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English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

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Aprobación del Director del Trabajo de Titulación

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Carmen Rosibel Zambrano Mendoza

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Dedication

This work is dedicated to my dear and ever loving parents, Clemente Zambrano and Dolores Mendoza, for the support, understanding and encouragements towards me.

Rosibel

Acknowledgement

I would like to express my appreciation to God, to my family and friends who helped me in the development of this work.

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Abstract

The aim of this study was to analyse students' perceptions in relation to their motivation to learn English language inside the classroom taking into account activities or strategies, teaching methods and roles of the teacher that play a key role in the teaching/learning process. For that reason, this study has been carried out to know how these factors can influence in the English learning of the students. The surveyed participants were one hundred English language students from three Public High Schools in El Carmen city-Ecuador.

In order to effectively carry out this research, it was necessary to use several scientific and bibliographic methods and instruments, these include observation sheet and questionnaire. The quantitative and qualitative methods were used for the interpretation and description of the data gathered through the questionnaires applied to students.

The results of this study suggest that the motivation students feel is essential in learning English, and this motivation has relation with intrinsic and extrinsic motivation, activities, strategies, teaching methods, and attitudes of the teacher to achieve success in the learning process.

KEYWORDS: English language, students' motivation, teacher's attitude, teaching methods, learning process.

Resumen

Este estudio ha sido realizado para analizar las percepciones que estudiantes tienen acerca de su motivación para aprender el idioma Inglés dentro del salón de clase en relación con las actividades, estrategias, métodos de enseñanzas y los roles del profesor cuales juegan un importante rol en el proceso de enseñanza- aprendizaje, por lo tanto, este estudio quiere determinar cómo estos factores pueden influenciar en el aprendizaje del idioma Inglés de los estudiantes. Los participantes para este estudio fueron veinte estudiantes de cinco clases de inglés con un total de cien estudiantes en tres colegios públicos en la ciudad de El Carmen-Ecuador.

Para llevar a cabo esta investigación fue necesario usar varios científicos y bibliográficos métodos e instrumentos cuales incluir hoja de observación y cuestionarios. El cuantitativo y cualitativo métodos fueron usados para la interpretación de los datos obtenidos alrededor de los cuestionarios aplicados a los estudiantes.

Los resultados de este estudio sugieren que la motivación que estudiantes sienten es esencial para aprender Inglés, y que está relacionada con el uso de actividades, estrategias, métodos y actitudes del maestro dentro del salón de clase para lograr un exitoso aprendizaje.

PALABRAS CLAVES: Inglés, motivación de estudiantes, actitud del profesor, métodos de enseñanza y proceso de aprendizaje.

Introduction

Motivation has always been considered as one of the main factors that influence students' behavior in the classroom and therefore the frequency of occurrence of their oral production (Bernaus, Gardner and Wilson, 2009)

It is perceived that there is lack of motivation in the teaching/learning process of English language in Ecuadorian high schools. Hence, there is the proposed study and analysis of the perceived factors that inhibit the acquisition and usage of the language in practice. This work goes further to look at the relationship that exists between the teacher and students, their motivation, attitudes, and strategies applied in the classrooms to motivate students to learn English.

Considering the indispensable role that motivation plays in the academic process of teaching and learning and, that minimal attention has been paid to motivation in language learning in Ecuador, hence, the topic of this research work "English language students and their motivation to learn the language" is deeply analysed on finding out the students' perceptions in relation to their motivation in learning English inside the classroom by answering the following questions: What they think that motivates them to learn English and, on the other hand, what they think hinders them from learning the language.

Previous studies have been done on this topic, for example, Bernaus, Gardner and Wilson (2009) revealed that a considerable extent language achievement is associated with characteristics linked to integrative motivation, which students bring with them to the class and is relatively independent on strategy used. Also that teacher motivation is influential in the use of strategies perceived by students and this can influence their attitudes toward the learning situation and motivation.

Another research on the motivation of students in the classroom carried out by Padial and Tapia (2007) concluded that ways to enhance the students' motivation to participate in the classroom are techniques used by the teacher such as varied interaction patterns, giving feedbacks, providing good rapport or usage of motivating topics in the classroom. These have proven to be efficient, but unfortunately, are seldom brought into practice.

Furthermore, in a study carried out with Iranian EFL learners, Toni (2012) revealed that students' performance in speaking English is directly and positively correlated with their level of motivation to learn the new language.

It is possible for teachers to positively stimulate students' motivation in the English language classroom because the enthusiasm and motivation of the teacher influences students more than his/her knowledge of the subject.

The beneficiaries of this study are teachers, students, institutions and people related to English education in general who are involved in the teaching- learning process of the foreign language.

This work is considered to be a reference material for further studies by scholars or researchers who could be interested in conducting future studies on this topic with the aim of resolving motivational issues and their effects on teachers and students alike in the English language classrooms. In this way, there can be proposed workable activities and strategies which could be applied in the classrooms to motivate students and ensure success in the learning of English.

Moreover, this study will facilitate a better understanding of what strategies, activities and teaching approaches motivate or hinders students to learn English. Also, teachers will comprehend the roles and attitudes they have to use in the classroom with the aim of motivate students in the learning.

The only limitation found during the field research was that the data collected are only from observation sheets and students' questionnaires, the teachers were not asked about the teaching methods, strategies, activities that they apply in the English learning. It should be important to take into account the teachers' questionnaires.

The importance of this work cannot be over emphasized in the sense of that, it is intended to help educational authorities in their tasks of formulating better policies in the educational field and also to be able to have well- prepared teachers in classrooms. This is basically the aim of ensuring that the teachers are sufficiently motivated and also understand the need of transmitting the same in their classrooms (lesson planning, class management and didactic activities) to build students' interest in learning English as a foreign language.

Literature Review

This part analyzes the teaching/learning process in general and it focuses on motivating students and their abilities to learn English in an enjoyable way. It describes motivation in the classroom, activities and strategies that motivate students, teaching approaches and methods, the roles of a teacher, and also there are five studies that influence motivation on students to learn the target language.

Motivation

Motivation is an inside state whose principal goal is to encourage students so that they can feel comfortable at performing a particular task. Motivation is related to self- confidence and moral principles (Woolfolk, 2007). Harmer, (2007) “This desire to achieve some goal is the bedrock of motivation and if it is strong enough it provokes a decision to act” (p.20).

There are two types of motivation: intrinsic and extrinsic. According to Harmer (2007), the extrinsic motivation comes from outside the classroom and it is influenced by some external factors such as parents, family, society and classmates. On the other hand, intrinsic motivation come from inside the classroom, it principally reflects how a teacher teaches, the methods and the activities in which the student is involved and this ensures the success or failure of students in the learning process.

Ryan & Stiller, (1991) “Intrinsic motivation has emerged as an important phenomena for educators, a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices” (p.126). Thus, intrinsic motivation results in high-quality learning and creativity.

Additionally, Sansone and Harackiewicz (2000) state two distinct ways to define intrinsic motivation. They suggest that intrinsic motivation can be defined in terms of structure, in which learners are motivated by some activities and not others, and in terms of

substance in which learners have intrinsic motivation in concepts of tasks or in concepts of the satisfaction to perform the task engagement.

Authors claim that students should have intrinsic motivation in classes. They say that the motivation student should feel is that which refers to doing something because he or she has curiosity or interest to learn. Thus, they believe that intrinsic motivation becomes significant in their process of learning. However, studies show that it is also necessary to use extrinsic motivation in some cases in the classroom. For example, when many of the activities that teachers want their students to perform are not totally interesting or enjoyable, they put into practice extrinsic motivation offering them extra grade or good privileges (Deci & Ryan, 2000).

Referring to motivation in the classroom, the teacher has an enormous influence on student's motivation, this encourages the active participation of students in class. This assertion is best explained by Lightbown and Spada (2006) who state that teachers contribute positively in student's motivation because students feel confident in places where they have fun and feel interested in the contents of the classes which are appropriate for their ages and level of knowledge.

Moreover, Harmer (2007) reports that students feel more motivated in class when teachers allow them to make some important decisions, for example, in activities that they can carry out in the class, and in the way in which they are corrected. Furthermore, when students are able to be influenced in class, they become doers instead of being just followers of the teacher's orders.

Crookes and Schmidt (1991) cited by Lightbown and Spada (2006) argue that some pedagogical practices increase the levels of motivation in the classroom, among these are:

Motivating students in the lesson. At the opening stages of lessons, it has been observed that remarks teachers make about forthcoming activities can lead to higher

levels of interest on the part of the students. They are reassured by the existence of classroom routines they can depend on. Varying the activities, tasks, and materials can help avoid this and increase students' interest levels. *Using co-operative rather than competitive goals*, these techniques have been found to increase the self-confidence of students, including weaker ones, because every participant in co-operative task has an important role to play. (p. 65).

According to Sansone & Harackiewicz (2000) extrinsic motivation can be manifested in two ways. The first type of extrinsic motivation is external regulations, where students often experience externally regulated behavior as controlled or manipulated with the purpose of carrying out a specific goal; for instance, how to obtain a reward. The second type of extrinsic motivation is the regulation which refers to the internal regulations that still exist in people acting to avoid guilt or anxiety, engaging with their own feeling of pressure, focusing on approval from self or others. Other type of extrinsic motivation is regulation through identification. In this type students may identify their needs get engaged to prepare tasks that help them with different activities in the future, and the last type of extrinsic motivation is integrated regulation in which people know their values or need respect to achieve some outcome using it as an instrumental value. For example, the external factors like rewards or awards influence the participation of students in performing activities.

The second definition of extrinsic motivation is based on something extrinsic to the person, for instance, students can perform extrinsically motivated actions with resentment, resistance, and disinterest with an attitude of willingness that reflect an inner acceptance of the value or utility for the person.

On the other hand, researchers think that using extrinsic motivation is bad during the formation of learners, because it allows students to perform actions only for rewards, benefits

or punishment. Nevertheless, they found that educators use extrinsic motivation because it is an essential strategy for successful teaching. For example, a student who does his homework only because he has fear of being sanctioned is being extrinsically motivated. Similarly, a student who does the work because he/she personally believes it is valuable for her/his chosen career is also extrinsically motivated because the work is done for its instrumental values and not because it is found interesting. Thus, extrinsic motivation refers to doing something for its instrumental value it becomes an important form of making students work in tasks and an essential tool for the educators (Deci & Ryan, 2000).

Although there are reasons about the use and differences of intrinsic and extrinsic motivation in class or in life, types of motivation share an important role in education bringing educators helpful strategies to be developed with their students. Therefore, motivation is essential in any aspect of life, especially in education.

Activities or strategies that motivate students in learning English

Activities and strategies influence in the learners' participation in the learning of the new language. Herrel & Jordan (2012) suggest 11 strategies that involve students in the development of activities in class and thereby they motivate them to learn English.

The first strategy is *predictable routines and signals* in the classroom. These are among the easiest strategies to implement and yet are extremely important in reducing the anxiety of English language learners (Krashen, 1982). This states that students do not always understand everything that is said in class, but having and using routines and signals help them relax and not worry as much and being able to follow the sequence of events and activities during the class.

The second strategy in motivating students to learn English is *preview and review*. It states that teachers give students anticipated information about the lesson that they are going

to study with the aim of participating in tasks. Students would not be scared of making mistakes because they already have an idea or knowledge of the topic proposed in the class.

The third strategy or activity to motivate learners to learn English is *visual scaffolding*. It is a strategy in which the language used in instructions is made more understandable by the display of drawings or photographs that allow students to hear English words and connect them to the visual images being displayed.

The next activity is *skill grouping*. This is a way of providing focused instructions for small groups of students with shared needs. It tends to be heterogeneous, and also skill groups consist of students with specific needs. For instance, a group of students that does not use quotation marks correctly or a group of students that needs instruction in writing work together to be improved on the needed skill. Thus, students working in a group help each another.

Another strategy is *learning centers*. Students encounter places in the classroom that are essential for their learning. These places become a center of motivation for them. For example, students can use their center of learning as technology. Haley and Austin (2004) state that learning centers are the only most powerful tool teachers can use to reach all different levels in the classroom.

Following this an important techniques to motivate learners is using *cooperative learning*. It refers to the work that students do in groups performing tasks or activities. Cooperative learning activities must proceed by some team whose intention is to understand the value of working together.

The next strategy of learning English is *scripting* in which learners are prepared with situational dialogues for upcoming events. Students present themselves and practise prior to doing same or similar activities in unfamiliar situations. This has been proved to lower anxiety and it builds confidence in the ability to communicate in English.

As one way of supporting students to become more successful in the classroom by allowing them to learn and demonstrate their understanding in a way in which they are most confident is applying *multiple intelligences strategy* which supports students to use the processing systems that learners integrate knowledge more naturally and effectively.

Other important strategy to motivate students to learn English is *cultural studies* in which they are engaged in the development of a project or a task that involves information about their own cultural history.

Students try to learn English using real life materials that can be manipulated by teachers and especially by same students; for example, “This is a bed. We sleep on a bed,” as the bed is being shown and demonstrated. This activity is called *manipulative strategy* and can be used in many ways to connect the vocabulary, concepts and process of thought through demonstrations.

The use of *data charts* is another strategy that involves finding relevant information about a topic using graphic organizer. It is effective in the sense that it actively engages students in exploring text and documenting the information they find.

Next in line is the *personalized strategy* in which the teacher has to know the names, personalities, attitudes, weaknesses and strengths of each of his/her students with the aim of helping them improve individual academic performance and most importantly acquire the new language.

Teachers provide opportunities for the individual participation of his/her students and involve them in the tasks, assignments and activities of the class, this activity is called *student involvement*.

Another strategy to motivate students to learn English is *fun maintenance*. This implies that teachers have to introduce fun tasks for their students during the class in way of using innovative, creative and fun materials and activities in teaching/learning process.

The strategy *give clear instructions* refers teachers must give extra information and examples to help students in the learning, for example, when learners do not understand the topics or really does not know how to carry out an activity teachers have to clarify their doubts.

Finally, the *monitor and reward strategy* depicts situations in which teachers build on and improve learners' performance and satisfy their students' needs during the different activities and tasks performed in the class. Teachers must guide students in the progress of their learning and also provide feedback after each lesson. (Abbs, Barker, Freebairn, & Wilson, 2008).

Teaching approaches and methods.

The communicative language teaching approach foreign language appeared in British pedagogy in the late 1960s (Richard & Rogers, 2001). This approach emerged from a theory of a language as a communication medium, and its goal is to develop communicative competences (Cook, 2010). Communicative competence is the ability that a person who is learning a second language has to demonstrate in communicating his/her ideas in clear terms.

In addition, Hymes cited by Nesterenko (2007) referred to communicative competence that makes it possible for us to convey and interpret messages and to negotiate meaning interpersonally within a specific context. He states that a person who gets communicative competence acquires both knowledge and ability for language use.

Furthermore, Harmer (2007) mentions that communicative language teaching is not just patterns of grammar with vocabulary items but it also involves language functions, language exponents, exposure, and communicative activities. It has two main points: first, language is not just bits of grammar, it also involves language functions (discourse elements: inviting, agreeing, suggestions, etc.) which students should learn how to use. Secondly, if students get

enough exposure to language and have opportunities to use it, they are then motivated and language learning will be successful.

The second teaching approach is cooperative language learning. In the early 1900s, John Dewey criticized the use of competition in education and promoted the use of cooperation in learning (Woolfolk, 2007). This idea constructed by John Dewey is also known as collaborative learning which refers to teaching through cooperative activities such as having students work in pairs and in small groups, thereby, engaging them to interact with their partners in the classroom. (Richards and Rogers, 2001). Thus, cooperative language learning helps learners improve their knowledge, interaction and ability of working in groups with the aim of facilitating the learning process.

The third teaching approach is the content-based instruction. According to Richards and Rogers (2001) “Content based instruction is an approach that encourages teaching in an organized way through the content or information that students will learn, rather than through a linguistic or other types of syllabus” (p.35). Moreover, Leaver and Stryker (2007) argue that this method includes integration of language and content learning. Therefore, content-based instruction refers to the method of acquisition of a second language where students focus on the instructions and contents of the new lesson.

The next is the task-based learning approach. It is an approach based on the use of tasks requiring increasingly complex use of language. According to Richard & Roger (2001), this approach emphasizes the importance of activities which involve real communication, and in which language is used for carrying out meaningful tasks. Additionally, Harmer (2007) states that this approach is a three-stage procedure which starts with a pre-task where teachers are responsible for introducing the topic and task. This is followed by a task cycle where students plan the task, do the task, and report on the task or present the product of the task, and finally,

the language phase where students and teachers focus on the language used and practice of the language.

Next in line is the grammar translation teaching method. This is also known as the “traditional or classic method” (Cook, 2010). This method was first named in Germany in the 1780s and was introduced in a reform of the German secondary school system and soon, with changes and expansions, spread across. Although authors have differences on the grammar-translation method, they also have similarities in terms of its method application. Both Cook and Harmer state that this method focuses on grammatical rules, memorization of vocabulary and translations of texts from the foreign to the native language rather than effective communication. Similarly, Richards & Rogers (2001) think “It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory” (p. 5). This is because the grammar-translation method focuses on grammatical rules, memorization of vocabulary and translations of texts from the foreign to native language.

The last teaching approach is the total physical response. It is an approach to second language acquisition based on first language acquisition research. In first language acquisition, children listen and acquire receptive language before they attempt to speak, they develop understanding through moving their bodies, and they are not forced to speak until they are ready to. In total physical response, the teacher introduces commands, acting them out as he/she says them and students respond by performing the actions as the teacher demonstrates them (Asher, 1982). Also, the total physical response is an active learning approach for supporting comprehension in a low- anxiety atmosphere (Krashen & Terrell, 1983).

Roles of a teacher

Teachers play important roles in the classroom. They are responsible for carrying out different roles that include inspiring and encouraging their students in the development of learning and knowledge. Students learn through them their commitment to values and abilities to grow as professionals. Thus, the importance of the roles of a teacher cannot be over emphasized in the educational system. Some authors have attributed different roles to them in the academic process.

According to Harmer (2001) the first teachers' role is that of the *controller*. He says "controllers take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom" (p.58). Thus, this role implies that teachers have authority before the students and control everything in the classroom like activities, tasks and lessons. In addition, this role does not allow the students to develop all of their abilities, it prevents communication and denies the practice and demonstration of the students' individual knowledge.

The second role is that of the *organizer*. This means that teachers have to organize students in carrying out different activities and tasks. This role involves giving students information, directing them on how to do the tasks and putting them in pairs or groups if necessary. Harmer (2001) claims "It is of vital importance for teachers to get this role right when it is required. The first thing we need to do when organizing is to get students involved, engaged and ready" (p.58). Therefore, this role is supposed to create enthusiasm in students for doing an activity instead of just carrying out the activity because the teacher says so. Hence, teachers have to present the instructions in a logical order followed by a demonstration of the activities that are to be developed in class.

The third role of a teacher is that of an *assessor*. This role implies that teachers must assist their students in a variety of ways to achieve the course goals. They have to assess these

students and inform them of performances and mistakes during the learning process (Hander & Crosby, 2000). For instance, when the students need extra information or indications about their achievements, teachers play the role of assessor by helping them in their weaknesses. Thus, students have a clear idea of what they need to concentrate on.

Hander & Crosby (2000) further indicate that the teacher's role as an assessor is important because he/she has the responsibility of judgment on the students. They stated that the assessor is particularly related to summative assessment, but less related with formative assessment. Thus, Murray (1996) suggested "Given the importance of assessment of student performance in university teaching and in students' lives and careers, instructors are responsible for taking adequate steps to ensure that assessment of students is valid, open, fair, and congruent with course objectives." (p.12). It is worth to mention that authors acknowledge the role of an assessor as being important in both summative and formative assessments. This role helps teachers have better relationships with their students in the classroom and as such, teachers have to act as assessors, offer feedbacks and correct students in all situations. According to Harmer (2001) he states that "when we act as assessors we must always be sensitive to the students' possible reactions" (p.59). This is because what students expect from their teachers is an indication of whether or not they are getting their English right.

The next role of the teacher is *prompter*. In this case, teachers have to offer words or phrases, suggest what students should do or what could come next in a paragraph or activity because during classroom activities, students may be confused about what they have to do or how they should do it. In these situations, teachers help and provide information to their students by helping them in their activities or tasks. For example, when students are carrying out an activity they sometimes go off track, it is expected from teachers to help them with

prompts, words or phrases. Thus, this role helps students think creatively rather than provide them with all the information (Harmer, 2001).

A teacher can also play the role of a *participant*. Harmer (2001) says that there are times in class when the teacher might want to join in activities not as the teacher, but as a participant. In this case, he/she joins the students in performing the activities and thereby make teaching and learning enjoyable. Additionally, Harmer (2001) argues:

When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more instantly enjoyable than acting as a resource. The danger of having teachers as participants, of course, is that we can easily dominate proceedings.

This is hardly surprising since we usually have more English at our disposal than our students do. (p.60).

Therefore, teachers as participants can enjoy and participate in the activities, but they also have to be careful with working together with their students.

Furthermore, a teacher can also be a *resource*. This means that he/she must help students with information about a particular topic they need to know, for example, when students lack information about a task or where they might need information about an activity or topic, the teacher is expected to help them. (Harmer, 2001).

To throw more light on this role, Rayet and Layte (1997) describe the role of the teacher as resource as one in which he/she becomes “activity builder, creator of a new learning environment” (p.13). This is because the role of the teacher as resource offers exciting possibilities, for instance, teacher and students can introduce and use technologies. Hander and Crosby (2000) state that “The new technologies have greatly expanded the formats of learning materials to which the student may have access and make it much easier for the student to take more responsibility for their own education” (p.13). Therefore, this role allows

teachers to offer information about some specific topics to students. Teachers can encourage students to use technology such as the Internet and computers.

Another role of a teacher is being a *tutor*. Harmer (2001) is of the opinion that in this role, the teacher has to guide students during the class or during specific activities, for example, when students work on longer projects such as a piece of writing or preparation of a debate or speech. Teachers can work with individuals or groups, however, it is difficult to act as a tutor with large groups. Additionally, when this role is correctly developed, it creates room for having contact with the learners working in a friendly environment.

According to Harmer (2001) the teacher can play the role of an *observer* as well. This role is useful because it enables him/her to analyze the performance of students, their methods and strategies, activities and materials they use during the class. He further states “when observing students, we should be careful not to be too intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down all the time” (p.61). Thus, teachers observe not only what students get wrong but also what they do right.

According to Hander & Crosby (2000). The teacher can be *the information provider* implies that the teacher provides information in the lecture context by explaining and giving various types of information and using a variety of educational strategies. Teachers with this role, provide students with information, share their knowledge, and help them in the process of clinical decision making.

To continue the teacher can be *the role model* too In this case, he/she is expected to show good example as a role model to the students. This could be in the form of his/her teaching values, attitudes and patterns of thoughts and behavior so that students can continue with the same attitudes with the aim of being good future professionals. We should bear in mind that students learn by observation and imitation of their teachers. The General Medical Council (1999) in the United Kingdom acknowledges that “the example of the teacher is the

most powerful influence upon the standards of conduct and practice of every trainee, whether medical students or junior doctors”. (p 1).

Another outstanding role of a teacher is that of *the facilitator*. This role sees the teacher as someone who does not just teach students a topic or give information on tasks but also as one who encourages and facilitates their learning by themselves. Jacques (1991) opines that many teachers find the task of facilitator “difficult to perform satisfactorily and fall back with some disappointments on their reserve position of authority, expert and prime talker” (p.10). Additionally, Hander and Crosby (2000) claim that teachers need the ability to communicate with students using the role of facilitator rather than simply acting as information providers.

A teacher also plays the role of a *mentor*. Megginson and Clutterbuck (1995) defined mentoring as “off-line help by one person to another in making significant transition in knowledge, work or thinking.” (p.11). Therefore, the role of the mentor is not responsible for the teaching or assessment of the students, it helps students by way of allowing the teacher to act as a counsellor or to guide in the learning process.

According to Hander and Crosby (2000) another role the teacher plays is that of *the planner*. This role indicates the ability of a teacher for planning a course. He/she has to analyze and observe the contents of the curriculum, know what needs to be included, the organization of it, and the educational strategies to be implemented in class. Assuming the role of a planner gives the teacher an opportunity to have a significant influence on the educational process and to design courses that will help achieve the learning objectives specified by the institution.

To strengthen and give scientific validity to this investigation, it is necessary to include five studies that were conducted in this respect. These include studies on the motivation of students to learn a new language.

The first study was conducted by Bernaus, Wilson and Gardner (2009), they investigated the relationship that exists between teachers and students, their motivation, attitudes, and the strategies applied in their classrooms. This study was carried out in Catalonia (a community in Spain) where thirty-one secondary schools and six hundred and ninety four students were examined and data were obtained from both teachers and students on the use of the traditional and innovative teaching strategies. Teachers and students were administered a series of questionnaires on the strategies of learning English language in their classrooms. The strategies used by the teachers in the English as a foreign language EFL class were included in the questionnaires based on the EFL teaching experience of one of the authors and on classroom observations. The researchers made a clear distinction between the traditional and innovative teaching strategies and came to conclusions that a considerable extension of language achievement is associated with characteristics linked to integrative motivation which the students bring with them to the class and it is relatively independent of the strategy used. Also, there was demonstrated that teacher's motivation is influential in the use of strategies as perceived by the students and it can influence their attitudes toward the learning process. Lastly, it was found out that students and teachers both recognize the use of traditional strategies, but in these classes there were tendencies of these to be related to lower levels of English language learning achievement.

A second study was conducted by Padial & Tapia (2007) in Granada, Mexico. There are the reasons: to report observations and analysis of data directly obtained in some Spanish high schools, to provide some proposals to improve the lack of use of L2 in the classroom by the students, to identify the possible factors which influence the students' inability to use the foreign language in practice, and to develop communicative competences without any kind of restrictions. The instruments used for this research were both the teachers' and learners' surveys. The participants were one hundred and seventy students of both genders, aged

between 14 to 18 years studying English as a foreign language in three Spanish secondary schools. Researchers administered the questionnaire and explained how to evaluate each item after which the SPSS was used to analyze the data collected on different items. The objective was to analyze how the students are motivated to learn a second language and hence, use it in the classroom as well as to identifying what motivates and hinders them in order to use or stop using the L2 in the classroom. Following the data analysis, the researchers concluded that there is no close relationship between the oral practice of L2 and the subject. They also remarked that the already proposed techniques are theoretical ways of enhancing students motivation to participate in the classrooms (varied interaction patterns, give feedback, provide good rapport or use motivating topics in the classroom) are efficient when tried, but they are seldom applied in practice.

Another study was carried out by Toni (2012). His aim was to know the relationship between the Iranian EFL/EIL learners' level of motivation and their speaking performance in English language. The research was conducted with fifty-nine new students of English at the Delta academy of foreign languages, thirty-four male and twenty-five female Persian native speakers who were learning English at the lower intermediate level in Tehran, Iran. The questionnaire was administered in the participants' mother tongue (Persian). Results indicate the existence of a direct positive relationship between motivation and speaking proficiency level of Iranian EFL learners. Thus, this study concluded that students' performance in speaking English is directly and positively correlated with their level of motivation.

The next research was conducted by Bahous, Nola & Nabhani (2011). Their aim was to find out the views of teachers and students on the factors that hinder students' English language learning in classrooms, for example, discussing engagingly, thinking critically, and academic writing. To achieve this objective, thirty students attending different English language courses in the English as Foreign Language (EFL) Programs at a Lebanese

university were interviewed. The research design was qualitative and used the mixed methods of questionnaires and semi-structured interviews. Items and ideas for the interviews and questionnaires were derived from previous studies on motivation in language classes. The findings of this study showed that there were issues that needed to be addressed in the English language classes at the university. Teachers and students were aware of that and responded that more emphasis should be placed on the development of other skills as well as on writing, incorporating interesting real life activities and related materials into their university courses and their later professional life.

Lastly, the research carried out by Yousef, Jamil & Razak (2013) was based on investigating the relationships among the variables considered in influencing Malaysian learners' willingness to Communicate (WTC) in English. The study was conducted at the University Sains Malaysia (USM). This study involved a two-stage process. Stage I validated the instrumentation using confirmatory factor analyses (CFAs) while stage II tested the hypothesized structural relationships among the indicator variables of the questionnaire which was written in English and also designed to comprise of two parts. The first part contained self-reporting demographic information, such as gender, age, race, and academic year while the second part contained questions for measuring the indicator variables, such as students' L2 learning motivation levels, language learning communication strategies, and communication tendencies. In this study was discovered that the more the students relax and enjoy their conversation, the better they tend to be in their communication competences by increasing their WTC in an L2. It also reveals that among Malaysian university students, as well as in the classrooms, negotiation of meaning is a significant factor in improving students' WTC in English. This study further shows that it has a significant direct impact on students' WTC in English language in the classrooms and it is considered a very effective factor in influencing students' WTC.

Method

The aim of this study is to demonstrate students' perception with regards to their motivation to learn English as a foreign language in the Ecuadorian high school students, and for this reason, the qualitative and quantitative methods were applied.

Setting and participants

The field research was accomplished through the commendable co-operation of a total of one hundred students, twenty students each from five different English language classrooms from public high schools in the city of El Carmen in the province of Manabi, Ecuador.

It is worth to mention that these English language classes were taught by different teachers and that the students filled in their questionnaires related to the individual motivation they feel for learning the language and that these provided the base and samples for analysis.

Procedures

For this study, a wide review of literature was research in order to ground the research in theory, specially topics like motivation, methods of teaching, activities or strategies that motivate students to learn English, roles of the teacher, as well as studies related to motivation of students to learn the foreign language.

The methods used for this research have been quantitative and qualitative. The quantitative method was used for the numerical analysis of the collected data on the surveys. The qualitative method was applied to analyze the results, and to present the results in statics graphs. The instruments used to collect data were a questionnaire, which include questions about the aspects that motivate and hinder to students to learn the language, and observation

sheet used during the English classes for collect information about the teacher and students noticing the aspects that motivate or hinder the English learning.

After students completed the questionnaire the results were tabulated and finally were interpreted and analyzed in order to obtain the results and conclusions for this study.

Discussion

This part of the study is made up of three essential sections; description, analysis and interpretation of results, conclusions and recommendations. The collected data is the findings and results of the co-operation and participation of a total of one hundred students randomly selected from three different public high schools situated in the city of El Carmen in the province of Manabi, Ecuador.

Two variables were analyzed in the course of this work, these were the different factors that motivate the students in the language learning process and those that hinder them. The respective indicators and parameters that were taken into account in analyzing the findings and topic of this research work point out the fact that the activities and methods that the teachers put in use in their classrooms influence the students' motivation level and hence, the success of this academic process depends on them.

Description, Analysis and Interpretation of Results

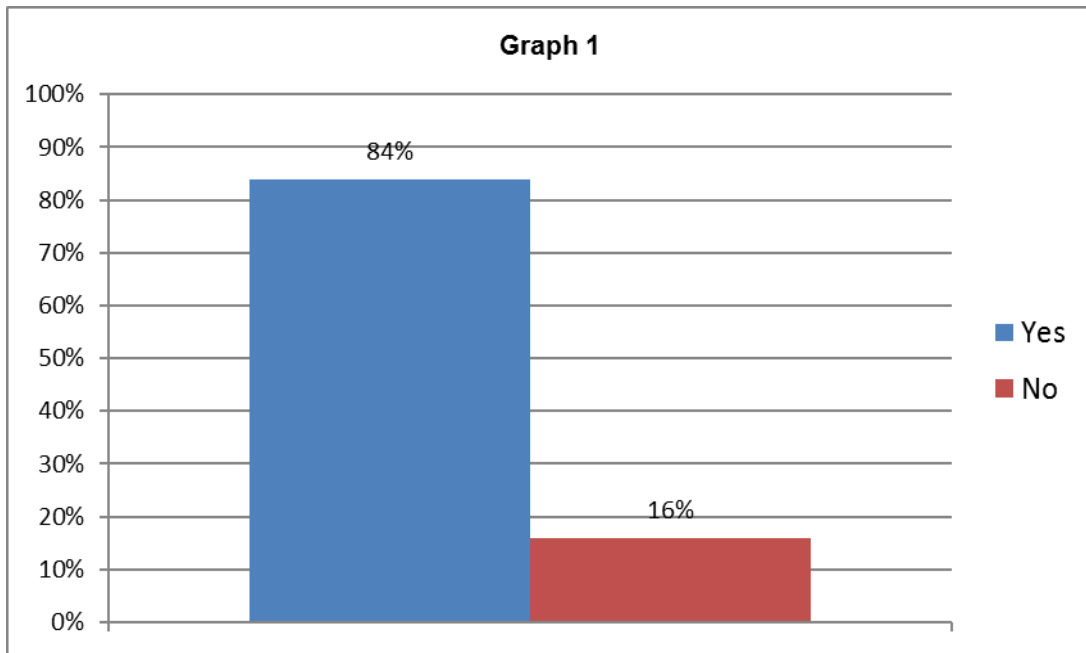
This section contains the quantitative and qualitative analysis of the collected information from the students' questionnaire and observation sheet during the English classes. The purpose of this analysis is to answer the questions of this study. (a) What do you think motivates students to learn English? (b) What do you think hinders students to learn English?

Each question will be presented in the form of a graph with the corresponding percentage depending on data gathered from the fieldwork surveyed, these will be described, analyzed, and interpreted taking into account the students' responses, which are supported by the physical observations made in the classrooms.

Quantitative and Qualitative Analysis

What do you think motivates students to learn English?

Do you like to learn English?



Graph. 1

Author: Rosibel Zambrano

Source: Students' questionnaire

Graph 1 depicts the feelings of the students on whom the questionnaires were administered. As it can be seen in the graph 84% of the sampled students demonstrated that they are individually motivated to learn English language, while 16% showed their lack of interest in learning the language. Students that like to learn English gave reasons like English language is necessary for personal and professional purposes, for they can travel to English native countries and thus they can communicate effectively or speak with foreign people. Learners also considered it is very important at the moment of getting a good job. Others students answer they like learn English because it is interesting and it gives personal satisfaction.

According to the questionnaire 16% of the students do not like to learn English because they considered it is hard and difficult to learn, learners see English as a boring subject, hence, they do not feel motivated to learn it. However, they have to take it and feel forced to approve the subject but they do not want to learn it.

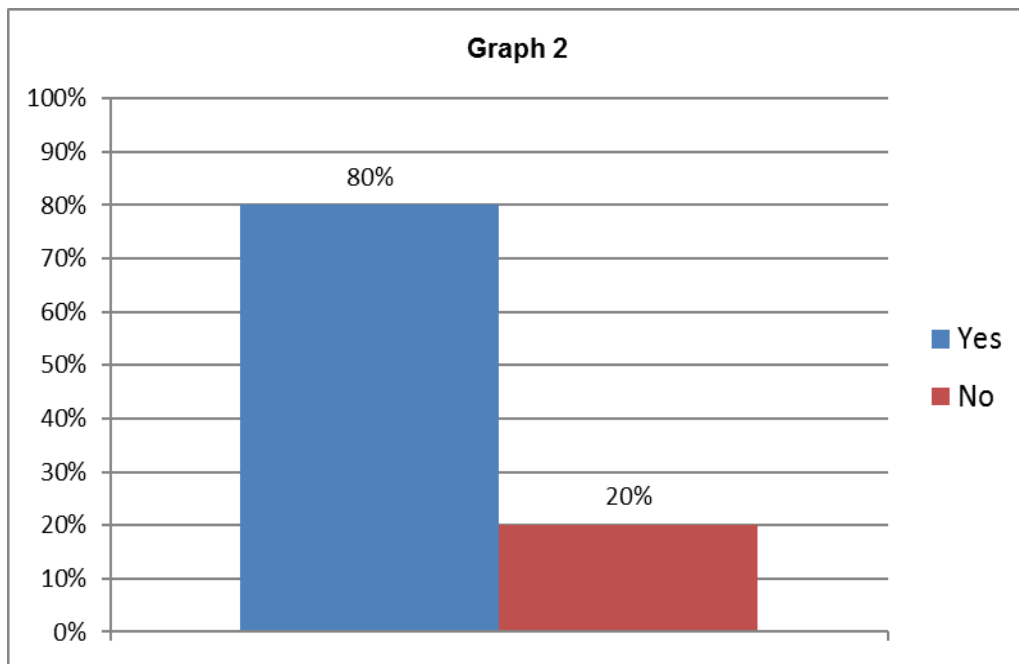
The reasons students wrote show that they feel an intrinsic motivation to learn the foreign language. Deci and Ryan (2007) stated that intrinsic motivation which refers to the interest or curiosity to learn or do something new is the driving force required in these students to be interested in paying attention to English lessons. Following this assertion, it is hereby deduced that when the students' attention is gotten by their teachers in the language classrooms, their chances of learning will be practically higher than in cases or situations where some students are like being forced to participate in classes in which they have not developed that intrinsic motivation, that is in-built, in the first place.

Continuing with the analysis, students also wrote reasons they like to learn English to external factors it coincides with Sansone and Harackiewicz (2000) who argue on the existence and effects of extrinsic motivation. They see it as regulated action brought about by need identification. In other words, this is external and prompts students interest to learn the language when they appreciate the fact that it could be very useful for their future professional development even to the extend of increasing their chances of getting good jobs in the future. This need identification becomes the force that ignites their motivation to learn English because they feel that the language can be of great value to them in the future. Generally speaking, the issue of motivation, whether intrinsic or extrinsic, activates the receptive capabilities of students in classrooms and increases their possibility of learning English because their interest in the language already exist.

According to direct observations, the majority of the students liked to learn English,

during the class students paid attention to the teacher explanations and participate in the activities of the lesson. Only few students in each class were distracted or got bored during the exercises or the English practice because they dislike the language.

Do you feel motivated to learn English in the classroom?



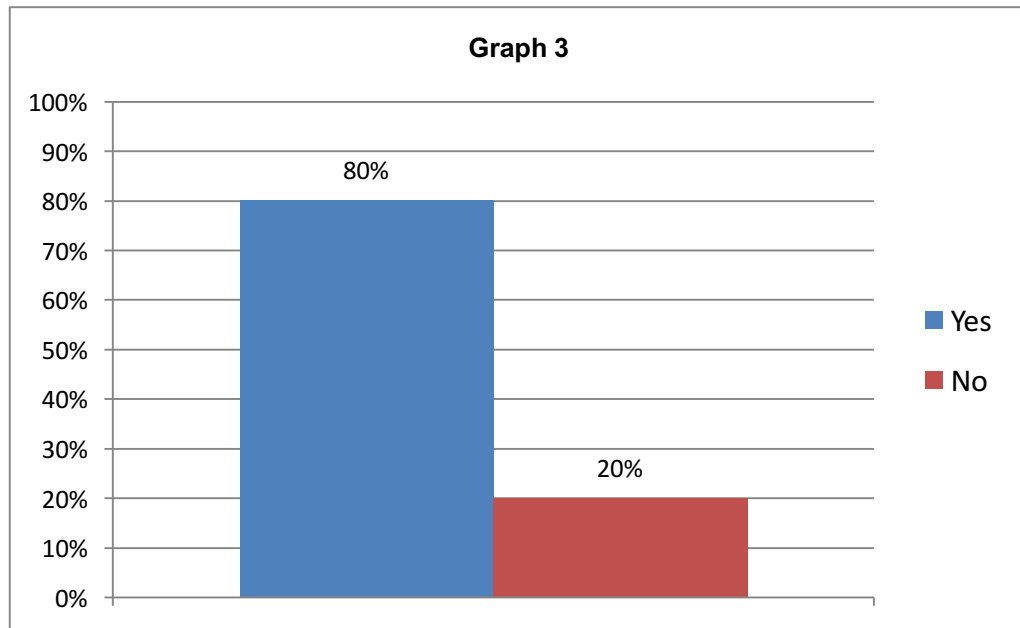
Graph: 2
Author: Rosibel Zambrano
Source: Students' questionnaire

Graph 2 clearly indicates that 80% of the students consulted feel motivated to learn English language in their classrooms. This fact is attributable to some factors as observed in the course of this survey as they demonstrated positive attitudes towards the physical and oral interactions with their classmates and the urge to use English as a medium of communication. Some of the students are also really excited of showing off their commendable ability to use this foreign language in practice. On the other hand, 20% declared lack of interest and motivation to learn the same language. Amongst the reasons they gave was that the teachers'

methods or styles of teaching in class and activities they are usually given to do in their classrooms put them off. Thus, they do not have interest in learning English.

As seen above, the students that show dislike for this subject do not possess either intrinsic or extrinsic motivation. This imply that they did not get personal interests for the subject nor had been influenced by the attitudes of their classmates, class activities, teachers' methods around them, i.e. the motivation that comes from internal and external factors. The internal factors refer to intrinsic motivation that are generated by what happen inside the classroom such as: the styles/methods of the teachers, and the activities they do during classes while the external factors refer to the extrinsic motivation that come from outside of the classroom. (Harmer, 2007).

Do you like the teacher's way of teaching?



Graph: 3

Author: Rosibel Zambrano

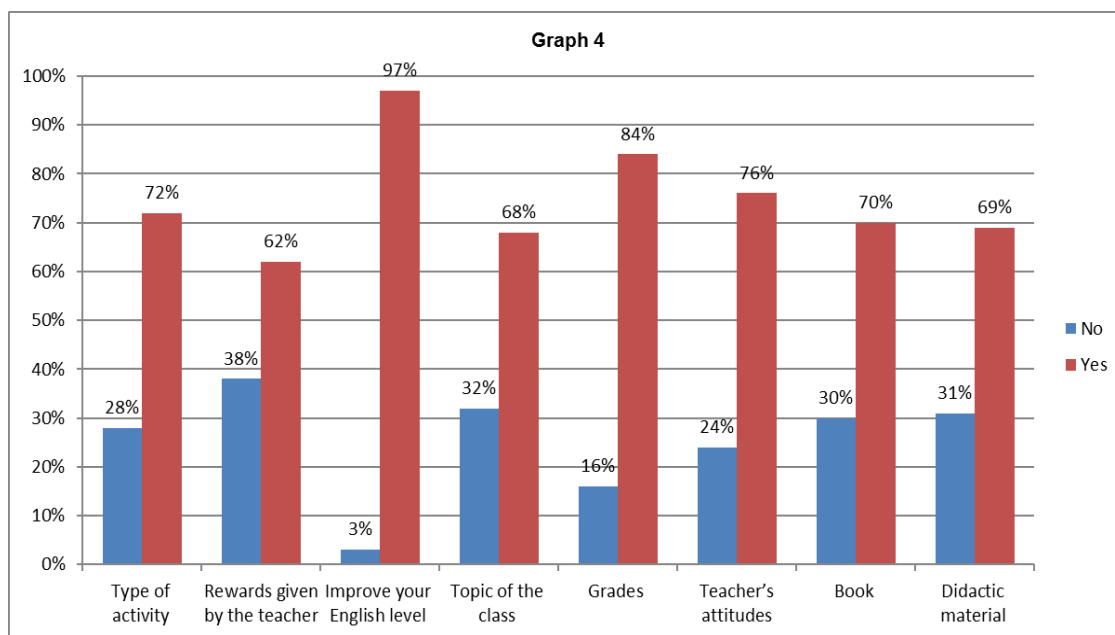
Source: Students' questionnaire

It is depicted in graph 3 that 80% of the sampled students feel comfortable with the way their teachers present subject contents in class. They gave reasons that their teachers are good, clearly explain issues in class, and have good communication or rapport with them. As such, they enjoy and like the ways their teachers teach them the subject. However, 20% of the students do not like the teachers' way of teaching. They responded in the questionnaires that their teachers do not explain well or in details, that classes are boring and, that in some cases, teachers exhibit bad behaviour which is translated into having ineffective communication with them.

With regards to motivation, Lightbown and Spada (2006) stated that teachers contribute positively in students' motivation because students feel confident in places where they have fun and feel interested in the contents of the classes which should be appropriate for their ages, and level of knowledge. To this effect, it is observed that students feel motivated in

learning English language not only by their intrinsic and extrinsic motivation levels, but also by the attitudes of their teachers during the classes.

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



Graph: 4
Author: Rosibel Zambrano
Source: Students' questionnaire

Graph 4 is a multi-dimensional representation of findings in the survey because it touches on different issues that are considered determinant factors in the level of motivation students possess and subsequently, influence on their desires to learn English language in the classrooms.

The first indicator as depicted in the graph is the type of activity teachers make students do in class. It was observed that a whopping 72% of the students were happy and felt motivated to learn the language, while the other 28% were not. The reasons the motivated students gave was that they enjoy engaging themselves in creative and varied activities that ignite their interests in the subject. To further buttress this point, Crookes & Schmidt (1991)

as cited by Lightbown & Spada (2006) proposed that varying classroom activities, tasks, roles and materials can help increase students' interest in school subjects.

Students like group activities because it enables them share similar skills and learn from their classmates. Furthermore, Herrel & Jordan (2012) stated that students that work in groups share interests and need to help each another.

The next factor as shown in the graph is reward given by the teacher. In this case, 62% of the sampled students show that they feel impressed appreciated and motivated by the teachers' rewards, while 38% declared that are not. The rewards were observed to be in the form of good grades and scores, and applauses in class of their classmates. The impressed students said they feel honored and distinguished for their little achievements in the subject and the multiplier effect of these gesture go a long way in making them more and more eager to keep participating and contributing in their English lessons.

In continuation with the data analysis in graph 4, the students' desire to improve their English language level was tabled and 97% of the students made it clear that they have the individual zeal to improve their English. On the contrary, just 3% corresponded to those that indicated it does not mean anything to them whether their English level is good or not. This shows a total lack of interest in the subject by these students, although, their percentage is minimal in comparison to the sample size, and this is where the issue of intrinsic motivation comes in.

The topic of the lesson comes up next on the graph, and 68% of the students made us understand that the topic of the lessons in class also plays a part in getting students' attention. On the other hand, 32% said no. Among the reasons they provided were that a continuous repetition of topics could create monotony and boredom in students even before the explanation of class lessons kicks off. They further declared that they are always in the mood for new topics and assignments in their classes.

The issue of grades is another factor that was analyzed 84% of the students showed that the grades their teachers assign them is a determinant factor in the level of motivation they have to continue learning the language and 16% were indifferent on the grades they get in class. Teachers are expected to bring extrinsic motivation into their classrooms. Deci & Ryan, (2000) stated that students feel motivated to learn English considering the grades as an extrinsic motivation in their process of learning.

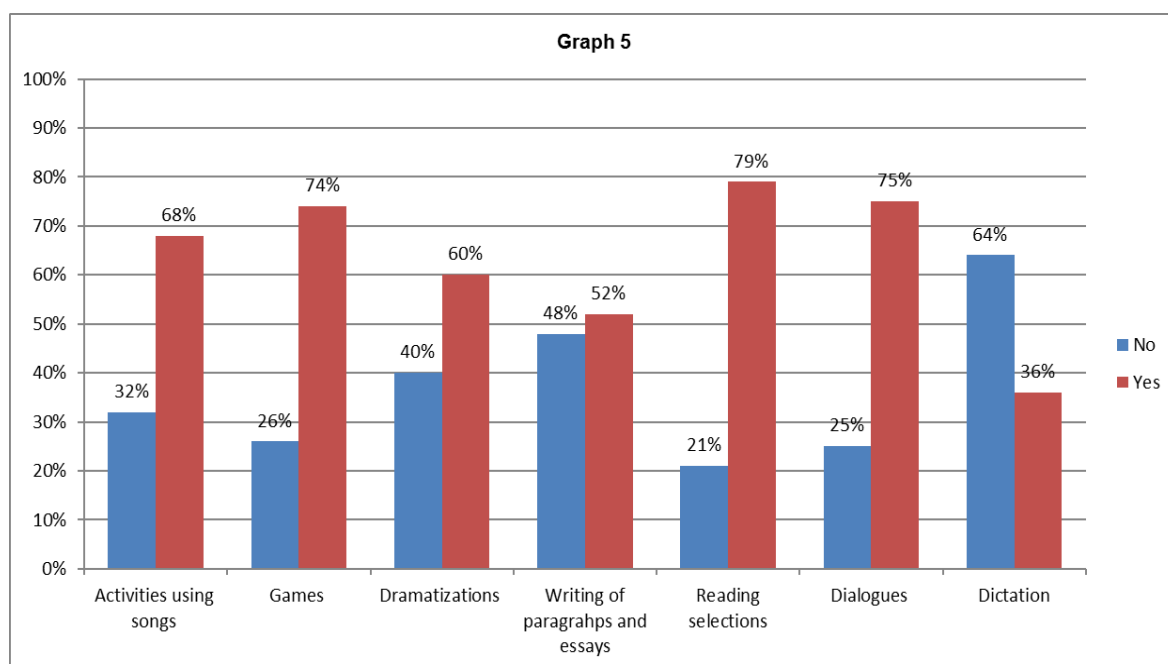
Teacher's attitude was further analyzed in the graph and 76% of the sample size indicated that the attitudes of their teachers in class motivated them in the learning of the language and 24% were against this notion. The former group attested to the fact that they always look up to the teacher as their role model in class. For this reason, when they are lucky to have teachers that behave well, it inspires them to continue in the English learning process because they are motivated. This assertion is best explained by Lightbown & Spada (2006) who stated that the teacher has an enormous influence in students' motivation, it encourages students' active participation in class.

Next in line of the factors analyzed is the type of books that are used in class for learning the language 70% demonstrated that they are motivated by the books they use and 30% showed that they are demotivated by the type of books they are provided to use in English language lessons. They explained that some of the contents and book presentations are well prepared and suited for learning the foreign language by students but the other group argued that the books tend to be sort of advanced for students of their caliber or level and that is what simple make them lose interest in the subject.

Finally, the type of didactic materials used in class was seen to have effects on the students. The graph depicted that 69% of the sample size was motivated by these materials while 31% declared that they are not. Teachers can use various types of materials to encourage learners perform tasks and activities. These materials can also be used by the

teacher to explain the topics/lessons of his/her class. It has been proven that the efficient and effective use of innovative and creative didactic materials in class lessons motivate and encourage students to learn English language on contrary to this academic opinion, field observation in the course of this research show that most students are not exposed to these materials and hence, students have a poor interest level in the subject.

Do the following activities motivate you to learn English?



Graph: 5
Author: Rosibel Zambrano
Source: Students' questionnaire

Graph 5 basically shows the various types of activities at the teachers' disposal from which they can choose, with the aim of getting their students motivated in class to learn English language. First on the list as depicted in the graph are activities with songs 68% of the sampled students indicated that songs motivate them by drawing their individual interests in

learning the subject, creating enthusiasm in them and, helping them to improve their pronunciation 32% on the other hand, expressed a contrary opinion on this.

Using games as one of the options in classroom activities was further analyzed and in this case, 74% of the students on which the questionnaire was applied students responded that games stimulate their interest and get them motivated to learn the subject but 26% declared that games do not have such effect on learning process. We should appreciate the fact that youths are generally inclined to games and interactive activities and, as such, teachers have been able to get them interested in their classroom lessons through this medium by way of introducing games related to their lessons and sessions. What matters most is achieving our aims of motivating our students in our classrooms as English language teachers. Abbs, Barker, Freebairn and Wilson (2008) said that an effective strategy to make and keep students motivated is to maintain fun. Teachers are charged with the responsibility of promoting fun and creating activities for their students during this foreign language teaching and learning process.

The dramatization method comes up next on the chart and as depicted 60% of the students' sample agreed that this made them motivated in the language classrooms and 40% disagreed. It was observed in the course of this project that interchanging roles among students in the classrooms and their trying to play the parts of characters in a given text or imaginary dialogue scenery could enhance the ability of these students to pronounce words and also help them build up the much needed vocabularies in practice.

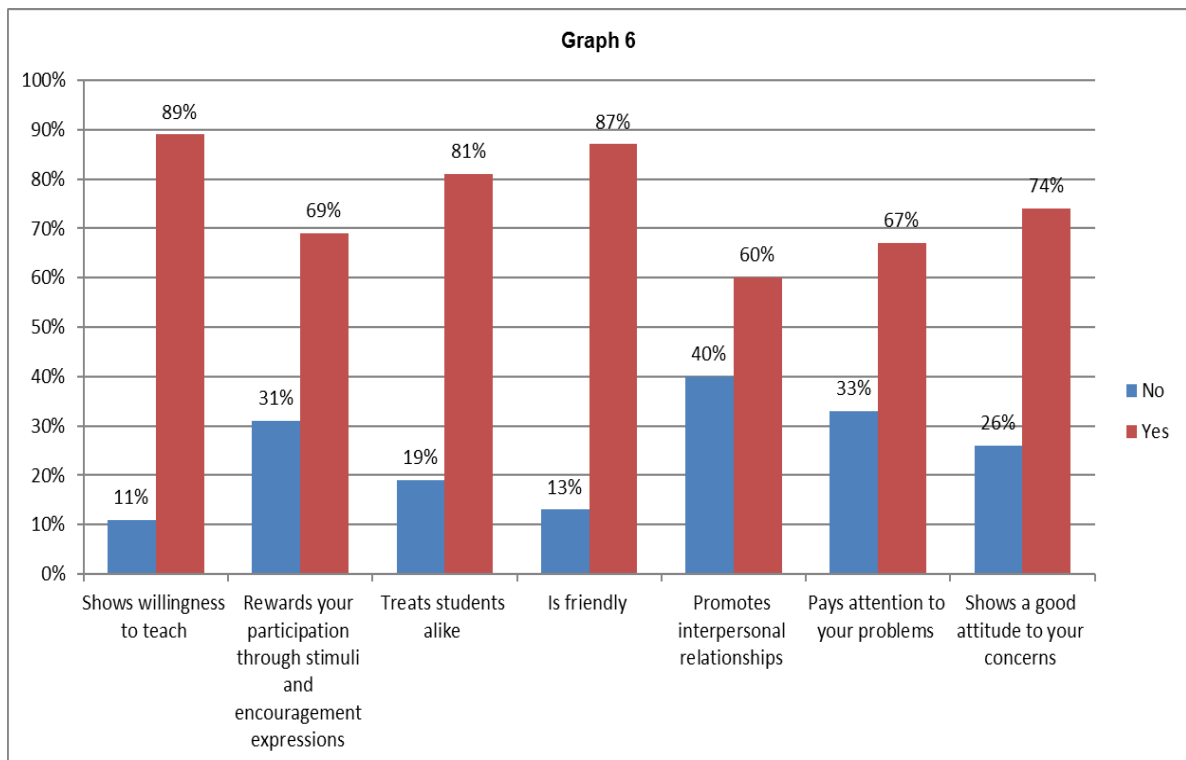
In continuation of the data analysis on graph 5, writing of paragraphs was another indicator that was used in checking out the motivation students possess in learning English language. Regarding to this indicator, essay writing could be said to be the least factor that motivate students to learn English. Reasons are that they do not like writing. They believe writing of paragraphs and essays is difficult. For example, when they look up words in the

dictionaries, they just familiarize themselves with the dictionary meanings of words and overlook the contextual meanings of the same words and as such, it makes it practically difficult for them to apply these vocabularies correctly while writing. Another common situation of difficulty in writing is that learners tend to think first in their native language, in this case, Spanish, after which they tend to translate to English language using and applying same grammatical structures. Hence, creating a total mix up and confusion in the application of structural and grammatical rules of both languages. Harmer (2005) mentioned that learners who learn English as a second language already have a deep knowledge of at least one other language, and where the first language and English come into contact with each other, they sometimes get confused and this provoke errors in the use of English by the students. For this reason, students do not like writing and feel it is difficult as they make mistakes when they have to do written exercises. Herrel and Jordan (2012) state that teachers have to vary their methods considering the responses they receive from their students in the classrooms. Thus, teachers not only use writing paragraphs and essays and dictation to improve the writing abilities in their students, they might also use technology to motivate and involve learners in developing the writing skills in the learning process.

Next aspect is related to selective reading with 79% learners gave it positive in their motivation to learn the language. Students feel they can learn and improve their English by reading some interesting paragraphs or essays about different topics because there they can find some new vocabulary, review the structures of the sentences they have learned. The observations reveal selective reading method of stimulating students motivation in the language classroom help them practice and gain the needed confidence in their abilities to pronounce words and sentences correctly. Dialogues obtained 75% of the affirmative answers. Learners think it play an important role to feel motivate in class to learn English, however, there 21% students did not agree with it because they feel fear to make a mistake in oral

practice, in the pronunciation of the words. Finally, 36% of the students on which the questionnaire was applied answered positively about dictation but 64% of the students demonstrated they do not like dictation activity. It was observed because learners believe that it could be difficult to take notes given by the teacher. Thus, this graph concentrates on the different activities that tend to motivate high school students to learn English as a foreign language. The issue at stake on whatever methods a teacher chooses to adopt and utilize in his/her classroom is that the chosen methods should be such that would actively involve all the students in the language learning process.

What is your teacher's attitude in class?



Graph: 6

Author: Rosibel Zambrano

Source: Students' questionnaire

Graph 6 basically depicts all that have to do with the teachers' attitudes and behaviour in the English language teaching and learning process and the resultant motivational effects on the students that are placed under their teachers' care.

The first indicator as shown on the graph is the willingness of the teachers to teach. A whopping 89% of the students considered to the fact that their teachers always willing to impact the language knowledge in their classrooms and that this is a source of great motivation on students. This is as against the 11% that declared that their teachers are not willing to teach and they lose interest in English learning.

Second on the graph is the rewards they receive from their teachers for participating in class activities. These were noticed to be by way of the teachers' gestures and encouraging expressions in their classrooms 69% of the students answered that they feel motivated and have a sense of fulfillment when they receive good gestures from their teachers or applauses from their classmates for their academic accomplishments, but 31% indicated that they do not feel bothered or concern for these aforementioned rewards either from their teachers or classmates.

Next on the list of indicators on the graph is whether students receive equal and same treatments from their teachers 81% of the students agreed this affirmation and 19% did not agreed with it. It should be bourn in mind that equity and fair play should be the bedrock of modern education and the pivot on which success is achieved in the teaching and learning process.

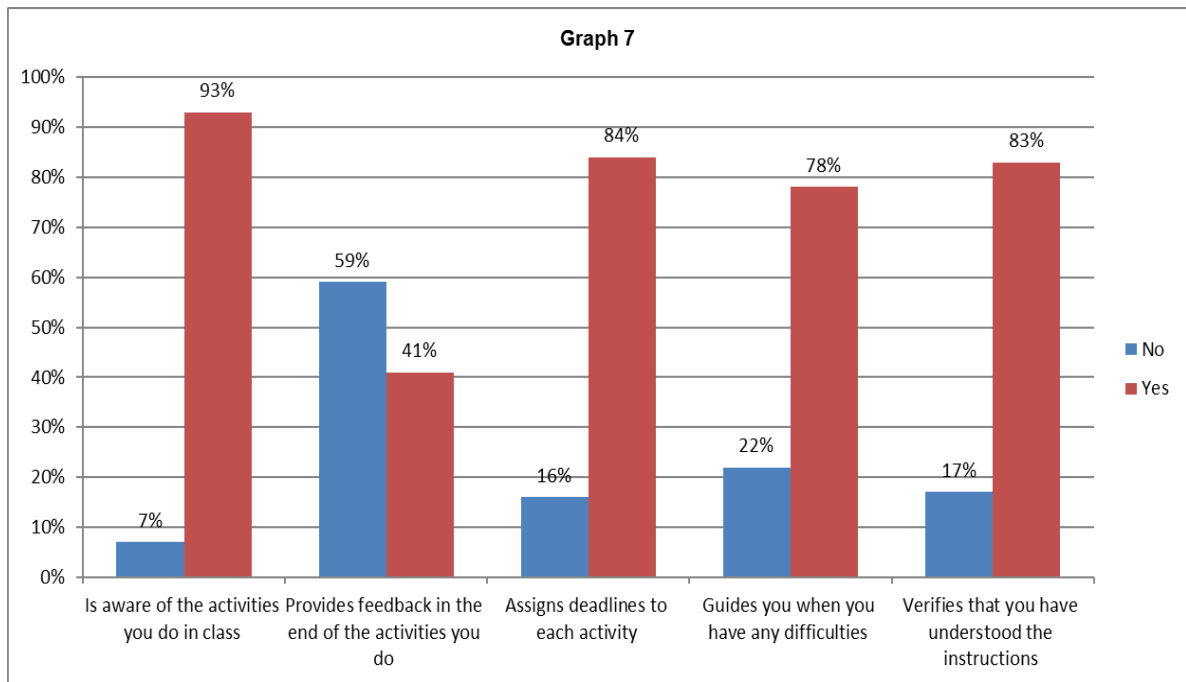
In continuation of the analysis, the issue of friendliness of the teachers came up and 87% of the sample size agreed that their teachers have always been friendly with them but 13% declared that teachers have been unfriendly. The former went ahead to add that the friendliness of their teachers helped in building trust and confidence between them and these teachers. Hence, they exhibited the willingness to learn during English lessons because they

have been motivated by their teachers' virtues, whether consciously or unconsciously. The opposite is the case for those that responded in a negative way.

The ability of the teachers to promote interpersonal relationships in their classrooms was further analyzed and the graph clearly depicts that 60% of the students confirmed that it has been the cases in their classrooms, while 40% did not agree and went ahead to point out that this singular reason is responsible for them being demotivated during English classes. Harmer (2012) reported that students feel more motivated in class when teachers allow to make some important decisions, for example, on the activities they carry out in the class, and the way in which they are corrected or assessed. Furthermore, Herrel and Jordan (2012) stated that using cooperative learning strategy which refers to the work that students do in groups, performing tasks or activities, helps to promote the value of team work in them.

The attention' teacher to his/her students correspond to 67% of the positive responses and 33% shows negative opinion, while teacher shows a good attitude to concern of his/her students it shows that 74% of the students agreed that it was their case and 26% said it was not their case. These are crucial issues that go a long way in determining the success or failure level of a teacher. This is because the way one attends to the needs of his/her students determine how the students will in turn regard and assess their teachers. It is natural that when students are involved in the learning it is the better they tend to relate with the teachers and the effect is that, the way has practically been paved for a smooth language learning process because they are motivated and happy. Hander and Crosby, (2000) opined that the teacher's attitude is meaningful to the learning of students because they learn by observation and imitation of the teachers that they have in their classroom. So, it is pertinent that teachers be of good examples and role models to their students, with good values, attitudes and patterns of thoughts and behavior so that their students can continue with the same attitudes as to be good future professionals.

What is the role of your teacher in class?



Graph: 7

Author: Rosibel Zambrano

Source: Students' questionnaire

Graph 7 critically looks at and analyzes the roles that teachers play in the teaching and learning process of English language and how these affect the students' motivation to learn. First on the list is whether teachers are aware of the activities that their students perform in class 93% of the learners confirmed that their teachers are quite aware of the activities they do in their language lessons and classrooms, while 7% responded in an appositive way.

Another role of the teacher as depicted on the graph is that of providing feedback to their students at the end of assigned activities. It was gathered and observed that just about 41% of these teachers give their students feedback on all assigned and concluded tasks and activities as against 59% of the students attested to the fact that their teachers do not give

them feedback on assigned tasks. They made a comment of their lack of motivation as a result of this, since for them it was difficult to assess oneself to know if one is actually advancing in the language learning process or declining. Teachers should assist students in a variety of ways to achieve the course goals, they have to inform on the performance and mistakes of their students during the learning process, and they have to offer feedback and correction of activities (Hander & Crosby, 2000).

Furthermore, on the role of teachers in the language classrooms is the issue of assigning deadlines or time limits to given activities. As can be clearly seen on the graph 84% of the students showed that their teachers attach time limits to their classroom activities and 16% of the learners did not confirm it. The observations reveal that some teachers just give students exercises to be doing in class without deadlines which implies that the students have the option of doing classroom exercises for as long as they would want to. The resultant effect is that they feel reluctant completing their tasks knowing that the teachers would not pressure them to hand in their completed activities and this go to demonstrate and affect their level of motivation to learn the language.

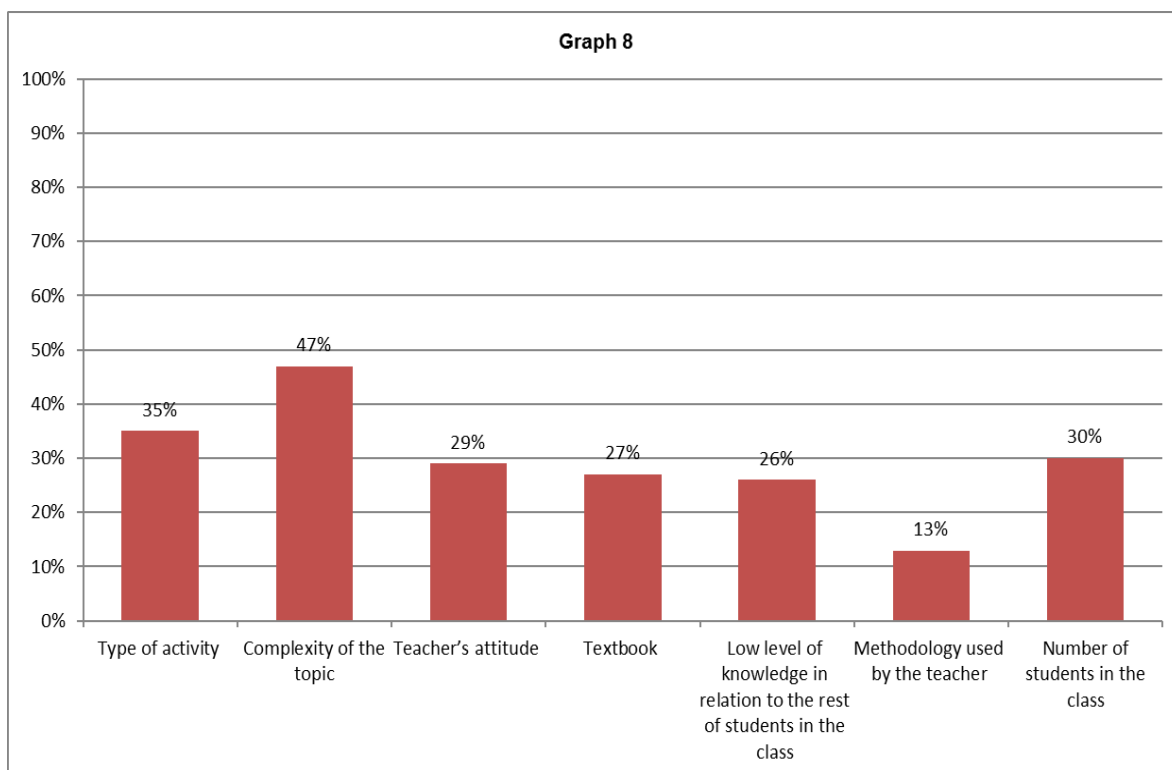
Following in line of the teachers' roles is the ability to guide and direct students when they have difficulties in the course of doing their assigned tasks and activities. There 78% attested that their teachers guide them through assigned tasks and activities in their classrooms, while 22% responded that they do not receive the needed guidance and this kind of makes them to lose interest and motivation in the subject. This role is further buttressed by Hander and Crosby, (2000) when they claimed that teachers needed the ability to communicate with their students and play the role of facilitators rather than simply acting as basic classroom information provider. Finally, as depicted on graph 7, is the teachers' role of verifying that his/her students have clearly understood classroom and task instructions. In this case, 83% of the sampled students confirmed that the teachers tend to verify, as to be sure

their students really understand task instructions and on the other hand, 17% responded in negative way. They declared that their teachers are not bothered to know if they understand the instructions of tasks or activities and it affects students to carry out the tasks. According to Harmer (2001) teachers have to analyze, observe, and verify the performance of students, strategies, activities and materials that are used during the class. Thus, teachers observe not only what students get wrong, but also what they do right.

The roles that teachers play in their respective classrooms go a long way in making students have or not take possession of that desired sense of belonging in the language classroom and hence, the motivation the students in turn show for learning English.

What do you think hinders students to learn English?

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



Graph: 8

Author: Rosibel Zambrano

Source: Students' questionnaire

Graph 8 shows aspects that hinder students to learn English. Forty-seven percent of the students think that complexity of the topic hinders them to learn English because each topic has difficult activities to solve and that the teacher does not explain well the topic. It should be bourn in mind that teachers have ample options in the teaching methods they apply in the classroom and the activities they teach. The end point is to make sure that the students are not left with doubts and misunderstanding on the topics treated. According to Harmer (2007) communicative language teaching is not just patterns of grammar with vocabulary items but it also involves language functions, language exponents, exposure, and communicative activities.

Another factor that students think hinders their learning of the language is the type of activity 35% of the students consider that the type of activity should be a fun way and should not be too extensive. Teacher's attitude corresponds to 29% of the answers. Regarding the direct observation in the English classrooms teachers presented a good attitude during the class, however, students gave reasons that teachers sometimes have a bad character and it difficult the lesson. Textbook shows 27% students think English book is hard to understand and it has a lot of boring activities. Low level of knowledge corresponds to 26% of the answers. Continuing with the analysis, methodology shows 13%. Some students do not consider it as a very important aspect but others said that teachers do not explain well the subject. Finally, students think that number's students in the classroom hinder the learning because there are very much students and sometimes they do not listen very well to the teacher and it did not let them to understand the lesson.

Nesterenko (2011) says "teaching is guiding and facilitating learning, enabling the learners to learn" (p.73). Many methods and techniques can be applied for those students who with negative attitudes or no motivation to improve the learning of the students.

CONCLUSIONS

The results of this research show that majority of the students like to learn English. They feel motivated to learn English for personal and professional purpose and it reflects that learners have an intrinsic and extrinsic motivation to learn English language because they think it is important, especially to get a good job, to travel to other places and to communicate with foreign people. Only few students do not like to learn the foreign language because they consider it difficult.

The teacher's attitude was further analyzed and seen as a crucial factor in the level of motivation or demotivation students possess in the process of learning English. Students regard the attitude of their teachers an important key because teachers with good and enjoyable attitudes motivate them to learn English.

The results demonstrate that the role of the teacher is very important to motivate students to learn English. Students consider necessary teachers change their role during the lesson to introduce and use didactic activities and dynamic methods that motivate them in their learning.

This research shows that there is not a close relation between the oral practice of English language in the classroom although students reflected in the data obtained that they prefer activities such as: reading selections, dialogues and songs being the highest of the activities that motivate them to learn English. Learners like these type of activities, however, they do not like to speak in front of the class because they feel ashamed or fear of making a mistake.

This research also demonstrates that most of the students emphasize that aspects that hinder to learn English are complexity of the topic, type of activity and teacher' attitude because they said each topic has difficult activities to solve and sometimes the teacher does not explain well the lesson.

RECOMMENDATIONS

It is recommended that authorities and teachers in high schools implement motivating activities in the teaching learning process, thus, students can feel more confident to participate and learn the English language.

Teacher should be creative and personalize their lessons plan by applying diverse activities and providing good feedback. They have to apply appropriate methods in order to increase the motivation of the students to learn English language.

The students should receive a high motivation by the teacher. Teachers have to motivate them to learn and participate in the different activities of the class increasing skills of the students.

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Annexes



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

CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

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

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

Datos Informativos:

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

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

1. ¿Te gusta aprender Inglés?

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

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

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

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

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

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

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

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

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

Indique al frente de cada aspecto las razones.

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

Gracias por su colaboración!



UNIVERSIDAD TECNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACION DE INGLES

Observation Sheet

INSTITUCIÓN:	
FECHA:	
AÑO DE EDUCACIÓN:	

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

SI	NO

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

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

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

Notas de la observado en relación a esta pregunta.

3. Actitud de los estudiantes en la clase.

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

4. Actitud del profesor en la clase.

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

5. Rol del profesor en la clase.

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

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

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

Otras:

7. Los siguientes aspectos dificultan el aprendizaje del Inglés

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

Otros:
