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English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

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Magister

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DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: English language students and their motivation to learn the language realizado por Cañar Herrera Segundo Humberto y Jumbo Jumbo Irma Maribel, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Septiembre de 2016

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“Nosotros, Cañar Herrera Segundo Humberto y Jumbo Jumbo Irma Maribel, declaramos ser autores del presente trabajo de fin de titulación: English Language students and their motivation to learn the language, de la Titulación de Ciencias de la Educación mención Inglés, siendo Espinosa Jaramillo Franklin Oswaldo director del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a los 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 nuestra exclusiva responsabilidad.

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DEDICATION

We dedicate this work to our beloved families, without whose support this would not be possible.

This research is dedicated to my late father, Manuel, and my mother Rosa, who always wanted me to have a career as a professional teacher. Also, to my wife Martha, and my two children, Viviana and Humberto, Jr., as well as to the rest of my family. They made it possible for me to continue studying and succeed.

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I dedicate this research project to my husband, Willan, and to my son, Stiven, who are the pillars of my life and the foundation upon which I depended on for this project.

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ABSTRACT

The current study examined attitudes and motivation of second language learners in High Schools. It aimed to identify the classroom problems that English teachers face in classes related to motivation and features that affect student's motivation during the learning process. The theme of this study was "English language students and their motivation to learn the language."

The study was conducted in five classrooms from eight to third year of senior high school in a public institution located in Zamora-Chinchi Province of Ecuador. A survey was applied to one hundred students whose ages ranged from twelve to seventeen years and five teachers were observed while they were teaching to get the needed data to determine students' motivation problems inside classroom; Quantitative and Qualitative methods were applied.

The gathered information was analyzed, classified, and interpreted to obtain accurate and relevant results about the internal and external factors that motivate students to learn and improve their language learning process. The analysis of the results showed that most of the students were extrinsically motivated rather than intrinsically motivated to study English.

Key word: Motivation, activities, English strategies, teaching approaches, teaching methods.

RESUMEN

El presente estudio examina motivación y actitudes de los educandos de un segundo idioma en los colegios. El objetivo es identificar los problemas que enfrentan los profesores en el aula relacionados con motivación y las características que afecta la motivación de los estudiantes durante en el proceso de aprendizaje. El tema de este estudio “Los estudiantes del idioma Ingles y su motivación para aprender el idioma.”

Este estudio se efectuó en cinco aulas de un colegio público de octavo a tercero de bachillerato localizado en la Provincia de Zamora Chinchipe de Ecuador. La encuesta de efectuó a cien estudiante cuyas edades corresponden de doce a diecisiete años de edad y cinco profesores fueron observados mientras estaban enseñando; los métodos aplicados fueron cuantitativo y cualitativo.

La información recolectada fue, analizada, clasificada e interpretada para obtener los resultados precisos y relevantes sobre los internos y externos factores que motiva el aprendizaje de los estudiantes y mejorar el proceso de aprendizaje del idioma. El análisis de los resultados mostro que la mayoría de estudiantes están motivados extrínsecamente más que intrínsecamente.

Palabras claves: Motivación, actividades, estrategias en Inglés, enfoques, métodos de enseñanza.

INTRODUCTION

English is currently a language that is the most widely used in the world; however, a huge number of teachers struggle to achieve their goals, it is regarding factors such as: motivation, attitude, language anxiety and students' language learning skills, which are a priority in the teaching process, but unfortunately they are regularly left behind. In other, words it was found that students' motivation has to be included in every part of the learning process; besides, a positive perspective to the language should be encouraged by teachers.

The study of English as a foreign language is mandatory in Ecuadorian public High Schools where students face challenges that affect their learning motivation. In Yantzaza, public High Schools, such factors as students' needs, styles of learning, multiple classroom levels, teachers' attitude, types of activities and crowded classrooms hinder the learning of English.

In Ecuador the absence of motivation in high schools had led to face serious problems mainly related to the education system, and as well as others factors such as: types of activities, teachers' attitudes, crowded classrooms interference in the learning of a foreign language. Consequently, this study examines which factors influence students' motivation to learn English as a second language, and what factors interfere with their learning process. The main objective of the current study was to identify students' impressions and attitudes towards learning English, and determine the main factors that influence their learning process; specifically, the study provided answers to two following questions: What do you think motivates students to learn English? And What do you think hinders students to learn English?

The findings reported in this study highly justify the importance of motivation inside classrooms since results describe features that affect student's motivation during their learning process and teachers' inappropriate use of methods and strategies to overcome this problem.

Previous studies demonstrated the importance of motivation in a student's learning a second language. First, Kitjoroonchai (2013), studied the motivation to learn English among secondary and high school level students in Saraburi, province, Thailand. He found that high academic achievers (those with high grade point averages) have higher motivation to learn English than other learners do. He found that there was a correlation between high motivation to learn L2 and high achievement overall.

Choosri and Intharaska (2011), at Hatyai technical college in Thailand investigated the relationship between motivation and students' achievements. They found a positive relationship between students' high achievement and motivation to learn English.

Finally, a third study made by Al-Tamini and Shuib (2009), at the Department of Petroleum of Engineers (DPE) at Hust, Yemen to determine what the student's motivation and attitudes towards learning English were. They found that the majority of students were motivated to learn English because they saw it as being beneficial to them as competitors in the labor market.

Accordingly, these previous studies show how important motivation is when learning a foreign language. The current study showed similarities among three studies in that the main result is that extrinsic motivation can be an effective tool where students see the value of learning English in helping them improve their acquisition level.

There have been many studies about motivation in education. This study aims to increase the understanding of students' motivation to learn English, to point out the importance of the need for teachers to understand motivation and hindrances to learning English and include teaching practices that enhance students' motivation to learn L2. Students, their parents, teachers, policy makers and society will benefit when the factors of intrinsic and extrinsic motivation are well understood.

The limitation of this study was the number of students participating in the survey. For example, most of the classes had over 35 students, which made it difficult to concentrate, be silent and be willing to participate in the survey. The fact that there were only 5 teachers surveyed limits whether the results of this study can be generalized to some larger population.

Literature Review

This section provides a review of literature relevant to the scope of this investigation. The focus is on factors that motivate or hinder the learning of English. In this study, students' intrinsic and extrinsic motivation for learning English, activities or strategies that motivate students, teaching approaches and methods, the roles of a teacher and five previous studies related to the current theme are examined and explained so that teachers can apply them in their English classes.

Motivation to learn English

Currently, two types of motivation have been identified and written about extensively. Harmer (2007), defined *intrinsic* motivation as a student's internal, self-driven motivation, "...a desire to do better, whether out of curiosity or other motives... it is the drive towards self-improvement." On the other hand, he describes *extrinsic* motivation as outside motivations, *i.e.* environmental factors, such as grades, social acceptance, recognition, or tangible objects (rewards). According to Sun (2010), motivation is one of the most important factors in second language acquisition because it determines the level of active personal involvement. Furthermore, when students learn English for practical goals (extrinsic motivation), step by step they develop an affection for the foreign language (intrinsic motivation), finding themselves more involved on the subject (Nation & Macalister, 2010).

According to Krashen (1981), to optimize learning, teachers must maximize a student's external motivation. Subsequently, Cameron and Pierce (1994), said that this can be done in various ways, such as creating a relaxing environment in the class room, structuring different routines and activities on a limited basis, giving verbal and tangible

rewards (for example: chocolate, pens, pencils, notebooks). Although, extrinsic motivation can produce real results in learners, an exaggerate use of rewards during English teaching can growth unsuccessful outcomes by obstructing intrinsic motivation (Burden, 2000). Below, we discuss some activities and strategies that this research analyzed and identified as effective motivation of the learning process of the participants.

Activities or strategies that motivate students to learn English

Teachers can adapt certain strategies and use certain activities to motivate students. For example, their body language plays an important role in the L2 acquisition. Routines and signals help students relax and lower anxiety. They help create an opportunity for repetitive learning in a natural, enjoyable, sequential and structured way (Herrell & Jordan, 2012). An example of this type of routine would be to have students write the date on the whiteboard, every day, in four different ways: *January 19, 2015; Jan. 19, 2015; 1-19-15; and 1/19/15*. This routine starts the class in a structured way with an activity that makes students know that it is time to pay attention and start learning English. It also introduces the cultural differences in the way dates can be written in English versus their native language. It is a way of conditioning students to switch modes and start thinking in English - a step on the way to acquiring the second language.

Another example of a structure that teachers might employ to make learning L2 easier is to make sure that the teachers are providing comprehensible instructions and feedback to students, Teaching English is a systematic process and teachers need a plan to make sure that they are not operating without a definite aim (Krashen, 1981).

There are many activities that should be used in English classes. It is known that every single activity has its own purpose and effect in the educational system. For these reasons, activities and strategies have indicated their relevance in the English teaching. Furthermore, several investigations stated that, when different types of teaching are performed in class the students tend to be more motivated to learn the language in an effective way (Lightbown & Spada, 2006)

Watson (1997) states chanting songs in their mother tongue or in the second language can be a good class activity in order to strengthen motivation. Singing produces real communication with target on meaning. When students sing, the teachers should focus on the message and try to ignore mistakes.

Another activity called “realia” allows a huge motivation inside the classroom; this activity gives students the chance to be connected in real world to use all the senses in learning; realia avoids confusion among objects students can see, smell, touch and weigh the items, this task allows the learning of vocabulary, meaning, and improve pronunciation in a way that photographs or illustrations cannot achieve (Herrell & Jordan 2012).

Teaching Approaches and Methods

When developing their lesson plan, teachers should know about the following important approaches and methods that externally motivate students to learn English.

First, there is ‘relatively new’ approach to teaching, called *Communicative Language Learning* (CLL), which is defined as a language-teaching method where students work together to develop parts of the language they would like to learn. CLL is based on the *Counseling-approach* in which the teacher acts as a counselor and a paraphraser, while

the learner is seen as a client and collaborator. It emphasizes the sense of community in learning groups and encourages interactions as a vehicle for learning. It considers students' feelings as a priority and recognizes the struggles in L2 acquisition. The Communicative Language Learning method identifies five levels of language acquisition development the "birth" stage: development of feelings of belonging and security; learners abilities improve giving rise to the feeling of independence; students learn to speak independently; teachers can constructively criticize and correct students without students being made to feel insecure; the "child" (beginning student) becomes an "adult" and the "knower" (Nunan, 1991).

Consequently, under this method, communicative pedagogy shifted its attention from teaching and practice of grammar, pronunciation rules and learning vocabulary lists to communicative activities. This approach differs substantially from prior teaching methods. Its rationale is based on the idea that communication would be aided by situational and culturally appropriate use of the language (Herrel & Jordan, 2012).

Using this method, students learn to use English in a meaningful context. It focuses on communication which is appropriate to today's world, and not on teaching grammar, as it is automatically incorporated when one learns to speak English correctly. However, the emphasis is more on communication, regardless of correct grammar usage. A teacher using this approach would give attention to teamwork, which is a motivational factor under this teaching method, (Cook, 2003).

Scholars have recognized that as times change, so must teaching approaches. Thus, scholars who like this approach believe teachers must have this teaching tool

(which emphasizes human interaction through language) in their arsenal of extrinsic motivational toolset.

On the other hand, the Cooperative Language Learning teaching method places emphasis on teamwork, as its name implies, “cooperation.” Under this systematic instructional method, students work in teams and learn that interdependence can be mutually beneficial. The students have and support each other through shared learning goals. They establish positive peer relationships, develop higher self-esteem, and gain a greater depth of understanding along with greater long-term retention of knowledge. All of these typically improve academic performance (Johnson & Johnson, 1991).

This teaching approach’s rationale is that interaction and cooperation among students cause an increase in language acquisition. This Cooperative Language Learning approach has five basic factors: Each student is responsible for their own work as well as the group’s work; Activities are structured around teamwork and cooperation; Students use their native language and casual conversation to foster improved cooperation; Usually, students must solve exercises that address different language skills; Students reflect on the success they have achieved as a team, and focus on how well things are going with the group. This method is common in U.S. classrooms and highly desired workplaces such as Google, Microsoft, Facebook, as well as other corporate giants who use teamwork and task-oriented methods to complete projects. Students, who learn the cooperative learning technique, will find it easy to communicate globally. This fact can be an intrinsically motivating factor for mature students who are looking towards their professional career (Nunan, 1992).

Another method for motivating students is the Content Based Instruction method. Its philosophy is to empower students to become independent and life-long learners. This holistic and global approach to foreign language education can relieve boredom and tedium often associated with “bottom-up” approaches to linguistically driven curricula. The goal is to prepare students for life and to teach tolerance and respect for other cultures (Stoller, 2004).

In addition, content- based instruction is a matching work between language and content taught inside the classroom. The method is developing towards the right subject, regarding English as a second language priority. For example, social studies, science, history, and other subjects which are taught in school; consequently, the students gain a wider range of language and content (Lyster, 2007).

However, there has been criticism to the Content Based Instruction saying that many teachers do not fully exploit its content and language learning benefits; and, there are few studies on this type of instruction that provide a theoretical foundation to support its claimed benefits. (Lakovos, 2011).

Thus, Richards and Rodgers (2001) demonstrated in this approach that students are successful in second language learning, students increase motivation by the content rather than the language itself. In fact, those students learn different subject in English, it helps to increase the content knowledge of other subjects’ matters.

Next, the Task Based Language Learning method bases the use of a task as part of the core unit of a teachers’ planning and teaching approach. Tasks or activities are performed in English. Students may solve a puzzle, read a map, give directions, make a phone call, write a letter or email, read a set of instructions, or perhaps, assemble a toy.

The activity itself is the primary focus. Tasks usually resemble real life situations and language use. The outcome measures success (Nunan, 1991).

For example, if (in English) a buyer sent an email to a vendor requesting a quote on a certain product, success is a positive response from the recipient giving the requested information. This is a common real-life occurrence in business and is an important task that English speakers must master, if they are to work for an Ecuadorian corporation that requires English competency, which is the main goal of the Ecuadorian government, (CRADLE, 2001).

Another method used in English teaching is the grammar-translation, also known as the classical method. As the name shows, it emphasizes grammatical aspects of language and the assurance of comprehension by translation (Zainuddin et al, 2011). Although, this method was introduced in Germany in the 1780's, Harmer (2007) believes that it is still relevant today. It introduced the idea of presenting students with short grammar rules and word lists. They would then translate these when doing exercises related to the material presented. Still, Harmer (2007) has criticized this method saying that it concentrates too much on grammar and that translation stops the kind of natural language needed for good communication. He argues that if students are always translating, they are not using the L2 for communication. In fact, over time, the method has spread over the world with some changes in its application and practice. (Lighbrown & Spada, 2006).

Last, is the Total Physical Response method, developed by Asher (2003), teachers give students oral instructions in English and the students have to follow the instructions or orders. For instance, the teacher might command a student to, "Walk to

the door!”, and the student must perform the order without speaking. The student thereby demonstrates understanding of the language. Raising competence in a student is a reinforcing motivation to learn, and according to Asher’s research, students can obtain quite advanced levels of L2 comprehension without speaking by using this method. The rationale of this approach is to get students to notice language forms in the input. This technique is especially effective for beginners and gets them off to a good start.

It is commonly used with beginners or children who have little knowledge of English. Sometimes it is used to introduce new vocabulary or new procedures at almost any stage of learning (Herrell & Jordan, 2012).

Roles of a Teacher

For teachers who are finally able to get around to teaching L2, Harmer (2007), has described the various roles of a teacher or professor of language(s) a little differently. He believes that the first role of an English teacher starts with teachers becoming aware of their own professionalism. After that, teachers must employ various teaching techniques as previously discussed. For example, the teacher must establish rapport with students by recognizing them. Teachers should have a number of developmental strategies to help them remember student’s names. Teachers must respect their students. This, in turn, promotes respect among classmates. Another mark of a teacher’s professionalism is their ability to treat students equally. Lack of respect for the student would be a hindrance to learning English, as would be a teacher’s lack of imagination. As well, teachers act as controllers of classroom behavior and enforce rules and regulations. The teacher must assess students’ work and give constructive criticism. Failure to do so would be a hindrance to learning English.

The role of organizer is perhaps the most important and difficult role teachers have to play. They must prompt students to respond and encourage each student to participate. Teachers must be a resource – a fountain of information on many subjects, and they must call upon outside resources to stay well informed (Harmer, 1991).

The following teachers' roles presented by Richard and Renandya (2002), describes various roles such as: the situation, teacher's responses, the role of controller and facilitator, the teacher as assessor, the teacher as organizer, the teacher as prompter. Teachers acting in the role of situation is primary the relationship with colleagues, they have to handle the class despite the noise that comes from the next room that annoys their class. Another role the teacher's responses the teachers must be qualified to answer every single doubt from their students in other words they have to respond students' questions to clarify their ideas straightforward the topic. The role of controller and facilitator is the first role they have to supervise the whole class maintaining discipline, the other role called facilitator; every student has to succeed by their own and no depend on teachers. Regarding the role of teacher as assessor, teachers' duty is to assess their students and find out how they are improving because students expect it naturally. The next role, teachers as organizer this role is very important the succeed in every activity; pupils have to know carefully what to perform. Teachers as prompter, quite amount of students do not like to participate or they are often shy it is important this role because the teachers have to guide them as a prompter.

As part of the literature review for this current research, it was necessary to include five previous studies in order to support the topic of this research on the motivational factors that affect English language learning in Ecuador. These ideas and

experiences gathered by other researchers contributed to this research project and helped us to accomplish it.

The first study was conducted by Kitjaroonchai (2013), who aimed to investigate “Motivation towards the English language learning of students in secondary and high school in education service”, the type of motivation integrative and instrumental. The methods used for this research were a motivational questionnaire and an open-ended question. Questionnaires with 20 five-point Likert (1932), scale items were used as a prior element, and were divided in three parts: the students’ general information, the motivational items and an open-ended question. The motivational questionnaire was based on the questionnaire developed by Gardner’s (1985), Attitude Motivation Test Battery (AMTB) with the integrative and instrumental orientation scales. On the other side, the open-ended question focused in obtains information about language learning difficulties and the barriers or difficulties that students experience while learning English. And significant differences between the learning motivation of students with high academic achievement and that of other learners.” He found that high academic achievers (those with high grade point average) have higher motivation to learn English than other learners do. Although, they were motivated, their mother tongue hinder the learning process making writing the most difficult skill. Consequently, the investigator concludes that students felt motivated to learn a second language because they consider a good way for future purpose.

The second study concerning motivation and attitude was conducted by Al-Tamini and Shuib (2009), in Malaysia. They wanted to identify which the following types of motivation (instrumental, integrative, and personal) could be a priority source of

petroleum engineering students' motivation towards learning English and identify the type of attitude that the petroleum engineering students have toward learning English. The methodology applied for this study was two research instruments, a questionnaire and interviews. This type of investigation used two different research methods to investigate the same affair is necessary to use the triangulation mixed method design by (Creswell, 2002).

The questionnaire was the primary method used by the investigators; it consisted in three sections. Section A collected data about students' previous background, section B identified students' motivation to learn English, and their desire for learning the language, and section C, collected information about students' attitudes toward the English language. It is necessary to mention that the researcher translated the questionnaire into Arabic their mother tongue, before giving it to the students. Another method used in this research was the interview. The interviews were used in order to supplement and cross validate the information collected in the questionnaires. The questions were about students' reasons for learning English, their interest in attending more language courses and their attitudes towards the English as a language, and as a whole world culture. The researcher used two types of methods to collect the data, the quantitative and the qualitative. The quantitative method was used to analyze the answer of the questionnaires, using the Statistical Package for Social Sciences (SPSS), and percentages, and in the qualitative method, the researcher used the content analysis method and divided it in two sections; students' motivation to learn English and their attitudes toward English language; after this research was done, the researcher concluded that between the three motivations mentioned above, the one that received the

highest mean score and really motivates students to learn English, is the instrumental motivation. According to this research, the reasons why students chose this type of motivation had to do with the utilitarian and academic reasons, such as, being able to carry their tasks more efficiently, complete their university requirement and further their education. The study also demonstrated that next to the instrumental motives, personal reasons came as the second source of motivation, and integrative motivation had the least impact on students' English language learning. In personal motivation, students said another reason why they want to learn English is because they want to increase their personal development and enhance their status among their friends. But, besides the fact they were interested in learn English, they were not so interested in learn a new culture or being part of it. Additionally, the researchers stated that students in this research had great desires towards speaking English well, like native English speakers. After observing them, investigators realized that students had positive attitudes toward learning English, and were motivated to learn it because they knew that English plays a crucial role in their lives, their career and their future success. They hoped that the results of the study could help inform policy makers at the Ministry of Education in Yemen to revise the current policy in primary and secondary schools towards more of an English-oriented system, more classrooms and textbooks.

Choosri and Intharaksa (2011), in the Saraburi Province of Thailand developed the third study. Their research focused on determining motivational levels of students with high achievement compared to those of low L2 achievement to investigate the relationship between motivation and students' achievement. To investigate the differences and similarities in motivation of students with high and low achievement.

The methods used to analyze the results were the quantitative and qualitative the data collected were presented in a questionnaire and an in-depth interview. The data from the returned questionnaire was statistically analyzed by using the SPSS program for percentage, frequency, mean, standard deviation, t-Test and correlation coefficient. The questionnaires returned from the participants were considered to describe the quantitative and the second part of the research the in-depth interview was utilized to collect qualitative data from the students' perspectives. The questionnaires were translate into language one (Thai) in order to make clear every item being ask from the instrument.

To conclude, they questioned whether any significant differences in motivations existed between these two groups. They found that students there had high levels of motivation to learn L2, although the extrinsic motivation slightly was higher than intrinsic motivation. The study also showed a significantly higher level of motivation in higher achievers.

Wei and Elias (2011), in Malaysia, conducted the fourth study reviewed here for theoretical support. They studied the relationship between student's perceptions of the classroom environment and motivation in learning English. This study adopted the descriptive survey approach. The specific survey method used in this study is the questionnaire survey. Two instruments were used in this study: the Actual Classroom Environment Scale (ACES) developed by Moos and Trickett (1974), and the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich (1986). Their findings indicated that a majority of students perceived their classroom as having an important role in learning L2, and that they were extrinsically motivated. Their findings

also revealed that students' affiliation and task orientation in classrooms were positive and significantly correlated with their motivation, whereas students' lack of involvement in class was negatively correlated with their motivation.

However, the researchers' findings in their study did not support the findings of earlier research by Chua (2004), who found that there was a significant relationship between students' perceptions of classroom environment (involvement, affiliation, teacher support, task orientation, order and organization, and rule clarity) and their motivation in learning English language. Wei and Elias concluded that the fact that their study did not support earlier research might be due to differences in cultural settings and educational systems.

Jefiza (2012), conducted the fifth study that was analyzed here. The purpose of that study was to inquire into student's attitudes (negative and positive) and to determine student's intrinsic and extrinsic motivation to learn English. The methodology used for this study was quantitative and qualitative methods. The data collected were questionnaire and interview. The questionnaire was focused in the one designed by (Garners, 2011), Attitude and Motivation Test Battery (AMTB) after filling the questionnaire the students were interviewed. The interview played the role in this study to cross-check the data and to make sure that the data from the observations and questionnaire were really valid. The main findings of this study were as follow: There were only a small number of participants in this research in Bandung, Indonesia. They found that intrinsic motivations, such as traveling, using the computer and listening to music motivated the participating students of the study to learn English. The study examined students motivations and attitudes concerning learning English. It found that

extrinsically motivated students learned English to please their parents, because of the demand from their University, or in order to get a good job “with a big company.” The study’s findings showed that extrinsic motivation was the primary resource of motivation for the students in this study in Bandung, Indonesia. They found that the student’s level of motivation to learn English was high in both public and private schools but students of private schools had higher intrinsic motivation than those attending public schools.

The information in these five studies helped us to conduct our research in the best possible way. Motivation is an internal state that arouses, directs and maintains behavior. Extrinsic and intrinsic motivation is key factors in determining a student’s success for learning English.

Since it is a high priority of the Ecuadorian Minister of Education and Ecuadorian teachers to encourage success in learning English, we undertook to determine what factors best-motivated participants to learn English. We examined and analyzed how teachers motivate their students using the following methodologies to answer these questions presented previously.

METHOD

Setting and Participants

The current research was conducted in the city of Yantzaza, Province of Zamora in Ecuador. A sample of 5 teachers and 100 students from a high school were randomly selected in order to gather data. The teachers' ages at the school ranged from 35 to 50 years old, while the students' ages ranged from 12 to 17 years old.

The city of Yantzaza has a population of approximately 18,500 people, and the surrounding area is comprised of small villages and rural areas. Gold mining is the chief business of the area. Many foreign companies who employ local residents communicate in English as the *lingua franca*.

Procedures

In order to carry on this study, accurate bibliographic information was collected regarding motivation, intrinsic and extrinsic motivation, activities or strategies that motivate students to learn English, teaching approaches and methods, and the roles of the teacher. Besides, previous studies regarding motivation which had been done throughout the world were research and included.

Once the information had been gathered from the questionnaires and observation sheets, we tabulated it, and created field notes for analysis purpose. One hundred students were given questionnaires with eight questions aimed at establishing the types of motivation, class activities, teachers' attitudes, and one question with 7 subparts regarding what aspects hinder English learning inside the classroom. For the participating teachers, an observation sheet was designed containing seven questions

with similar request to the ones in the students' questionnaire. An explanation was given to the students on how to fill-out the questionnaire and how important the research is to help improve English learning.

Once the empirical data was tabulated from the one hundred students' questionnaires, and teacher's observation sheets, it was organized according to the participants' responses. The data was analyzed using the quantitative method, in order to explain the motivation factors affecting students learning the English language; the qualitative method was used to scrutinize the aspects, the attitudes, the roles of the teacher activities or strategies that motivate students to learn English inside the classroom.

Subsequently, the information from the surveys was tabulated, analyzed and graphed. To develop the analysis, of the information gathered, important aspects were considered: statistical results, theoretical support, and academic contribution based on the previews aspects, and in the observation data.

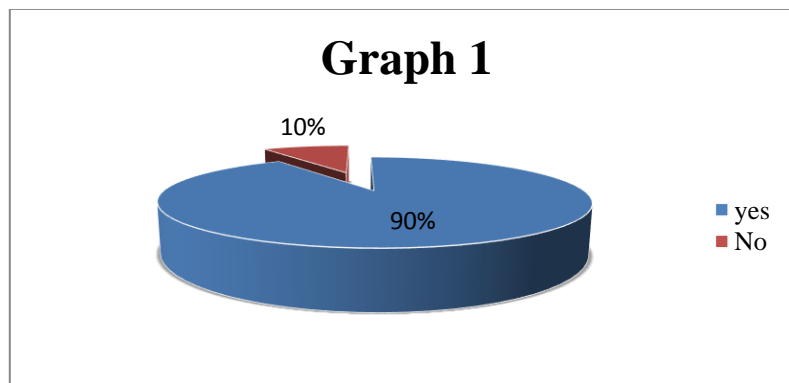
DISCUSSION

Description, analysis and interpretation of results

This section consists of the analysis and interpretations of the findings of our study. The results are based on the statistical analysis of data collected through the questionnaires submitted to 5 English teachers and 100 students, in Zamora Province in Ecuador, and the information gathered from personal observations made during this research.

What do you think motivated students to learn English?

Do you like learning English?



Graph 1

Authors: Humberto Cañar and Irma Jumbo

Source: Students' Questionnaire

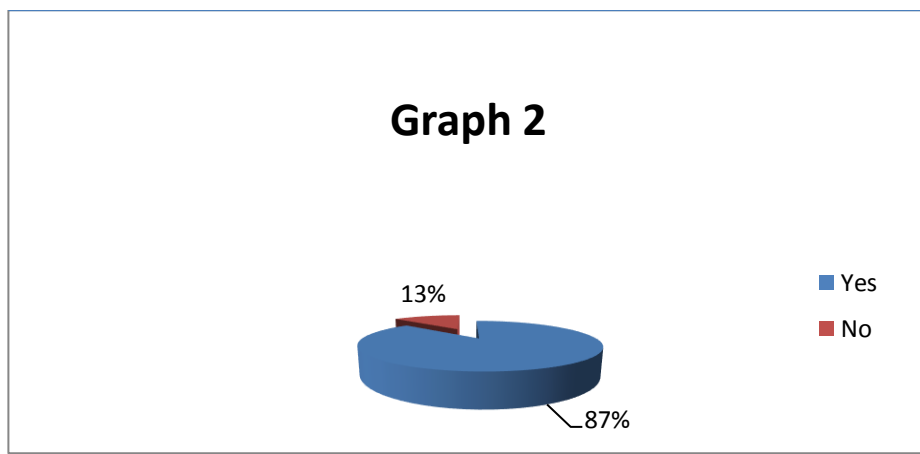
Graph 1 shows that 90% of the students (90 students) surveyed stated that they like learning English, and only 10 % (10 students) said that they do not like to learn English. The questionnaires asked the students why they like to learn English. A large number of students responded that they were motivated to learn English because it

would give them the opportunity to travel, allow them to be able to communicate and to succeed in professional field. On the other hand, a few students said that they do not like English because they did not see any future need for English.

Harmer (2007) said “While it may be relatively easy to be extrinsically motivated (that is to have a desire to do something based on reward or punishment), sustaining that motivation can be more problematic. Students may become bored or may find the subject more difficult than they had anticipated.”

Students reported that they were both extrinsically and intrinsically motivated to learn English because they felt it would help them communicate better when working or traveling. According to the results obtained and the authors’ opinion, a positive correlation between a student’s perception and being motivated, both intrinsically and extrinsically was found.

Are you motivated to learn English in class?



Graph 2

Authors: Humberto Cañar and Irma Jumbo

Source: Students’ Questionnaire

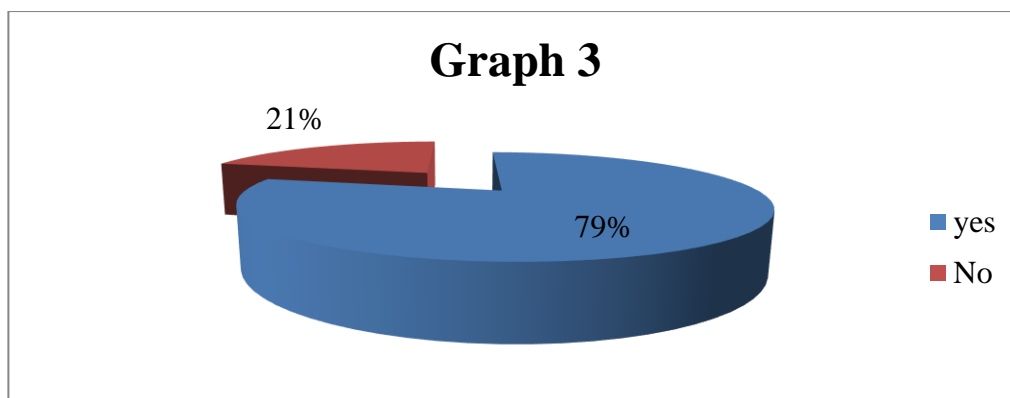
Graph 2 shows that 87% of the students (87 students) reported that they are motivated to learn English, while only 13% of the students, (13 students) said they were not motivated to learn English in class.

The majority of students responded that they were motivated to learn the subject because of the teacher's knowledge, the activities used, and also their desire to increase their vocabulary. Meanwhile, a small number of learners stated that they were not motivated because the topics were boring and difficult. They thought other subjects are more important than English.

According to Hammer (2007), there are many ways for teachers to motivate learners... but the most important motivator is turning students into active agents of their own learning. According to Stoller (2004), teaching organized around an interesting and relevant content or information (topic) motivates the students. If they are motivated, they will have an effective learning experience (Nunan, 1991).

The participating students reported that they were motivated primarily by extrinsic rewards generated by the teacher. The students thought that the environment created by teachers using extrinsic reward systems had a positive effect on their motivation to learn English.

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



Graph 3

Authors: Humberto Cañar and Irma Jumbo

Source: Students' Questionnaire

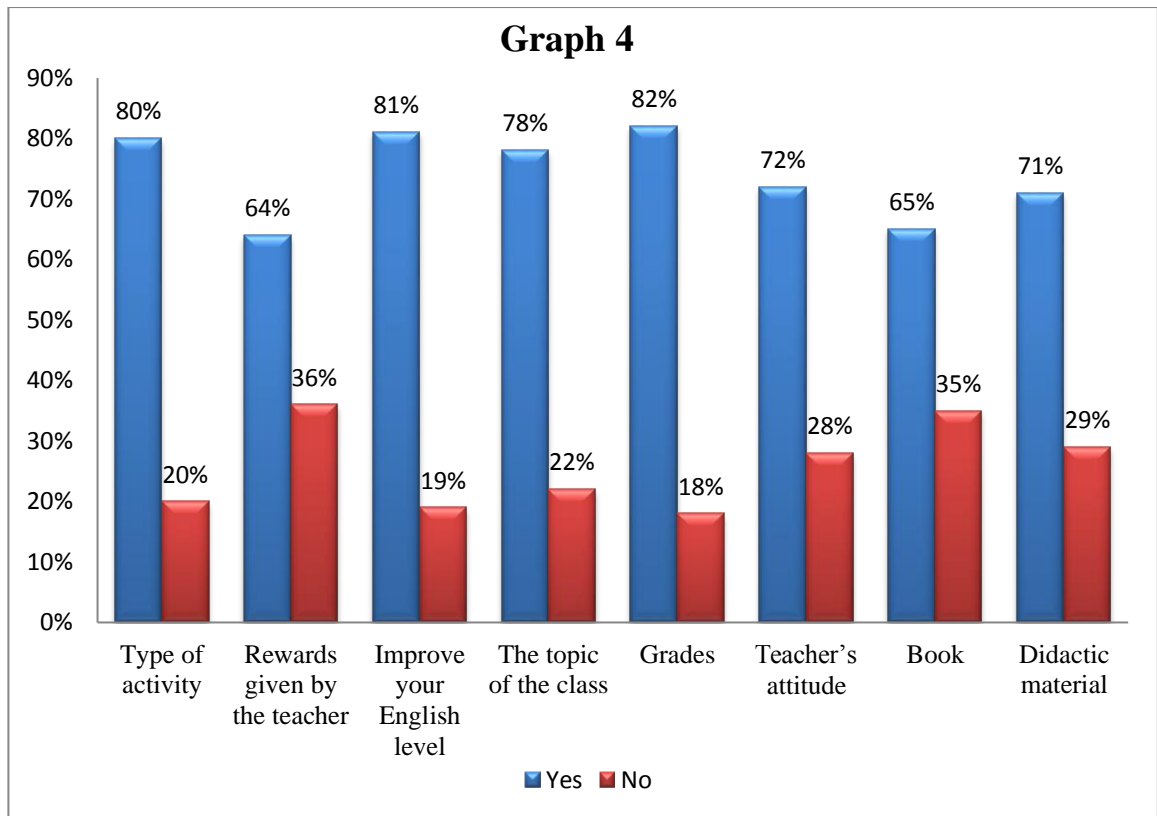
As Graph 3 shows, 79% percent of the students (79 students) answered that they like their teacher's way of teaching English. Thus, 21% of the students, (21 students) felt otherwise.

Many students believe that their teachers use innovative teaching methods and keeps the class interested in learning because the teacher's good use of methodology helps them learn new vocabulary. While other students think differently. They think that regardless of the methodology used by the teacher, English is difficult to understand.

According to Nunan (1991), students benefited most from lessons if the teacher presented the topics in a way that was interesting and relevant to them. If students fail to understand the lesson, teachers must use strategies such as routines, body language and mimes to help students understand, while simultaneously reducing the anxiety of learning a second language, (Herrell & Jordan, 2012).

According to the qualitative analysis, students who completed the paper and pencil survey provided information that was completely different from the statistical analysis when we asked the same question in the oral interview. It was noticed that nearly a quarter of all the students interviewed disliked their teacher's approach. This is a significant number. Students stated in their interview that teacher's need to be better prepared, make classes more interesting (engage the student's personal interests) and help these students understand the importance of learning English.

Do the following aspects motivate you to learn English?



Graph 4

Authors: Humberto Cañar and Irma Jumbo

Source: Students' Questionnaire

In graph 4, eighty percent (80%) of the students, (80 students) said they like to be motivated by the type of activity; twenty percent (20%) of the students (20 students) said that the type of activity does not help. Sixty four percent (64%) of students, (64 students) expressed that; they were motivated to learn English with stimulus given by the teacher; while, (36%) of students, (36students) report that they do not have any kind stimulation. Eighty-one percent (81%) of the students, (81 students) answered they are motivated to improve their level of English, while 19% of students, (19 students)

responded that they were not motivated to improve their English level. Seventy eight percent (78%) of students, (78 students) were motivated with the topic of the class; although, twenty two (22%) of students, (22 students) were not satisfy with the topic of the class. 82% of students, (82 students) expressed that they were motivated by their grades; meanwhile, the 18% of students, (18 students) were not motivated to learn English by their grades. Seventy two percent (72%) of students, (72 students) they said, that they felt motivated by the teachers´ attitude, but (28%) of students, (28 students) mention an opposite statement. Sixty five percent of students, (65%) of students, (65 students) referred, that the book was a good tool to be motivated to learn English; on the contrary, (35%) of students, (35 students) commented a different opinion. The last aspect, the didactic material (71%) of students, (71 students) affirmed that, materials are very important to be motivated in class; however, (29%) of students, (29 students) do not agree that materials are a good way to be motivated to learn a second language.

A large majority of the pupils like to improve their English level. They believe that they need English for their future studies. On the contrary a small amount of students did not share this perspective and stated that improving their English level would take long time and more hours of English classes during the week than they are presently taking.

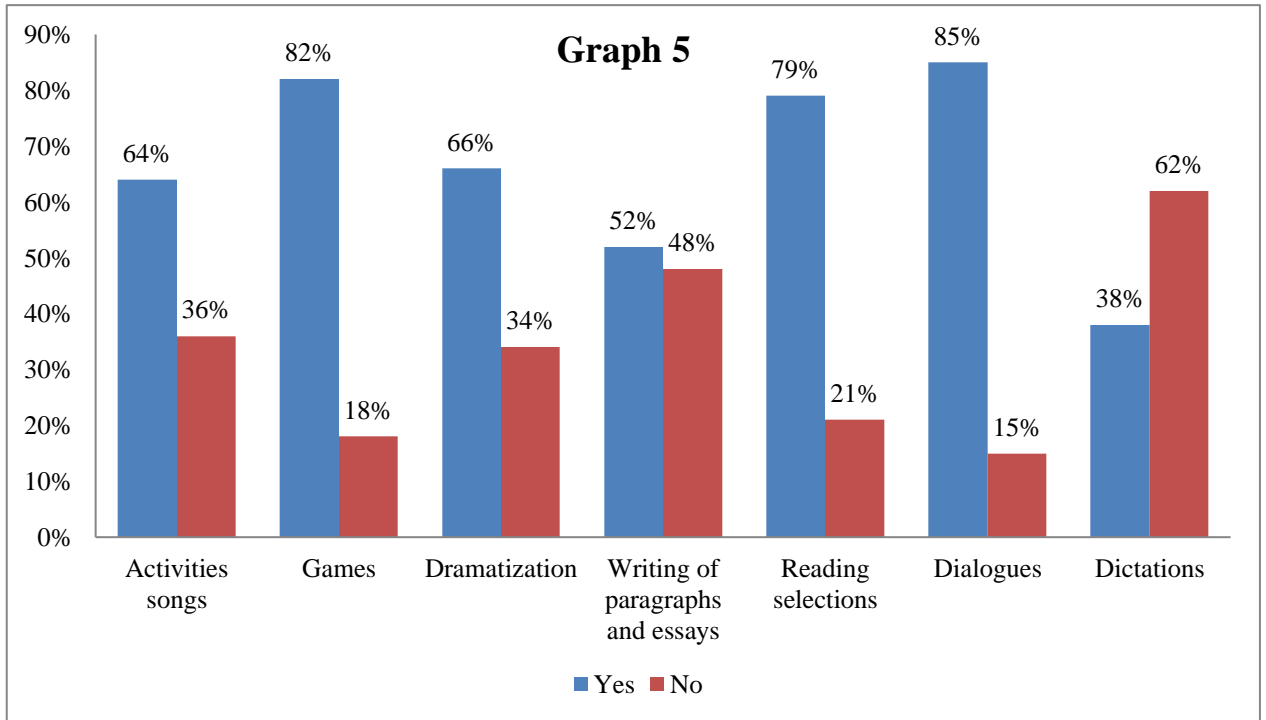
Another question that reached a high percentage was the type of activity. A lot of students claimed to be motivated learning a L2 mainly because their teachers made the classes interesting. For the same question, the remaining students were not motivated by the type of activity due to the fact they were bored because the teacher repeated the same activities every day. And also another aspect that motivated students inside the

classroom and have a considerable positive number were grades; because grades are important to measure how the learning is improving.

Students have different desires, goals, necessities, and no single aspect of motivation works for everyone, (Mattos, 1983). Therefore, teachers should consider the above referenced aspects when they do their lesson plans. For example, teachers must check the structure of the course, the nature of the assignments, informal interactions and especially their own behavior and teaching style in order to influence the students' motivation, (Herrell & Jordan, 2012).

Regarding to the analysis above, it can be seen that most students surveyed considered grades an important motivating factor, other students stated that a good way to be motivated learning a foreign language is by improving their English level. They also point that types of activities were important to learn English; thus, the aspects mentioned above were directly relate to students' interests. Therefore, positive attitude improves motivation and helps students persist in learning.

Do the following activities motivate you to learn English?



Graph 5

Authors: Humberto Cañar and Irma Jumbo

Source: Students' Questionnaire

Graph 5, describes that (64%) of students, (64students) were motivated by activities songs; However, (36%) of students (36 students) stated that activities songs do not motivated them. The second activity called games, the learners responded, (82%) of students (82 students) maintained that the best form of motivation is games, while only 18% of the students (18 students) said they were not motivated by games. Sixty six percent (66%) of students (66 students) explained that dramatization motivated them learning a foreign language; (34%) of students (34 students) do not motivated

dramatization. Fifty two percent (52%) of students (52 students) referred that writing paragraphs and essays help them to learn English; in the meantime (48%) of students (48students) do not share this opinion. Related to reading selection the students marked a positive score (79%) of students (79 students); on the other hand, (21%) of students (21 students) marked a negative opinion about this activity. Concerning dialogue activity, (85%) of the students (85 students) answered that dialogues motivate them; while (15%) of the students (15 students) said they did not. Finally, only (38%) of students (38 students) motivated with dictation; on the contrary, (62%) of students (62 students) do not feel motivated to learn English.

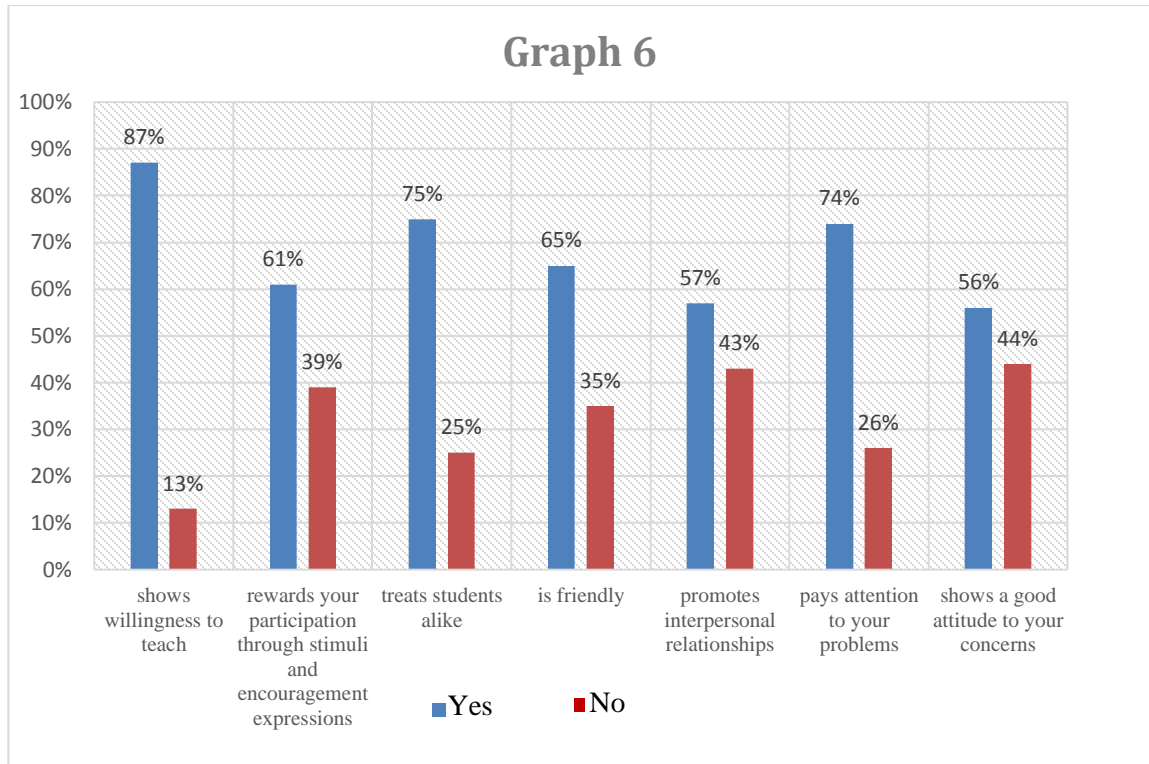
A large majority of the learners considered dialogues the best way to be motivated and to learn English because practice gives them the opportunity to interact using the language among teachers and students inside the classroom; only a small amount of the students thought that dialogue was not an acceptable learning motivation activity because they thought that it is difficult to have a dialogue with other students where the different levels of English exists between the students.

Another activity that had a high positive response by the majority of students was games. They said that games help them clear their minds and restart learning. A minority of students thought that games were not a good activity for them (teenagers), but was a good activity for little kids. Nonetheless, writing paragraphs and essays had a close number of scoring, some students thought that these activities were favorable to acquire motivations in the learning process, even though the rest of students found that these activities are very difficult and do not allowed them to learn English and acquire writing skills. In the end dictation had the lowest percentage most of them said that

dictation do not motivated them, because of many factors such as: level of understanding, the way how the teachers make pronunciation, and students' writing skills. Dialogues give students an active role, especially with topics of their interest. They are useful because students are able to help each other with difficulties and they can learn from each other (Norman, 1986). Games let students explore new things in a dynamic, interactive and fun way as well as facilitating greater creativity while boosting student morale (Azriel, Erthal & Starr2005).

After gathering the data from the questionnaires and observation sheets, it was analyzed and it was found that the answers that earned the highest scores from students 'point of view were dialogues and games; they were the most helpful tools for motivating learning; therefore, the students considered that the dialogues are activities that give them the opportunity to improve the learning by speaking and listening among the members of the class they may even, include the teacher. Secondly, regarding games they are easy to be performing in the classroom because games help teachers to change the routine; in fact, it was observed that every lesson plan has its game section. Certainly, games allowed students to overcome shyness.

What is your teacher's attitude in class?



Graph 6

Authors: Humberto Cañar and Irma Jumbo

Source: Students' Questionnaire

Graph 6 shows that the 87% of the students (87students) surveyed opined that their teachers show willingness to teach them, while only 13% of the students (13 students) disagreed. Second attitude is rewards your participation through stimuli and encouragement expression (61%) of students (61 students) answered in a positive way about this teachers' attitude; thus, (39%) of students (39 students) had another view. Regarding equal treatment of students by the teachers, (75%) of students (75 students) said that the teacher treats them alike while (25 %) of the students (25 students)

answered that the teacher treat the same as the others students. Sixty five (65%) of students (65 students) demonstrated that the teacher is friendly; while (35%) of students (35 students) claimed that the teacher is not quite friendly with everybody. Another attitude is promotes interpersonal relationships it, score (57%) of students (57 students) affirmed that this attitude motivated to them; on the contrary, (43%) of students (43 students) do not agree. Talking about pays attention to your problems students stated (74%) of students (74students) were agree that the teacher pays attention to their problems; in contrast to the same attitude (26%) of students (26 students) had another answer. Lastly (56%) of students (56 students) indicated that the teacher show a good attitude to your concerns; in the meantime (44%) of students (44 students) had a negative opinion about this attitude.

The vast majority of students responded that their teachers are always willing to teach the subject, that the teacher shows a positive attitude, is friendly, and had their lesson plan prepared and taught interesting activities. A small minority of students said that their teachers' classes were full of boring activities.

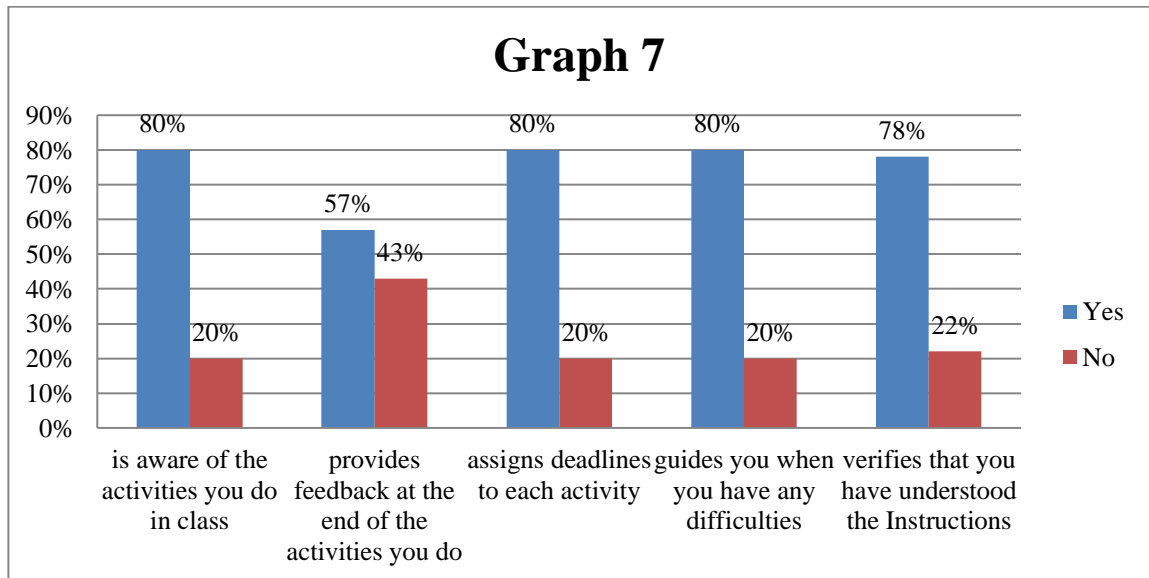
Another attitude that scored high by the students was that the teacher "treated students alike." More than half of students responded positively about "teachers' attitudes" inside the classroom where teachers treated everyone the same and everyone was able to learn. Students preferred teachers who allowed any student to be the leader in group work, no matter how difficult the task was. The teacher demonstrated no favoritism of one student over another. Few students did not agree with this statement.

Teachers who demonstrate a willingness to teach showed a positive attitude in many ways. For example, by establishing rapport with their students and listening to

them. Most teachers have some students that they like better than others. It is human nature that teachers tend to react well to those who take part, are cheerful and cooperative, take responsibility for their own learning, and do what is asked of them without complaint (Harmer, 2007).

From the current analysis, it was found that students' responses were focused on the willingness of the teacher to teach; this aspect had a high positive answer; for this reason, teachers must be ready to teach and respond any doubt that come from the class, this attitude will drive to success inside the classroom. On the other hand, relating to treat students alike when a teacher do not have any predilection for a particular one, the class will become enjoyable the students feel like being at home; hence, if teacher treat every student alike the learning of a second language is going to be successful. According to the experts and what was observed in the classroom, teachers are the main people responsible for students' success and motivation.

What is the role of your teacher in class?



Graph 7

Authors: Humberto Cañar and Irma Jumbo

Source: Students' Questionnaire

Graph 7 shows that 80% of the students (80 students) surveyed were of the opinion that their teachers are aware of their students' activities in class. Twenty percent (20%) of the students (20 students) reported the opposite. Fifty-seven percent (57%) of the students (57 students) thought that their teachers provided feedback at the end of the assigned activities, but 43% of the students (43 students) thought they did not. The next teacher's role is assigns deadlines to each activity they responded (80%) of students (80 students) had said the teacher always gives them enough time for the activities; although, the rest (20%) of students (20 students) had said the opposite about this role. Eighty percent (80%) of students (20students) were glad to respond about the teachers

'role: guides you when you have any difficult; on the other hand (20%) of students (20 students) claimed a different statement. The last teacher's role: verifies that you have understood the instructions (78%) of students (78 students) said that their teacher is aware in making students clear of what to do next, but (22%) of students (22 students) they stated that the teacher does not verifies that they had understood the instructions.

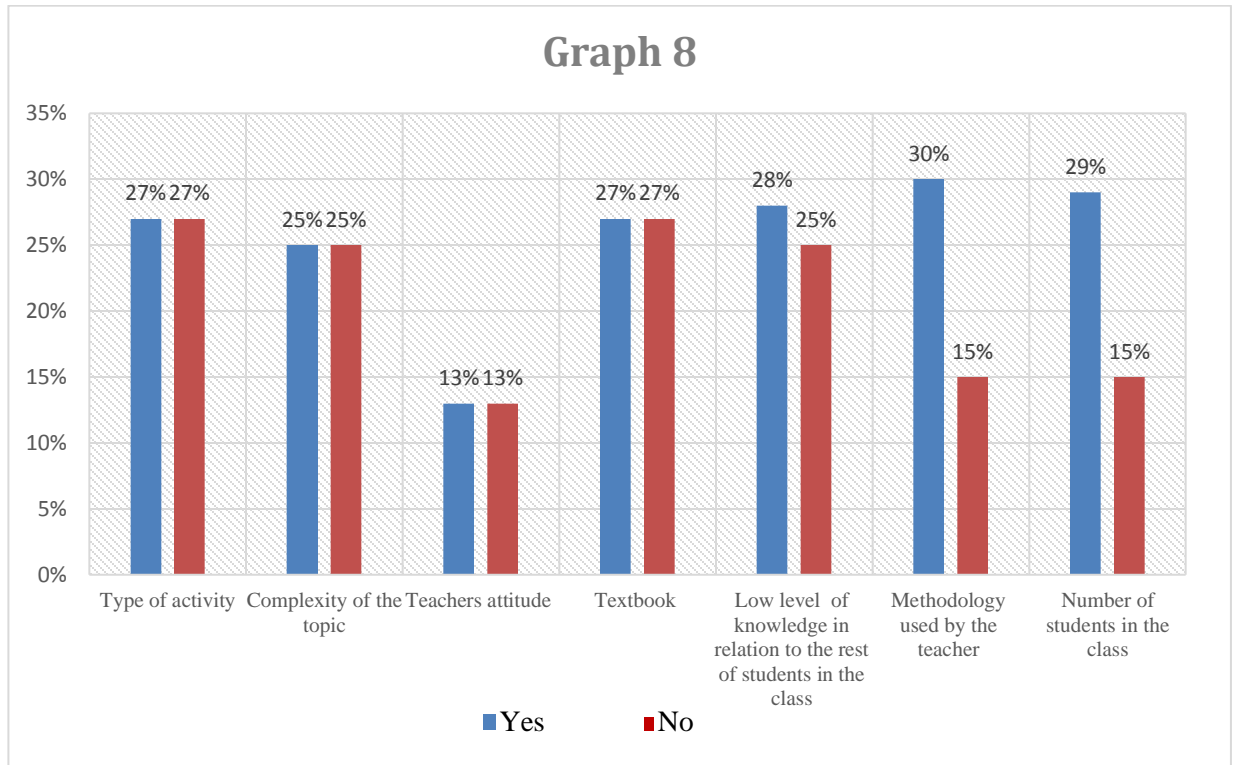
The question above refers to "the role of the teacher." Three questions scored equally high on the questionnaires: the teachers are aware of students' activities in the classroom, the teacher assigns deadlines to each activity, and that the teacher guides the students when they have difficulties. The students reported that they benefit more from teachers who are involved in their class. The findings on feedback at the end of activities had the lowest scores and it was found that was because the teachers lacked sufficient time to give each student proper feedback.

Harmer (2007, p.25), expressed that this role focuses on advising the students on what they should have to do next. During the class, because of the teacher –student relationship, the class had a confident environment that allowed learners to feel sure of the teacher's attitude when having any problem when accomplishing activities.

It was observed that teachers were well prepared to handle classroom activities in a proper manner, the teachers were involved in helping students when have difficulties in class, in addition, when students noticed that their teacher is aware of the activities they felt motivated and the desire to learn more. Another role of the teacher that had a positive score was assign deadline to each activity every class has its lesson plan; teachers had designed their time to allowed students to complete the activities taking into account the students' knowledge. In fact, students feel motivated when they

were ready to carry on with the next activity when they had finished the previous one. Finally, when teachers guide their students when they have any difficulty a large majority considered this role important for their motivation to learn English; for instance, some students got stuck because they did not know the meaning of a word the teacher was willing to help them. That is, teachers' roles are essential to strengthen motivation to learn English either as a second language or as a foreign language. It is relevant for teachers to consider the above role in the teaching-learning process.

What aspects hinder your English learning?



Graph 8

Authors: Humberto Cañar and Irma Jumbo

Source: Students' Questionnaire

Twenty seven percent (27%) of the students (27 students) thought that the type of activity the teacher used hindered their learning; even though twenty seven percent (27%) of students (27 students) did not find the type of activity as an aspect that hinders their learning. Twenty five percent (25%) of the students (25 students) said that complexity of the topic hindered their learning, but in the same number (25%) of students (25 students) have a different view about this aspect. Only (13%) of the

students (13 students) thought that their teachers' attitude hindered their learning; in the same number (13%) of students (13students) had another concept about this aspect. Twenty seven percent (27%) of students (27 students) thought the textbook hindered their learning; on the other hand, (27%) of students (27 students) thought that the textbook did not hindered their learning. Twenty eight percent (28%) of the students (28 students) thought that mixed levels of knowledge among the students hindered their learning, but (25%) of students (25 students) did not consider the mix of English knowledge a hindrance. Thirty percent (30%) of the students (30 students) said that the teachers' methodology hindered their learning; fifteen percent (15%) of students (15 students) were in favor about teachers 'methodology, while twenty nine percent (29%) said class size hindered their learning; meanwhile, (15%) of students (15students) do not care about the class size.

Consequently, it is understood that English is taught as a foreign language in Ecuador; therefore, if you ask students what hinders their learning; they will usually tell you about many factors, such as boring subject matter, complexity of the subject matter, lack of adequate vocabulary and lack of time to practice dialogues in class. In fact, in these aspects most of the students refuse to answer these aspects and left those in blank.

Teachers should use the most updated methods to encourage students by making learning fun and by using visual tools such as: maps, graphs, drawings, photographs, and technological resources such as class websites and videos (Watson, 1997). If the class size is excessive, it is necessary that students work in pairs or small groups, and engage in more structured activities. These activities also give students time for active engagement, provide opportunities for problem solving, create space for powerful peer-

to-peer learning, and application of content (Fink, 2003). For example, books provide a pattern in each reading lesson by telling students what to do before and after each reading selection (Stryker & Leaver 1997).

According to the answers taken from the questionnaires, several aspects hinder students' learning; first, the methodology used by the teacher. Students reported that the methodology was not the proper one for them; they also claimed that their teachers' methodology lack of supporting materials (posters, flash cards and digital items). Second, the number of students in the class; it is a huge problems that the education system faces; In order to learning English the class should be small, when the classes have few students, they learn better. Third, low level of knowledge in relation to the rest of students in the classroom. These problems were found in most of the class; it derived in lack of motivation and learning.

CONCLUSIONS

In the current research, it was possible to conclude that students' motivation depend on many different factors such as: teachers' attitude, teaching methods, relationship among students, traveling purpose, and communication improvement. The above factors are responsible of both intrinsic and extrinsic motivation.

Regarding aspects that demotivate students to learn English it was found that the book is a material that does not motivate them very much due to the fact that it does not have topics of their interest; hence, they get bored of the over use of it, and learning does not take place.

It is concluded, that a good amount of teachers do not show a good attitude to the students concerns. For this reason, they do not ask and do not participate voluntarily; as a consequence, students do not learn appropriately.

It is also concluded that the lack of feedback at the end of lesson or activities does not contribute to motivate students learning; therefore, there is always missing information; that reduces student's confidence, and motivation to learn the English language.

In regard to teachers methodology, it was concluded that, the methodology used by the teachers does not motivate the teaching-learning process since it was not focused on students level and necessities; therefore, the teaching process become poor, and students will not feel motivated to learn the target language.

Regarding factors that hinder learning, it was concluded that mix ability classes hinder the learning and teaching process due to the fact that students who know less feel

afraid to be criticized by who know more; therefore, both groups lack motivation to learn English.

RECOMMENDATIONS

Teachers should not only focus on the book for teaching purposes, they should be more creative about searching for interesting, meaningful and entertaining topics which students enjoy at every class; as a result, having suitable materials, for students' needs, will motivate students to learn the target language.

Teacher should show a positive attitude regarding students' needs about certain topics, which are not clear for them. They, as well, should take into account students' particular strengths and weakness, during the teaching learning process; hence, guide them to participate in the class and overcome shyness.

Feedback should be given not only at the end of every activity, but also at the end of every class. Teachers should provide, their students, with assertive feedback to allow them to take action and correct or improve their English skills.

The methodology used by teachers should be adapted according to students' needs and level of English acquisition. Well applied methodology will increase students' motivation; consequently, applying a suitable methodology the pupil would be enthusiastic about learning a second language.

It is suggested, that classes should be divided into smaller classes in order to create a better environment for students who know better English than those who know less; as a result, this strategy could help the teaching-learning process and avoid hindrances to learn English as a foreign language.

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ANNEXES



**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 ^{va}	9 ^{na}	10 ^{va}
	1	2 ^{na}	3
City:			

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

1. Do you like to learn English?

YES	
NO	Why?

2. Are you motivated to learn English in class?

YES	NO
Why ?	

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

YES	NO
Why ?	

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

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

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

Activities	YES	NO
Activities using songs		
Games		
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 difficulties		
verifies that you have understood the instructions		

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

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

Thank you!



**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:

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 the class

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

5. Teacher's role in the class

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

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

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

Others:

7. The following aspects hinder students to learn English.

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

Others:
