivated by the use of games in the English classroom, and 12% of the participants do not feel motivated by games. This does not necessarily mean that they do not like games in the class, but that they prefer other means of motivation and learning. In the observations carried, only one of the teachers used games in the class. The game was a guessing game in which the students gathered in groups and had to guess the sentence that one of the group members was mimicking. The students were visibly excited about participating. One negative aspect evidenced in the observation of the game is that most of the students were actively participating because of the competition but not for the learning opportunity the game offered.

The English classes are often complemented by games because of their multiple advantages. Games are good learning tools since they motivate, entertain, promote the creative and spontaneous use of the language, and foster communicative competence and fluency. Games serve as model to follow, and make the classroom atmosphere more relaxed;

as a result, the students can remember easily what they learned and how they used the language. Nunan (1991) supported the use of games in the English classroom and said that games play an important role in the acquisition process due the great deal of comprehensible input they provide. No matter the age of the students, games will always be a source of entertaining and learning.

Even though none of the classes observed for this research included dramatizations or role-plays, Graph 5 shows that 65 % of the students feel motivated by dramatization or role-plays. These students may actually enjoy or feel the need to use their English in situations where they can show how they use the language. On the other hand, 33% of the students answered that they do not feel motivated by dramatizations in the English class. Teen students can easily get embarrassed by certain situation. Coming out in front of the class may not be the idea of a pleasant situation for the students; therefore, they may feel the need to avoid the situation. The 2% of the participants did not answer the item.

Harmer (2006) says that dramatizations or role-plays involve the students in activities that require them to come out in front of the class, which is why the teacher has to be careful in creating a supportive atmosphere in the class. Herrel and Jordan (2012) refer to this kind of activities as strategies that encourage the students to connect their past experiences, the content, and the vocabulary. These authors say that role-plays are good at helping the students use new vocabulary in context or see demonstrations of the vocabulary being used in different contexts.

The following question was related to writing paragraph or essays. Graph 5 shows that only 21% of the students feel motivated by writing in the class, and 77% of the participants do not feel motivated by this type of activities. The 2% of the participants did not answer the item. One out of the five classes observed included a writing exercise. The exercises consisted

on watching a section of a movie scene, and then write what happens next (including the ending of the movie). The majority of the students were excited about the video, but as soon as the teacher mentioned the writing activity, the students reacted negatively. It was clear that they do not enjoy writing activities. While the activity was taking place, most of the students had vocabulary questions. They were reluctant to use dictionaries and asked the teacher to translate entire sentences so they can write them in their papers. The other classes observed did not include a writing activity at all. Students may not feel motivated by writing due to the lack of confidence, or they feel the activity is boring. The lack of practice makes it more difficult for the students to produce a writing work. Harmer (2012) mentions

Harmer (2012) mentions the importance of building a *writing habit* from early levels through easy and enjoyable activities, so that writing becomes a usual part of the class. He states that writing gives the students more “thinking time” than speaking which gives them the opportunity for language processing. Harmer also says that writing is a valuable tool to get the students practice and work with the language they are learning. Writing paragraph or essays (writing-for-writing) goes far beyond the writing of sentences (writing-for-learning) with no connection. Teaching the students writing-for-writing- gives them the opportunity to get better at writing by improving text construction,, appropriate language use, and effectiveness.

Regarding to reading selections in the classroom, Graph 5 shows that 56% of the students answered that they feel motivated by reading selections. The same table shows that 43% of the students answered negatively to the item, this may be due to the poor quality of the reading activities, and the wrong approach done to reading as an aid for English language acquisition. In the observations, two out of five classes included reading activities. While the activities were carried out, the students did not show any sign of excitement about the activity.

Very few students asked questions about the passage they were reading. When the teacher asked for volunteers to answer some comprehension questions, there were none. Both readings were done by the teachers, while the students followed the reading. There was no way to know if the students were really reading the passage, the teachers did not give the students the opportunity to read aloud, discuss with their peers, or complete a task about the reading. The teachers used the reading for information or introduction only. It seemed like this was a constant practice in English class.

Richard and Renandya (2002) say that teaching reading is important because many students have reading as their number one goal in English. These students want to be capable of reading information, for pleasure, career, study, and many other purposes. Harmer (2012) provides some reasons to justify the need to teach the students to read in English. The first reason Harmer mentions is the same as the one previously mentioned (career, study, pleasure, etc). Secondly, the students acquire English language through reading, the more they read, the more they learn (vocabulary, spelling, structures, etc). Harmer mentions a third reasons and says that reading provides a model for good writing. Finally, reading can get the students interested in new topics, involved in discussion, and being creative.

Graph 5 shows that 72% of the participants feel motivated by dialogs in the English class, and that 28 % of the students do not feel motivated by dialogs. The observations held in five classes did not evidence the use of dialogs as a strategy to teach English in class. Still, it is very clear that the students would take advantage of what dialogs can offer them in order to acquire the language or improve their level. These students may feel anxious of using the language in a ways in which other may see if they made progress or not.

Herrel and Jordan (2012) refer to dialogs as scripts, and describe them as sample language interactions or dialogs presented to the students before they are encountered with a

situation in which they have to use what they have learned. Herrel and Jordan add that dialogs are supportive and reduce the anxiety of the students when they have to face a communication scenario. Just as in role-plays, dialogs give the students the opportunity to use vocabulary in context.

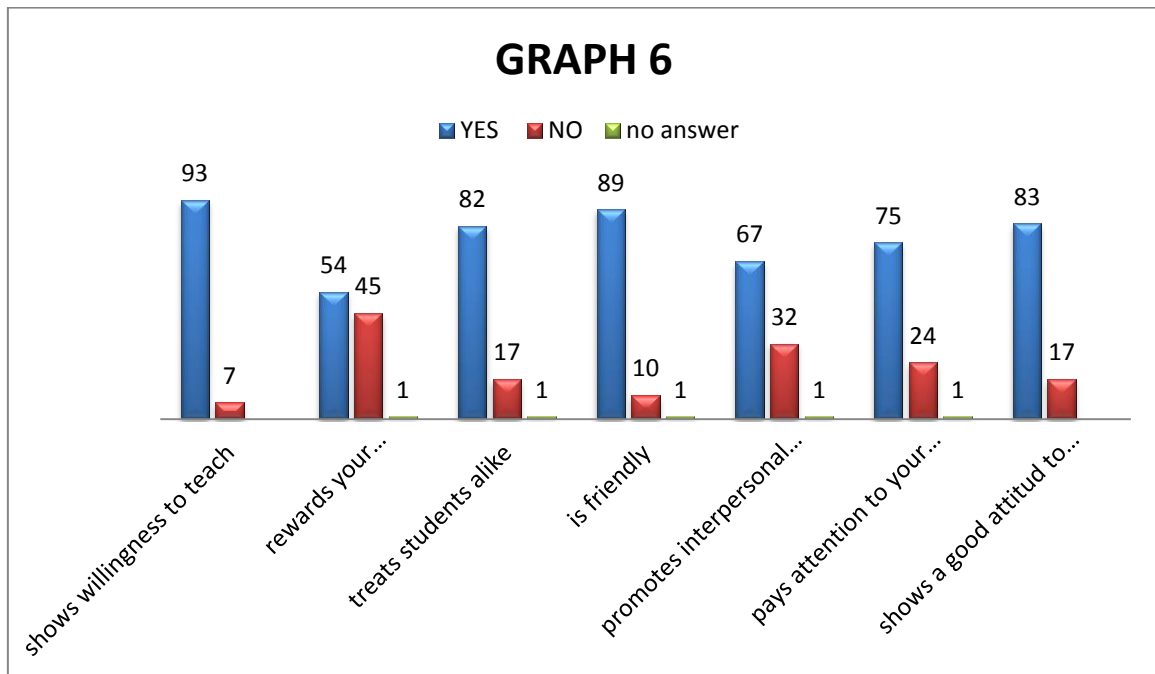
Regarding dictation, Graph 5 shows that only 20 % of the students answered that they feel motivated by the use of dictation in the English class. On the other hand, Graph 5 shows that 78 % of the participants do not feel motivated by the use of dictation in the English class, and 2 % of the students did not answer the item. The observations showed that none of the teachers used dictation (or any variation of dictation, or games that use dictation) in their classes. The students may have worked before with dictation in a different context than the elementary school context. The students that answered negatively may think that dictation is not a suitable activity that can provide English learning opportunities.

Even though dictation involves listening, writing, and spelling, teachers may see dictation as an out-of-date strategy, too old to deserve being used in the English classroom. Similarly, the students may see it as an old fashioned activity, and may even see it as boring. The problem here is that teacher and students do not see how versatile a dictation activity can be. Why does the teacher need to be the one who dictates to the students? Why not the students to the teacher? Or, the students dictate to their peers? The teachers can even use the running dictation technique or games that use dictation as the “fun” central part of the game. Sadly, dictation has been relegated to only work with very young English learners using the model where the teacher stands in front and the students write what they hear.

As mentioned before, the activities teachers use in their classes must be varied in order to get the students to actively participate in the class and acquire meaningful English learning. The activities used in the classroom must be designed to achieve concrete results and these

activities also need to be oriented to the success of the students, so that most (if not all) of them can see their goals as achievable. The activities used in the English class must also guide the students to learn by doing. Songs, games, dramatizations, etc. are great ways for the students to use and learn English. It is very important to use activities that help and motivate the students to use the language outside the classroom so that they can see the importance of continuing learning English.

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



Author: Andrea Paola Mogrovejo Cárdenas

Source: Students' questionnaire and observation sheets

Graph 6 shows that 93% of the students answered that the teacher shows willingness to teach, while 7 % said the contrary. The observations held in five classes confirmed these answers. All the teachers showed a good attitude towards teaching. None of the teachers showed signs of discomfort towards the class or the student's questions. They were willing to explain or repeat a point as many times as it was necessary.



The second aspect analyzed in Graph 6 is the rewards given by the teacher to the students. The observations evidenced that the teachers rewarded the students participations in a minimal extend. There was lack of support and feedback when the students answered questions, or gave opinions. Graph 6 shows that 54% of the students agree that the teacher rewards their participation, but 45% said that they do not feel rewarded after participating. This lack of feedback may lead to a lack of participation from the students, not because they do not know the answers, but because their participation is not appreciated.

Harmer (2012) says that paying more attention to some students that others could make the students expect special treatment. Treating all students equally helps to establish and maintain a good relationship with the students and it is a sign of professionalism. Graph 6 shows that 82% of the students answered positively when asked if the teacher treats all the students equally, but 17% of the participants answered negatively to this item. The observations showed that all the teachers paid attention to all the students, gave participation opportunities to all the students, helped all the ones who needed assistance, and corrected everyone in the same extend.

A teacher does not have to be permissive in order to be friendly. Having authority does not mean that the teacher becomes unfriendly. Being a friendly teacher means that the teacher is able to share a good class with the students but at the same time draws very clear limits and rules in the class. Graph 6 shows that 89% of the students think that their teacher is friendly, but 10% of the participants agree that the teacher is not. The observations showed that all the teachers seemed to have set very clear rules and limits in the classroom. These allowed the teachers to have a good control of the class without having to raise their voice. There were limited times when the teachers had to strongly call the attention to a few students, but it was totally justified. The teacher was very polite and respectful when asking these students to stop

interrupting the flow in the class, but these students were not collaborative. The teachers had to raise their voices in order to insist for some collaboration. These episodes may lead the minority of the students to think the teacher is not friendly.

The school is a place where the students learn to interact with the world around them. One of the roles of teachers is to help the students establish healthy relationships with others which will help them throughout their lives. In order to promote interpersonal relationships, the teachers have to involve the students with each other in activities that foster the sharing of different points of view or personalities. The students will have to face problem solving when they are building interpersonal relationships. Graph 6 shows that 67% of the students think their teacher promotes interpersonal relationships, while 32% of the participants think the opposite. The observations showed that three out of five teachers included in their lesson, activities that get the students to share opinions and work together, like group work tasks. The students had to complete a task, discuss the methods, the problem, and the solution to complete the task. The teachers were always walking around the class and giving assistance to the groups that could not agree on the development of the task.

Teachers tend to see the students more or less as the same. However, all students are different individuals, with different needs, problems, level, interests, etc. Graph 6 shows that 75% of the students feel that the teacher pays attention to their problems, while 24% of the participants do not feel the same. The observations showed that the teachers were very careful in giving assistance to all the students who need them. The teachers walked around the class verifying the students' achievements, and explained the topics as many times as it was necessary. In some cases, the teachers did not explain the topic again; instead, they asked the students to analyze the problem by themselves and then they could discuss with the teacher.

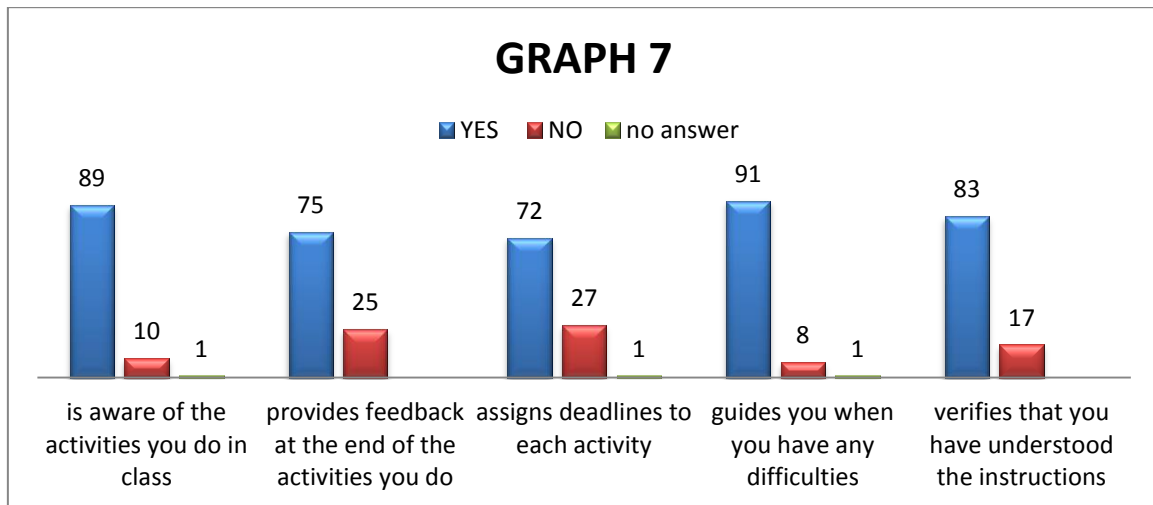
These students seemed to feel frustrated. They probably expected to get the answer from the teacher.

Graph 6 shows that 83% of the students feel that the teacher has a good attitude toward their concerns. The observations confirmed these answers. The teachers showed their willingness to help the students when they had questions about any aspect of the class. Some of the teachers even negotiated deadlines with the students in the cases where they had a lot of homework from other subjects. The students seemed relieved and thankful for the teacher's understanding of their concern. Other students were concerned about some homework that they did not turn in on time. The teachers were not flexible about giving the students the opportunity to turn in late homework. This may explain why 17% of the students do not feel that the teacher has a good attitude towards their concerns.

The attitude of the teacher in front of the students has already been discussed. This attitude determines much of the motivation the students have to learn English. The teacher's attitude can be a great motivator, but at the same time it can be so demotivating that the students end up feeling like there is no point at learning English. Harmer (2012) refers to the attitude of the teachers as a feature of intrinsic motivation. This teacher's attitude and how the students perceive it is called rapport. It is established when the students see the teacher's professionalism, and as a result of how the teachers listen and treat the students inside the classroom.

Brophy (2004) also refers to the attitudes of teachers inside the class, and says that motivation in students is high when they see their teacher involved with them, which is why getting to know the students, is very important for a teacher. Getting involved with the students means to recognize them as individuals, listen to them, respect them, and show impartiality by treating them equally.

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



Author: Andrea Paola Mogrovejo Cárdenas

Source: Students' questionnaire and observation sheets

Question seven, aims to see how the students perceive their teachers and the roles they choose to use when teaching English. Graph 7 shows that 89% of the students think that the teacher is aware of the activities they do in class. In this case the students perceive the teacher as an organizer who is in charge of making sure the activities are being developed. The observations evidenced that in fact the teacher know exactly what activities the students are doing. The activities were very well planned in order to assure the teacher the opportunity to help all the students. in the other hand 10% of the students do not feel that the teacher is aware of the activities they do in the class.

The teacher who acts as an assessor is the one who evaluates the work done by the students, and provide them with all the information they need to develop the tasks. Feedback is given by the teacher at the end of the activity in order to let the students know how their performance was, and how they can improve it. Graph 7 shows that 75% of the students think their teacher provides feedback at the end of the activity, while 25% of the participants do not

agree. The observations showed that the teacher review the activities with the students and provide feedback to them. Most of the teacher gave suggestions and options to help the students perform better in the future. Some of the students asked for concrete examples of answers to which the teacher acted reluctant to provide answers. These students may have felt unhappy with the teacher's answer.

Assigning deadlines to each activity is very important in order to let the students know what to expect. The students need to have a clear idea of how to distribute their time to turn in their work on time. Teachers assign deadlines as part of an organizer role. Graph 7 shows that 72% of the students think their teacher assign deadlines to each activity they assign. The observations confirmed this answers. One of the first things that teachers instructed the students with was the deadline of the activities assigned. Some activities were assigned to be turned in the same class, other were assigned as homework to be presented the next day, first hour in the morning. Graph 7 also shows that 27% of the students think that the teacher does not assign deadlines for the activities. The observations did not evidence this answers. These students may have used their past experiences to answer this item.

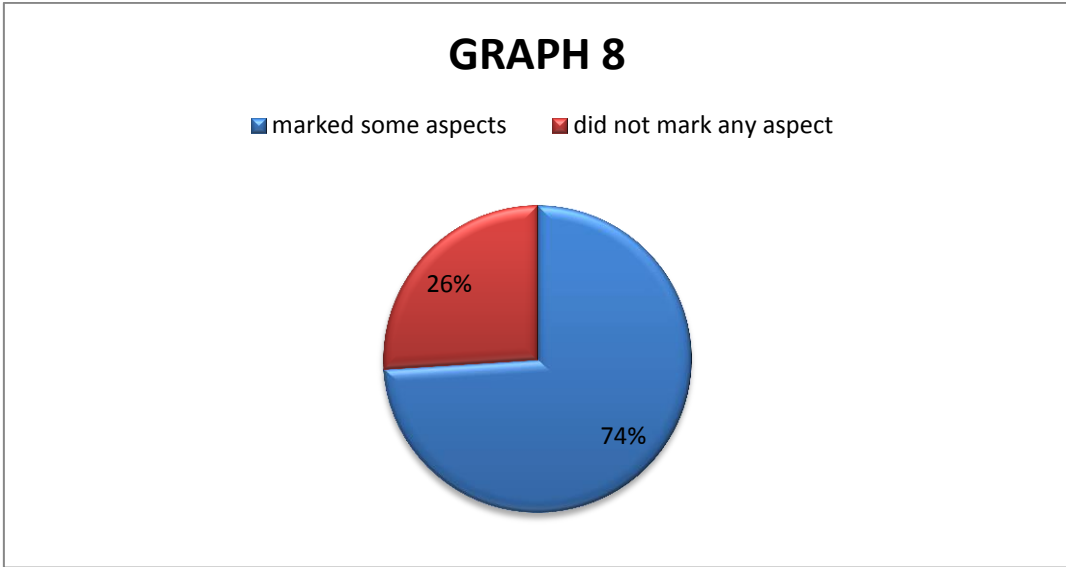
Harmer (2012) describes the resource teacher as the teacher who guides the students by providing them information relevant to the activity they are performing. Graph 7 shows that 91% of the students feel that their teacher guides them when they have difficulties. Only 8% of the participants think the opposite. The observations showed that the teachers were always available when the students needed assistance. Most of the time, the teachers did not provide the answers, but helped the students to infer the information by themselves. The majority of the students seemed satisfied with the help provided by the teacher.

The most common question teachers ask students is: "did you understand?" Often, the teachers are satisfied by this only answer, but it may not reflect the reality. Teachers need to

realize that they need to make sure the students really understood the instructions; a *yes* from the students is not enough. Graph 7 shows that 83% of the students think that their teacher verifies if they understood the instructions of a task. The observations showed that this is true. All the teachers asked several students to repeat the instructions and trace step by step the path to develop the activities. Some of the students were very distracted, which may be the reason why 17% of the students think the teacher does not verify the understanding of the instructions. These students were distracted even when their classmates were giving an explanation of the instructions. Later the distracted ones, asked for clarification to other classmate in their mother tongue.

The teacher's role inside the English classroom is to create the best conditions for the students learning. Therefore, the teacher's job is to help the students develop their communicative competence. Harmer (2006) says that the role of a teacher depends on the objectives the students need to achieve. Teachers need to be able to switch between the different roles using good judgment on when is good to use one or another role. Whatever role the teacher chooses, he/she need to be aware of how the role is carried.

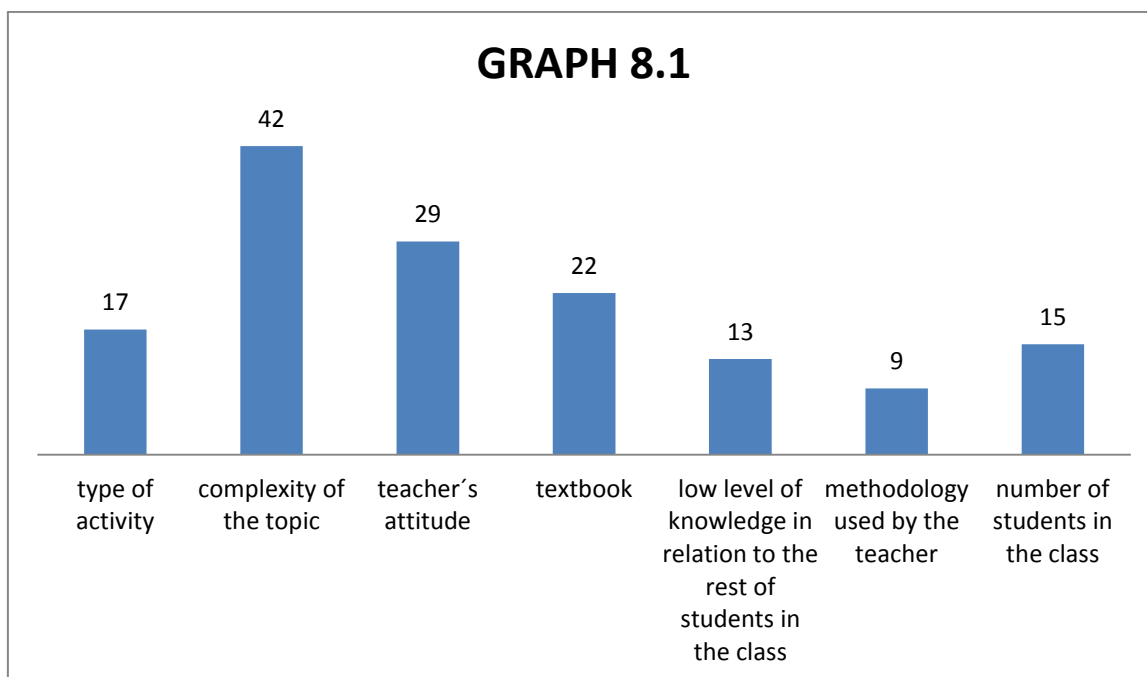
**8. *Mark with an X the aspects that hinder your English learning. State the reasons of your responses.***



Author: Andrea Paola Mogrovejo Cárdenas

Source: Students' questionnaire and observation sheets

Teachers are faced with different types of learners. What is easy for one student may be tedious for another. The fact is that teachers have to be able to manage students as different individuals, but still teach them as a whole class. This diversity of learners results in a diversity of things that make learning English difficult for some students, while others find it difficult to establish if something really hinders their English learning. Graph 8 shows that 74% of the students feel that there are some factors that hinder their English learning. Some of these students marked just one factor, while others marked several. It is visible in Graph 8 that 26% of the students did not mark any factor as a hinder for their learning. At this point it is not clear if they really feel that nothing hinders their learning, or they did not understand the question.



Author: Andrea Paola Mogrovejo Cárdenas

Source: Students' questionnaire and observation sheets

Graph 8.1 analyzes the answers of those students who feel that there are factors that hinder their English learning. 17% of the participants marked the type of activity as a factor that hinders their English learning. The majority of these students (11 students) supported their answers by saying that the activities they develop in class are too difficult. A small number of students (3 students) said that the activities are boring and long. Others argued that they do not understand the activities. In these answers is where the importance of appropriate activities lies. As mentioned before, the activities presented to the students have to be varied, but above all, the activities have to be according to the level of the students.

The complexity of the topic is the factor that evidences a greater number of students. 42% of the students feel that the topic is a factor that hinders their English learning. The majority of the students (36 students) said that the topics are too complex for them to understand. This makes them feel frustrated. As a result, English is more difficult to learn.



Other reasons for these answers were that difficult topics take longer to work with, present too much information, and make them fearful of mistakes.

As mentioned before, the attitude the teacher presents in the classroom is a key factor to increase the motivation in students. Teachers put a lot of effort in planning their classes, creating activities, researching for information, etc. that sometimes they forget the importance of how the students perceive them. Graph 8.1 shows that 29% of the students feel that the teacher's attitude hinders their English learning. They supported their answers by saying that a yelling teacher does not motivate them. More than motivation they feel fear and do the works not for learning but to avoid confrontation with the teacher. Other students said that a teacher that does not seem to want to teach makes the class boring. They like fun teachers who avoid criticizing them, and focus more on explaining and helping.

Harmer (2012) states that a good book gives the possibility to teach appropriate language, content, and sequencing. At the same time, a good book provides attractive topics related to the language skills the students need to learn. Whatever book is used in the classroom, it needs to be chosen according to the students' interest and level. Graph 8.1 shows that 22% of the students feel that the book reduces their chances of learning English. They supported their answers by saying that the books may contain difficult vocabulary (12 students). Other students (8 students) said that the books are too long and that they present too many activities, making it too difficult to cope with all. Some students (2 students) supported their answers by saying that they only use the book to read, they want more practice.

A teacher's dream class would be when all the students are at the same level of the language. This class would be very easy to teach and all the students would learn at the same pace. But this is somewhat like a utopia. When diversity in the classroom is mentioned, the level of the students is one of the factors included in the word. Teachers have to realize that

not all the students are at the same level of knowledge of the language; they can be close, but never at the same level. When the students have a low level in English, it is very difficult for them to keep up with their classmates, the topic, the book, the teacher, etc. This can be frustrating for them, and frustrated students have low motivation to learn English. Graph 8.1 shows that 13% of the students feel that their low level in the language hinders their English learning. The observations showed that a minority of the students are new to the school. All of them have received English classes, but their level is not as advanced as the level of their classmates. They supported their answers and said that as consequence of a low level they get behind in class because they understand less than the others. They feel that the class goes too fast for them, and that the assignments take too long to complete. These students lack the vocabulary necessary to complete the tasks and keep up with the lesson.

One of the common mistakes made by English teachers is the use of the wrong methodology. What works with one student may not necessarily work with others, or what works with a topic may not work with a different one. When planning their lessons, teachers have to rely on their past teaching experiences and determine what worked and what did not do so well. By analyzing Graph 8.1 we can see that 9% of the students feel that the methodology used by the teacher hinders their learning. All the students who marked this item said that the methodology does not help them to understand the language and learn it. At this point, it is impossible to know if the students are clear about the difference between activity and methodology.

Harmer (2012) states that if teacher want to be able to manage classrooms they have to face a variety of limitations. There are many situations in which the students learn English. When the teacher tries to give all the students the opportunity to participate, large classes act as a constrain. Large classes are a big issue for teachers as it is for students. A large class

limits the participation of each student in the class, since the teacher has to manage to give opportunities to all the students, and this is not always the case. Graph 8.1 shows that 15% of the students answered that a class with a large number of students hinders their English learning. The observations showed that in fact the classes had many students. The number of students ranged from 22 to 30 students. The teachers tried to give attention to everybody but there were too many students and very short time. These students supported their answers by saying that a class with too many students limits the learning, since the teacher cannot focus on all the students. Others said that they are shy to speak or participate in front of a large audience. Some students also mentioned that there is too much noise to be able to pay attention to the class.

Summing up all the information gathered and analyzed in these graphs, it is noticeable that students are both, extrinsically and intrinsically motivated to learn English. These data analysis gives the opportunity to compare what factors are more successful in increasing the motivation of the students, and which are not appropriate or relevant to increase or maintain the students' motivation.

## Conclusions

Motivation is a key factor for students who are learning English as a foreign language. The participants felt intrinsically motivated to learn English because they considered it will give them a better future, the opportunity to travel and study abroad, or get a good job.

The attitude of teachers plays a major role in the motivation of the students to learn English. The students felt motivated when the teacher showed interest in their learning by making the classes fun and interesting, and explaining the topics in a clear and understandable way.

The students enjoyed more when the classes included varied activities, especially games and dialogs, or activities that helped them improve their level in the language. While dictation, writing essays, and the text book were not considered factors that trigger an increase of the motivation to learn English.

The lack of motivation in some of the students was due to their lower language level compared to the language level of their peers. These students did not feel motivated because they perceived the class went too fast for them to keep up with it, and the vocabulary and structures used by the teacher and the book were too difficult to understand.

The observations and the survey showed that the topics of the class were very important to get the students motivated to learn English. The topics have to be interesting and relate to the reality of the students. The teachers who have chosen topics relevant to teenagers were more successful in achieving the lesson objective than the one who used a

not too interesting topic. Students felt that the topic can be a hindering factor in their English learning.

Extrinsic motivation was also a major factor for the participants of this research. Students felt motivated by grades in order to avoid supplementary exams. The rewards given by the teacher also played an important role for the participants. They felt motivated to work if they were promised some free time at the end of the class.

## **Recommendations**

Taking into consideration that the students have intrinsic motivation to learn English as they think about their future and opportunities, it is recommended for teachers to find ways to nurture this kind of motivation in the class by creating activities or programs that foster the importance of learning English.

As the teacher's attitude is very important for students and their motivation, it is recommended that teachers keep their own motivation to teach the language by looking for ways to be trained and capacitated in techniques and strategies to increase the intrinsic motivation to learn English of the students. Teachers are always in need to renew their knowledge in order to motivate themselves and as a result motivate their students, and create appropriate environment for learning.

In order to motivate those students who lack the level of English of their peers, it is important that the school and the teachers find ways to include these students in the class to prevent them from feeling left out. This can be done by determining the individual needs of the students and keeping track of them through grouping and partnering exercises and differentiated instruction.

Teachers must move the class, this way students from last rows are not always the same. That allows all pupils to take part in the different activities organized in the classroom. Teachers must try to reduce boredom, inattention, tiredness and they have to make the class a wonderful place, applying class techniques like: work based on role play, speaking games, competitions and debates more than other activities that allow students to be less shy.

The teachers should avoid giving free time to the students as a reward. There are other ways to properly reward the students and take advantage of every minute of the class so that students get the most out of their English learning experience. The teacher can reward the students with short games at the end of the class to dissipate their minds from the stress a class can bring.

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## **Annexes**

(see next pages)



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

**ENGLISH DEGREE**

Dear student,

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

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

**Informative data:** Please fill in the information below

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

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

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

YES	NO
Why?	

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

YES	NO
Why?	

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

YES	NO
Why?	

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

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

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

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

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

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

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

The teacher:	YES	NO
is aware of the activities you do in class		
provides feedback at the end of the activities you do		
assigns deadlines to each activity		
guides you when you have any difficulty		
verifies that you have understood the instructions		

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

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

Thank you!



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

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

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:**

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**3. Students' attitude in the class**

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

**4. Teacher's attitude in class**

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

**5. Teacher's role in the class**

<b>The teacher</b>	<b>YES</b>	<b>NO</b>
is aware of the activities students do in class		
gives feedback at the end of the activities		
assigns a time limit to each activity		
is friendly with the students		
guides the students when they have any difficulty		
verifies that the students have understood the instruction		
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**

	<b>YES</b>	<b>NO</b>
Activities using songs		
Games		
Dramatizations		
Writing of paragraphs and essays		
Reading selections		
Dialogues		
Dictation		

**Others:**

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**7. The following aspects hinder students to learn English**

	<b>YES</b>	<b>NO</b>
Type of activity		
Complexity of the topic		
Teacher's attitude		
Textbook		
Low level of knowledge in relation to the rest of students in the class		
Methodology used by the teacher		
Number of students in the class		

**Others:**

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