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MENCIÓN INGLÉS**

English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN.

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Magister,

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De mi consideración:

El presente trabajo de fin de titulación: English language students and their motivation to learn the language realizado por Velecela Lescano María José, ha sido orientado y revisado durante su ejecución, por lo tanto se aprueba la presentación del mismo.

Loja, febrero 2017

Mgtr. Lisset Vanessa Toro Gallardo

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“Yo Velecela Lescano María José declaro ser autora 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 Ingles, Lisset Vanessa Toro Gallardo directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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María José Velecela Lescano

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Dedication

To my beloved parents, Elida Montoya and Jorge Lescano,
who support me every single moment of my life

Also, to my dear husband, Leo

the strength and love in my life

and especially to GOD for always being there for me.

-María José-

Acknowledgment

All my thankfulness and gratitude is expressed to my family who were always there supporting, encouraging, and helping me in this process.

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Finally, I am extremely thankful to the authorities, teachers, and participants who provided all the facilities to carry out this study—their cooperation and kindness will allow me to contribute to the improvement of the English language teaching-learning process in every single school of our country.

-María José-

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Abstract

The current study aims to identify factors that motivate students or hinder them from learning the English language in Ecuadorian high schools. For this purpose 100 participants studying in a public school from the province of Pastaza, Ecuador, collaborated by answering an eight-item questionnaire. The survey attempted to determine the best possible methods of motivating student who are learning English, as well as to identify factors which hinder student. Additionally, an observation sheet was filled out during five English language lessons. Each observation played a key role in confirming the students' answers towards their motivation to learn the foreign language. All the data was calculated in order to present a quantitative view of the students' perception in their relation to their motivation to learn English. The results were analyzed, described and interpreted with a theoretical support of the study. In conclusion, the findings showed that the students' have a low proficiency in the target language and this is the cause of their lack of motivation to learn the English language.

Key Words: motivation, English language learning, students, public high schools.

Resumen

El presente estudio tiene como objetivo identificar los factores que motivan o limitan a los estudiantes en el aprendizaje del idioma Inglés en los colegios del Ecuador. Para este propósito 100 participantes que estudian en un colegio público en la provincia de Pastaza colaboraron respondiendo un cuestionario de ocho preguntas direccionadas a determinar cuáles factores motivan y limitan a los estudiantes para el aprendizaje del idioma Inglés. Adicionalmente, una hoja de observación fue llenada durante cinco clases de inglés para corroborar las respuestas de los estudiantes acerca de su motivación al aprender la lengua extranjera. Todos los datos se tabularon con el fin de presentar una visión cuantitativa de la percepción de los estudiantes en relación a su motivación para aprender inglés dentro de las aulas. Los resultados también fueron analizados, descritos e interpretados con el respectivo apoyo teórico del estudio. En conclusión, los resultados mostraron que el bajo dominio de los estudiantes de la lengua extranjera era el motivo principal en su falta de motivación para aprender el lenguaje Inglés.

Palabras Claves: motivación, aprendizaje del idioma Inglés, estudiantes, colegios públicos.

Introduction

Motivation, as many language researches have pointed out, is an important factor to consider in the acquisition of a second language. It has been proven that motivation plays a very important role when learning a new language (Karaoglu, 2008). Because of this, the widely-held perception that there is a lack of motivation in students in Ecuadorian high schools to learn the English language could be the reason why English teachers have so much difficulty reaching their teaching goals.

“Motivation” refers to both intrinsic and extrinsic motivation. Intrinsic motivation are the internal factors that are affected by what goes in the classroom; on the other hand, extrinsic motivation are those factors that students bring from the outside world into the classroom (Harmer, 2007). Therefore, teachers can easily influence intrinsic motivation of their students depending on how they teach their classes.

In Ecuador, high school students have been taught English as a Foreign Language for many years. However, there has never been a reported study to show if Ecuadorian students are really motivated in learning the language. The purpose of this study is to learn about students’ perceptions in relation to their motivation to learn English inside the classroom by answering the following questions:

- What is believed to motivate students to learn English?
- What is believed to hinder students from learning English?

Finding the answers to the questions proposed above will allow teachers and educational authorities understand the importance of keeping students motivated in the English teaching – learning process. Furthermore, this information may encourage teachers to consider the different aspects which may motivate students to learn the English language. In this manner, teachers will be able to improve both their lesson planning and teaching skills.

Many studies have been conducted throughout the world in order to determine the students' motivation to learn a new language. Take for instance, the study done by Al-Khasawneh and Al-Omari (2015) which explored the motivational orientations towards learning English of a particular group of students. They wanted to know through a descriptive study what motivational orientations gifted learners at Jordanian high schools possessed. The findings reveal that students from this group who were highly motivated to learn English language had many practical reasons to be encouraged. For example, most students wanted to get a better job or a higher academic achievement.

However, there were female participants who showed a notable preference toward English language learning because of social reasons like increasing their chances of getting hired or married.

As a result, they found that gifted students in Jordanian schools were highly motivated towards learning the foreign language because of its importance in society, as was shown by the high level of integrative and instrumental motivations reported by the participants.

In another part of the world, Al-Tamimiw and Shuib (2009) studied motivation and attitude towards learning the English language in undergraduate students at Hadhramout University of Science and Technology in Yemen. In this study, the authors aimed to determine the main source of motivation and the type of attitude that the students of petroleum engineering have towards learning English. After the collection of data from the participants, the results demonstrated that instrumental motivation, which is driven by practical reasons, was the principal source of motivation for these learners.

Simultaneously, the findings also revealed that students' attitude towards English was favorable. It was shown that the participants were in favor of the use of English in the Yemeni social and educational context, as well as the culture of the English speaking world, as demonstrated by the prevalence of English-language films.

Yet another study of motivation and attitude towards learning English was carried out by Tahaine (2013). The author investigated a group of 785 female undergraduates majoring in English language and literature at Princess Allia University College (PAUC) and Al-Balqa' Applied University (AAU), Amman Jordan.

The study was aimed at examining the motivation and attitude of the participants towards the English language in a foreign language context. He found that most of the undergraduate students are interested in learning the target language for reasons such as the importance of the English language nowadays, the opportunities to get a better job and, the support provided by their family members and school teachers. In consequence, the majority of participants have a positive attitude to the English language, people and culture.

These studies highlight the importance of having motivated students learning the foreign language. Furthermore, the results show that the students' eagerness to learn a new language can be highly affected by the type or level of motivation that they acquire. Gifted students have been shown to have a higher rate of motivation to learn the English language and almost all of the studies showed that students believe learning the English language can support growth in their careers and social positions.

Hence, it is important to notice that both teachers and students in Ecuadorian high schools may benefit from the presented information as well as in the final results obtained.

Even though this study had a few challenges, the results were not affected. First, the questionnaire had to be explained several times to students because they could not comprehend some academic terms such as "methodology" or "feedback". The students also asked many questions to clarify what the questionnaire was asking them in terms of the attitude and role of their teacher.

Chapter I: Literature Review

Language researchers, originating in the field of second language acquisition, have, at times, established common factors that may influence a person's motivation to learn a foreign language. Many well-known authors have researched: learners' motivation; teaching approaches and methods; the roles of a teacher; and activities or strategies that motivate students to learn English, and the results of their findings are presented in the current Literature Review.

Motivation

Motivation is defined by Harmer (2001) as the students' emotional state in the classroom which can be easily altered by the environment surrounding them. This idea was shared by Brown (2007) who added that motivation may determine students' achievement in any complex task of their second language. Both authors have distinguished two kinds of motivation — intrinsic and extrinsic.

Harmer (2001) suggests that extrinsic motivation relies on external factors that determine the degree of motivation towards the English Language. Some of these factors are related to academic purposes, financial improvement, or even the status of language in society. Harmer (2001) says in his book:

All the views of language learning will affect the student's attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to the classroom and whether or not that motivation continues (p. 98).

Brown (2007) declared that extrinsic motivation is characterized by the expectation of a reward which can range from positive feedback to money.

Alternatively, intrinsic motivation is the individual desire for knowledge. It is referred to by many researchers as a success pointer in language acquisition. Even though the need is

driven by external reasons, intrinsic motivation may define the outcome (Harmer, 2001).

Brown (2007) additionally asserted that people who learn a language without requiring an external reward produce better learning outcomes.

A further distinction was made between intrinsic (learning for self-accomplishment) and extrinsic (driven by external circumstances) factors in students' motivations (Brown, 2007) when he affirms that most research has shown the superiority of intrinsic motivation in educational settings. He also states that "the intrinsic-extrinsic continuum in motivation is applicable to foreign language classrooms around the world. Regardless of the cultural beliefs and attitudes of learners and teachers" (Brown, 2007).

Finally, intrinsic motivation is exemplified by Brown (2007) as not the unique cause of success for a person who learns a language by saying that sometimes it doesn't matter how much effort you put into achieving something, failures can be a result of the given circumstances. However in a classroom, if the learners are allowed to develop their own language for personal reasons, they will have a better opportunity to succeed and do not become learners who base their motivation solely on external factors.

Strategies and Activities that Motivate Student to Learn English

Strategies not only allow teachers to be involved in students' learning but also support the students' understanding (Herrel and Jordan, 2003). Students need a variety of activities to assure higher achievement in language acquisition. It is important that teachers choose the right activities for their lessons, especially considering students for whom English is not their mother tongue, in order to allow the beginners to acquire the foreign language (Herrel and Jordan, 2003). Most of the strategies mentioned by Herrel and Jordan (2003) are suitable for English learners and raise their level of motivation due to the presence of a well-structured plan that considers the diversity and needs of all students in the classroom.

A strategy for teaching English that provides support to students who are learning the

language is “Visual Scaffolding”. As Herrel and Jordan (2003) explain, this strategy connects English words to their pictures and then these images are displayed to students. Teachers have to select all kinds of images beforehand that can be shown to the class in order to present all the vocabulary that students need to comprehend the lesson. After that, students are encouraged to use the pictures to ask questions. Even though the strategy requires some planning, there is a lot of material to work with.

Another strategy proposed successful by Herrel and Jordan (2003) is “Learning Centered”. They described the purpose of it in the classroom as a means to facilitate the acquisition of new experiences and develop new language skills. This strategy is effective because it not only fulfills the English learners’ needs, but also helps them achieve an adequate knowledge of their second language.

From the “Learning Centered” strategy, many activities have been developed. Examples of this strategy are the use of students’ favorite books to write scripts and perform them in front of the class, as well as participating in a “video activity” in which students are allowed to record role plays, book commercials, scenes from literature, etc.

According to Herrel and Jordan (2003), the success of these strategies rely on the students’ encouragement of practicing the new skills they are acquiring. In effect, well planned activities do not only help students to improve and expand their abilities but also produce new creativity in demonstrating their knowledge as well.

Herrel and Jordan (2003), the “Multiple Intelligences” strategy, developed by Garner in 1993, points out that all people are smart because even if there are just two intelligences recognized at school (linguistic and logical/mathematical), there are at least five additional intelligences researched and documented. That is why he claims that teachers must have a variety of activities and materials of different intelligence levels to guarantee all students’ comprehension.

At the same time, it is also important to encourage the learners to display their understanding with their predominant intelligence, thus those students being supported by flexible planning and assessment by teachers who take into account the multiple intelligence levels of the group prove to be more successful than those who are not. In regards to learning English language, Herrel and Jordan (2003) also state:

Using knowledge of multiple intelligences strategies is especially beneficial to English language learners since allowing them to learn and demonstrate their understanding in the mode in which they are most confident serves to lower the affective filter and boost their self-esteem and motivation (p. 272).

Some activities aligned to the multiple intelligences that encourage students in learning the foreign language are taught by the Herrel and Jordan (2003). In one such activity, a teacher working with children on a Cinderella story can apply activities addressed to their students and their different intelligences. First, the teacher uses the listening centered activity which mainly focuses on the linguistic intelligence by listening to stories in the English Language and then having students take notes in their books.

Next, a music centered activity is incorporated to place an emphasis on musical intelligence. This involves listening to audio and music and dressing up with the clothes of the story. The activity continues on to an exercise focused on bodily, or kinesthetic, intelligence where students can play traditional games as in the Cinderella tale. Herrel and Jordan (2003) conclude the lesson with the teacher encouraging students to demonstrate intelligence and rate their enjoyment and the work they have completed through self-evaluation.

Herrel and Jordan (2003) also emphasize the importance of identifying the skills taught by the teacher so that appropriate activities can be chosen to support the students' skills to practice the targets in the language. It is also fundamental that teachers are aware of their students' understanding about the expectations of the activity, the appropriate use of

materials, their work assessment, classroom rules, and how the activity contributes to their learning.

Teaching Approaches and Methods

Communicative language learning is explained by Richard and Rodgers (2001) as a method that supports the theory of Communicative Approach. Communicative Approach emphasizes that communicative competence is the main goal of teaching a language. In other words, when the students know the linguistic forms, meaning, and function of the language they will also be able to communicate in the foreign language. “Communication is a process; knowledge of the form of the language is insufficient.” (Richard and Rodgers, 2001). This does not only include the students’ ability to recognize different forms of language and what functions it performs, but also that just one form can be used for many functions. The learners’ ability to use the language properly according to the social context and the interlocutors should be evident as well.

Richard and Rodgers (2001) have pointed out the importance of communication for the learner. They claim that second language teachers’ work is to encourage students’ communication inside the classroom, creating situations where students have the need to communicate using the target language while they also have the opportunity to enjoy the classroom interaction.

Harmer (2001) stance is that communicative learning is a set of beliefs which emphasize both the content being taught as well as how to teach it. It refers to the idea that language should be learned by language practice. That is why more opportunities of practicing the foreign language should be exposed —because it is of the utmost importance for the students to learn and improve their skills.

Like Richard and Rodgers (2001), Harmer (2001) agrees that the activities should include real communication scenarios for the students to practice, but goes further to say that

language accuracy is subsequent. Instead of focusing on accuracy, the successful achievement of communicative tasks hold more importance. Therefore, role plays and simulations are excellent to stimulate the students' interest in communication. Using this method allows students to concentrate on the content of the language instead of just the language structure.

Another method is "Cooperative Language Learning", which is briefly described by Richard and Renaydia (2002) as an interesting new method that consists of placing no more than four students together to perform a specific task. "Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members" (p. 183)

Cambell and Rutherford (2001) believe that cooperative learning is an effective method for students to collaborate and learn from each other. However, that is not the main distinction of the method. Rather, cooperative learning is distinguished more by how well the teacher helps the students learn in an effective way. Its principles encourage students to cooperate and work within a group setting instead of working independently and competing with one another.

In addition, students attain a more comprehensive learning experience through this method because they stay in the same group during a period of time and, the ethnic, genre, proficiency level, etc. that exists among the group creates a more meaningful way to share and learn. Cambell and Rutherford (2001) write,

"Cooperative learning groups can easily work on tasks from a task-based approach to language instruction, for instance. Yet cooperative learning is similar to learner strategy training as well in that both require language teach other skills in addition to teaching language" (p. 169)

According to Richard and Rodgers (2001), the "Task Based Language Learning" (TBL) method pursues the use of real communication through a specific task. Thus,

interaction takes place in the classroom facilitating the second language acquisition. When students perform an activity, they make their understanding clear. As Candy and Murphy (1987) note, “the central purpose that we are concerned with is language learning, and tasks present this in the form of a problem- central solving negotiation between knowledge that the learner holds and new knowledge” (Richard & Rodgers, 2001).

Task based learning is referred by Harmer (2001) as the teaching of the target language through performing tasks or solving problems and diminishing the structure of the language. Students learn in a more meaningful way, instead of just thinking about structural patterns, and this enables them to use the language to solve specific tasks. To achieve this a teacher, after review of a language topic, may provide an activity where students can apply what they have learned to demonstrate their comprehension of the material.

“One way of looking at task-based learning is to see it as a kind of ‘deep-end’ strategy.

In other words students are given a task has been completed does the teacher discuss the language that was used, making corrections an adjustments which the students performances of the task has shown to be desirable” (Harmer, 2001).

One of the most popular and well-known methods is “The Grammar Translation Method”. According to Cambell and Rutherford (2001), the grammar translation method is also called the classical method because it teaches classical languages such as Latin and Greek. Its main goal is to help student to appreciate foreign literature. However, because its teaching is focused on grammar structure comprehension, the learner would almost never speak the target language during the lesson. For that reason, the language displays more like a mental exercise rather than a means of communication.

More specifically, to Cambell and Rutherford (2001) the main goal of the translation method is to read literature of the foreign language and to write it. They believe that the

literacy of a language is superior to the verbal component and consequently, teachers claimed that successful learners are those who had the ability to translate the foreign language.

This idea is supported by Richard and Rodgers (2001) who also say the Grammar Translation Method is characterized by the study of the written foreign language and not on the verbal language. Its purpose is to read foreign language literature to help with mental discipline and intellectual development. Thus, memorization of grammatical rules are not only used to manipulate the morphology and syntax of the second language, but also to translate sentences and texts into the first language. As a consequence, both reading and writing are the main focuses of learning while little attention is paid to speaking and listening skills and vocabulary is only taught on isolated words. Memorization is the most notable feature of the method of translating of sentences and texts.

Finally, Total Physical Response (TPR) method is defined by Cambell and Rutherford (2001) as the one which examines the practice of the Comprehension approach. This is the theory which poses a language must be learned fast and without stress to achieve a good understanding of any target language. Directions uttered by the instructor are meant to be followed without native translation.

The authors say that teachers who use the (TPR) response believe in the importance of having their students enjoy the experience in learning or communicating in the foreign language. For this reason, the method was developed in order to reduce the stress that people feel when they are studying a foreign language. It also encourages students to persist in their study beyond a beginning level of proficiency. "The way to do this is to base foreign language learning upon the way children learn their native language. The teacher is the director of all students' behavior, initially. The students are imitators of the nonverbal model. At some point there will be a role reversal with individual students directing the teachers and the other students" (Cambell and Rutherford, 2001).

Harmer (2001) says that Total Physical Response (TPR) comes from Asher's theory that people should learn a foreign language the same way that children learn their mother tongue. "If children learn much of their language speech directed at them in the front of commands to perform actions, then adults will learn best in that way too" (Harmer, 2001).

According to Harmer (2001), Asher also claims that the students get relaxed with physical activities such as taking objects from any place and bringing them to the teacher. Even though critics point out that this method can be used just for beginner learners, Asher explains that Total Physical Response may be applied in combination with other methods. In addition, Steven Krashen and Tracy Terrell agree with the importance of this beginning stage in second language acquisition because a lot of understandable material and physical activity benefit the learners greatly.

The role of the teacher

To explain the role of a teacher in the classroom Pollard (2008) says that first of all, the teacher can take different positions in the classroom. She explains that when teachers give instructions to assign activities during the lesson, they have the responsibility to provide all the information to the students to perform it, and thus are essentially instructors.

Pollard (2008) continues on to explain that the teacher acts as a facilitator when they support the learning of students through activities provided to them by giving them the necessary tools and reasons to use the target language. Teachers must be organized because they have to set up well-structured activities and prepare all the materials, such as photocopies and planning the classroom arrangement, prior to beginning the lesson.

Students should be given opportunities to interact and share knowledge instead of just learning from the teachers' explanations. During activities which allow this, the teacher is able to act like an observer while keeping students motivated and engaged with the assigned task and using materials that peak their interest.

These roles that Pollard (2007) describes differ from the traditional teaching style since there was no consideration of the students' opinions. However, taking different roles may sometimes be confusing to students, so it is important that teachers explain the reason behind their teaching position to avoid resistance or confusion.

According to Harmer (2001), the function that a teacher has in the classroom is complex to describe. First of all, the teacher as a "controller" refers to the work of being in charge of any activity to lead participating students in tasks, such as telling them things, reading aloud, or organizing drills. Also, teachers can be "prompters" which means teachers encourage students to perform activities by themselves. Even when the teacher would like to help, students have to solve the task by themselves. Lastly, teachers, when they allow students to work cooperatively while providing them just the necessary help that they need to achieve the task, act as "resources".

Intensive and involved research in the area of students' motivation to learn English Language has been carried out in many places around the world. This type of research is very important and valuable to the field of education, especially learning English language, because it contains relevant information that provides a general view on this topic.

The study titled "Motivation and Attitudes Towards Learning English: A Study of Petroleum Engineering Undergraduates" took place during the academic year of 2006-2007 at the "Department of Petroleum Engineering" (DPE) in Hadhramout University of Sciences and Technology (HUST) in Yemen. One hundred ninety one students majoring in Petroleum Engineering were interviewed and surveyed in order to determine what their motivation and attitude is towards learning the English language.

After the students ranked their six main reasons of learning English language and attended an interview, the results showed that most of the participants studied the foreign language for "functional or external needs" such as to pass exams or get better career

opportunities. This means that instrumental reason were the principal motivational source to learn English Language.

Another study titled “Motivation for Learning English as a Foreign Language in Japanese Elementary School” was performed in Japan and spanned a number of years from 1981 to 1999. Two public elementary schools participated in the study, which aimed to find out how students’ intrinsic and extrinsic motivation for learning English changed with the age. To do this, the analysis relied on five aspects: interest in foreign countries, intrinsic motivation, caregivers’ encouragement, instrumental motivation and anxiety.

The total number of participants was 345 children of different ages and levels who attended two different Japanese schools. They had to complete a questionnaire containing nineteen items based on the five aspects mentioned above. When the data was collected, it was analyzed using the “Statistical Package for the Social Science” computer program and yielded three main findings.

First, third graders’ intrinsic motivation were higher than that of the sixth graders. Second, the scores of the third graders as far as their interest in foreign countries were higher than the sixth graders. Finally, consistent with the previous two results, third graders have more extrinsic motivation for learning English as a Foreign Language than sixth graders. As a result, the study revealed developmental declines based on age in the intrinsic and extrinsic motivation of students for learning English as a Foreign Language, which could be happening in other subjects, too.

Lastly, this study contributes to revealing and understanding the motivation of Japanese elementary students for learning English as a Foreign Language. Consequently, the results suggest that the teaching method for higher grades should be improved.

The third study looked at, titled “Motivations towards Learning English: The Jordanian Gifted Students”, was held in Jordan during the academic year of 2014-2015. The

objective of the study was to investigate the motivational orientation of gifted High School students in Jordan by researching the level of motivation, whether students are motivated instrumentally or have integrative motivation and if there are statistical significant differences according to gender in their motivation towards learning English. The participants were 51 EFL high school students ranging from 17 to 18 years old who were studying at King Abdullah School for Gifted Students. There were 33 males and 18 females.

The method used to conduct the study was a modified version of Gardner's (1985) Attitude, Motivation Test Battery (AMTB) questionnaire and a demographical questionnaire which consisted of 20 items in total to measure the students' motivation toward learning English language. The first 10 questions were aimed to measure the students' integrative motivation while the second set of questions (11-20) measured their instrumental motivation. The responses were analyzed by the Statistical Package for Social Sciences (SPSS) and the results were scored in three categories; highly motivated scores fell in the 3.5-5.0 mean, medium motivation scores fell in the 2.5-3.49 mean, and finally, low motivated scores were in the 1.0-2.49 mean.

The results of this study indicated that highly gifted Jordanian high school students' are highly motivated towards learning English language, favoring the instrumental method, with gender playing no role in their motivation. Still, female participants proved to be slightly more motivated than the males because of social reasons such as employment and marriage concerns. Kaylani (1996)

Also held in Japan, the study of "Language Learning motivation of EFL Learners in Japan" took place in several educational institutions from January to March of 1999. The study was done as a cross sectional analysis of various learning milieus, including high school, junior high school, junior college and university classes, to complete the objective of investigating motivational components among Japanese learners of English language. The

investigation addressed what the components of EFL motivation possessed by a sample of Japanese EFL learners are, whether components differ for the various Japanese learning situations, and what motivational differences exist among the gender and grade levels.

The participants in the study were 1,027 Japanese students for 12 different educational contexts extending from 14 to 35 years old. Forty three percent were male and fifty seven percent were female.

A questionnaire with 50 items was distributed over a three month period and used a scale of strongly disagree to strongly agree. Two analysis were performed, one to summarize the underlying characteristics of language learning motivation and the other to investigate the relationship between language learning motivation and learner factors such as gender, academic major and institutional grade.

The findings of the study proved that the largest motivational factor in English language learning among the Japanese EFL students is complex and includes intrinsic and integrative characteristics. The participants showed anxiety, past negative experiences or preferring teacher dominated lectures as inhibitors to learning English language and the study suggests that EFL teachers need to pay careful attention to their students for the best results in motivation them to learn the language.

Finally, another study performed in Jordan was titled “Jordanian Ungraduated Motivations and Attitudes towards Learning English EFL Context” took place for the duration of the academic year of 2011-2012. It was held at the Department of English Language and Literature at the Princess Allia University College (PAUC)- Al-Balq’ Applied University (AAU), Amman-Jordan with the goal of investigating what the study called “two of the more important social psychological variables” of female Jordanian EFL undergraduates and their attitudes towards learning the target language and its community. The first focus was the examination of the students’ instrumental and integrative motivation for learning English.

The second focus was to recognize the factors that affect learning motivations. To accomplish this, 4 topics were addressed dealing with interest/motivation to learn, if students were instrumentally or interactively learning, and the students' attitudes toward learning English and English speaking people.

Seven hundred eighty five female undergraduate students majoring in English Language and Literature were polled during the study. They were between 18 and 24 years old, split into four equal groups of freshmen, sophomore, junior and senior year students.

The key points of the investigation were attitude, motivation and their relationship to second/foreign language learning. The 64 item questionnaire was administered in English anonymously and confidentially. There were eight major areas of the study: interest in foreign language, parental encouragement, motivational intensity, degree of intergrativeness, degree of instrumentality, attitudes toward learning English, attitudes toward English speakers and the desire to learn English. The data was collected and run through the Statistical Package for Social Sciences.

The results showed a high interest and motivation in learning foreign languages, especially English. There was good motivation from parental parties, in addition to high motivation and good support from English teachers. It was conveyed that students were slightly instrumentally motivated (meaning they wanted to learn English for career options) rather than intergratively (to be part of the English language culture), and the majority of students had a positive attitude and desire to learn and speak English well. Students had a positive attitude toward English speakers with a high desire to learn the language. There was a significant limitation to the results noted in the study which was that there were no male participants, therefore generalizations of the results should be made with caution.

Chapter II: Method

Setting and Participants

The participants of this study were 25 students of five different classroom from ninth and tenth grade who study in the academic school year 2015-2016 at a high school of the Pastaza Province in Ecuador.

The total number of participants was 100 students, aged from 12 to 16 years old. They were selected specifically to be surveyed about their experience learning English language.

Besides the students, five English teachers, all female (there were no male teachers in the English department of this high school), were observed during their English lessons. Their experience as English Language teachers ranged from two to thirty five years. One teacher observed taught English to eight grade students. There were two teachers working with the ninth grade students. Two teachers worked with the last groups, which where the tenth grade and first year of high school students.

Procedures

The first step to begin the study of “English Language Students and Motivation to Learn” was the selection of relevant research about the topic. The inclusion of certain studies in this thesis was done to provide insight and show what existing research has been done in regards to the topic of English language learning and its relation to motivation. The theoretical support is based on motivation to learn English, activities or strategies that motivate students to learn English, teaching approach methods and the roles of the teacher. Additionally, some studies carried out in the past were included in the literature review section to support the scientific content presented in this research.

A large number of methods are available to carry out the research but the primary methods used in this work were quantitative and qualitative. First of all, a questionnaire for the students was applied. The questionnaire included eight question which gathered

qualitative and quantitative information from the students on the following aspects: 1) their enthusiasm to learn English, 2) their motivation, 3) their attitude towards the teaching, 4) the aspects that motivate them to learn English, 5) the activities that motivate them, 6) the teacher's attitude in class, 7) the role of their teacher in class, and finally, 8) the aspects that hinder them from learning English.

The second part of the data collection process was observing each class and documenting qualitative information about the class on observation sheets. This was designed to gain qualitative information during the observation of both the students' and the teachers' behavior and their interactions during the English language lessons. The observation sheet contained seven questions, most of which were in concordance with the questions asked of the students.

Once the principal authorized the field research, teachers and students were informed how the procedure would be carried out. Then, the survey was taken in five different classes. Each classroom had from thirty to forty students but only twenty students were required to complete the questionnaire; ten girls and ten boys volunteered in each classroom. Teachers helped clarify the instructions to the students to avoid any confusion they might have while completing the questionnaire.

In addition, five different lessons were observed and the most relevant aspects were written down on the observation sheet. All the participants, especially the teachers, agreed to collaborate with the research since they wanted to improve overall student motivation in learning English as a foreign language in Ecuadorian high schools.

Afterwards, all the quantitative information gathered was calculated and represented in graphs. All eight questions are illustrated in statistical graphs to show the students' answers. A descriptive analysis and interpretation was performed and included after each graph in order to compare and contrast all the information obtained with the students' explanation and

the observation sheets. Finally, the theoretical section supports the findings reached through the study.

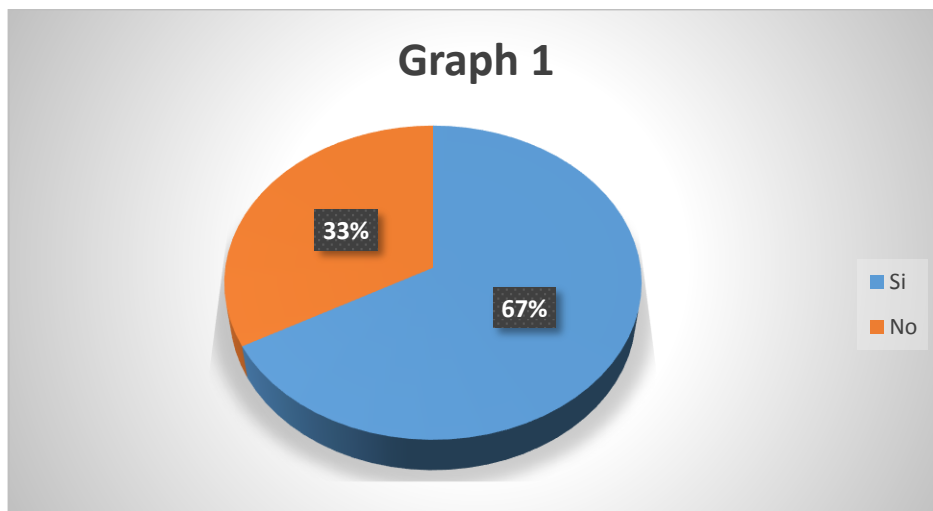
Chapter III: Result and Discussion

Description, Analysis, and Interpretation of Results

In this section, the results obtained in the research field are analyzed, described, and interpreted.

What do you think motivates students to learn English?

Do you like to learn English?



Author: María José Velecela
Source: Student questionnaire

The results in graph 1 indicate that 67% of the students agree with the fact that they enjoy learning a foreign language. Most of these students said that learning a second language would be useful for their academic achievement, while a few of them said that their interest for learning the language comes from their preference for listening to English music or watching American movies in their original audio. Finally, just two students showed an interest in learning the language for traveling purposes such as getting a scholarship or job in any English speaking country someday.

However, a considerable number of students were not interested in the target language as represented by the 33%. Their answers reflected that most of the students think that English is hard to learn because they barely understand when the teacher speaks it during the lesson.

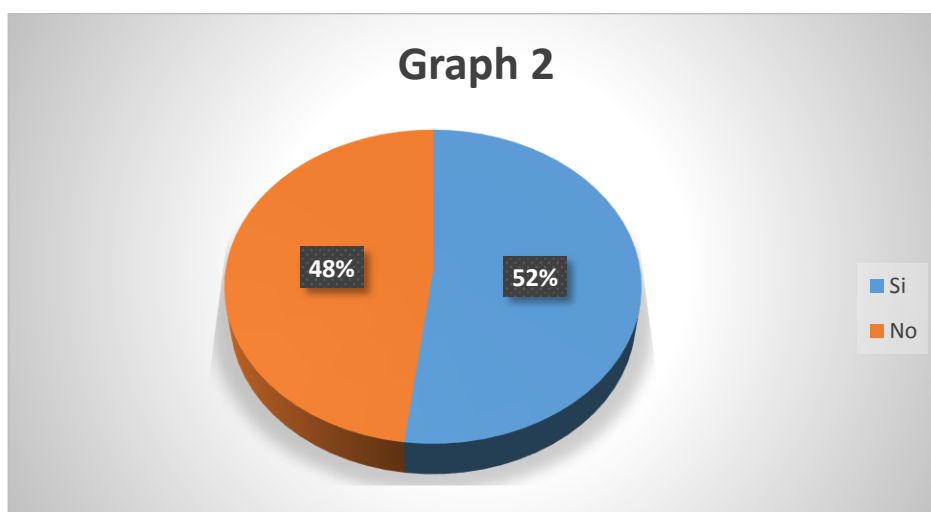
Additionally, a few students used the term “boring” to describe their dislike towards the foreign language being taught. Some of them also expressed their lack of motivation when they have to complete workbook activities. Finally, there was also a student who mentioned that English language is not used in the Ecuadorian society so it is not necessary to Ecuadorian daily life at all.

It is important to note that the findings were quite similar to the answers gathered during the class observations. This is why, even though most of the students participated in the activities proposed by the teacher, a great number of them seemed bored or indifferent to the task assigned for them. For example, when the teacher asked to the class to participate reading aloud from an English written text in the book and translate it, the students’ lack of interest in the activity was clearly evident and most of them did not pay attention to the reading during their partners’ participation.

Looking at this example, it seems like one of the most popular methods is still applied in Ecuadorian classrooms (the grammar-translation method). As previously stated, Cambell and Rutherford (2001) define the grammatical method as the way in which written texts are learned in a foreign language by following grammatical patterns and learning isolated words (vocabulary). This method’s only successful learners are those who have the ability to translate written texts. For this reason, students performed the language lesson as a mechanical act of learning which can be as difficult as mathematics because of the complex challenges of the subject. During the observed activity the challenge seemed to be the pronunciation of the language. Translating a text you cannot pronounce can hardly be considered acquisition of the language and can prove to be boring and useless, as stated by the aforementioned student. If the goal of learning English language is communication, which is often the case when students were asked why they wanted to learn English, this particular method has not been proven effective.

That is why this method in particular is considered outdated when teaching a language is referred. Because the application does not allow mastery of the foreign language to the learner, it has been relegated from language lessons in most of the classrooms around the world. Additionally, a language being taught using the grammar translation method is not attractive to young learners as was evident in some classes observed.

Are you motivated to learn English in class?



Author: María José Velecela
Source: Student questionnaire

The results obtained from the students in this second item of the questionnaire are broadly different from the previous findings. Although 52% of students recognized that they get motivated during the English lessons, 48% of them, which is almost the half of the participants, expressed that they are not motivated.

Once again, they emphasized their frustration when they cannot understand their teachers' instructions in the target language, textbook activities, readings, etc.

Additionally, one student said that they always complete the same kind of activities in the textbooks pointing to a lack variety and creativity to the activities in their lessons. However, some of the students' answers were limited to these words, "I do not like English" without any explanation that indicate the cause for their disgust towards the language.

The students who were motivated to learn English language expressed that their motivation came from the idea of having more academic achievement or better career opportunities. It was easy for them to realize the benefits of learning a new language other than just knowing their mother tongue. Moreover, some students expressed their wish to communicate with foreign people in order to know more about the world outside the borders of Ecuador including cultures, customs, races, and so on. Another group of students pointed out academic purposes specifically by saying that learning the language is very important in our educational system because they have to take the subject all through high school and even when they are in university or when they study for a master's degree.

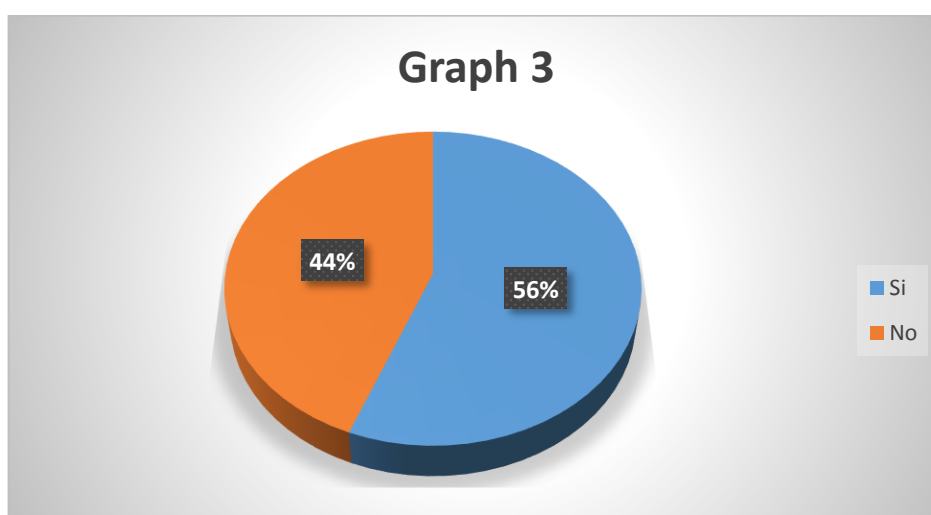
Finally, some answers taken from students agreed that they like the language because they can listen to many famous singers and musical bands lyrics, and claim that it is important for them to understand their idols' music like Selena Gomez, Tylor Swift, Justin Bieber, One Direction, etc.

According to the participants' answers, they reflect that even though most of the students have a special desire for learning English as a foreign language, the way they are being taught particularly impacts their level of motivation. For this reason, more students are found who like English than students who are motivated to learn it.

Additionally, the students' lack of motivation can be also attributed to some environment aspects which were detected during the observed classes. One of these aspects was the sheer number of the students per classroom. In some classes there were more than forty students arranged in a small classroom located in the Amazon region where the weather played against them with uncomfortably hot temperatures. It was clear that these particular groups of students were especially unmotivated during the English lesson because they seemed exhausted and hurried to finish the English lesson of the day.

As Harmer (2001) says, the environment around the classroom can easily affect the emotional state of the students and it was quite evident during the observed lessons the direct impact that the classrooms conditions have towards the students' interest and learning, especially in those classrooms which the learners did not have the basic necessities to feel comfortable during the teacher's explanation. As it was before exposed, the youngest students (eighth grade) attend classrooms with more than forty students and the teacher's effort to get all the students involved the lesson seemed less than sufficient.

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



Author: María José Velecela
Source: Student questionnaire

The results obtained in relation to the third question show that 56% of the students surveyed like the way in which their teachers present the language. Their reasons were different. Some of the students' answers relayed that their teachers are very patient and that fact makes them feel comfortable. Other students expressed that they appreciated receiving help from their teachers whenever they have to complete any tasks or activities.

The fact that most of the teachers use their mother tongue when they teach the foreign language was another positive factor that students highlight in their answers. As it was observed, it facilitated the students' understanding of the grammatical lesson.

There was just one student opinion related to the language and his teacher. He wrote: “I like how my teacher teaches because she always tries to speak to us in English and it encourages me to learn the language”.

On the contrary, 44% of the students’ answers indicate that they were not satisfied with the way their teachers expound the lessons to them for various reasons. Many students said that they did not like doing English homework because they have to study a lot of vocabulary and mainly have to write sentences in English. Another factor was having to perform the same kind of activities in each lesson. Students reported that the reason they do not like English is due to the similarities in the lessons of every class. There was also one student who wrote “I do not like when the teacher speaks just English because I understand nothing”.

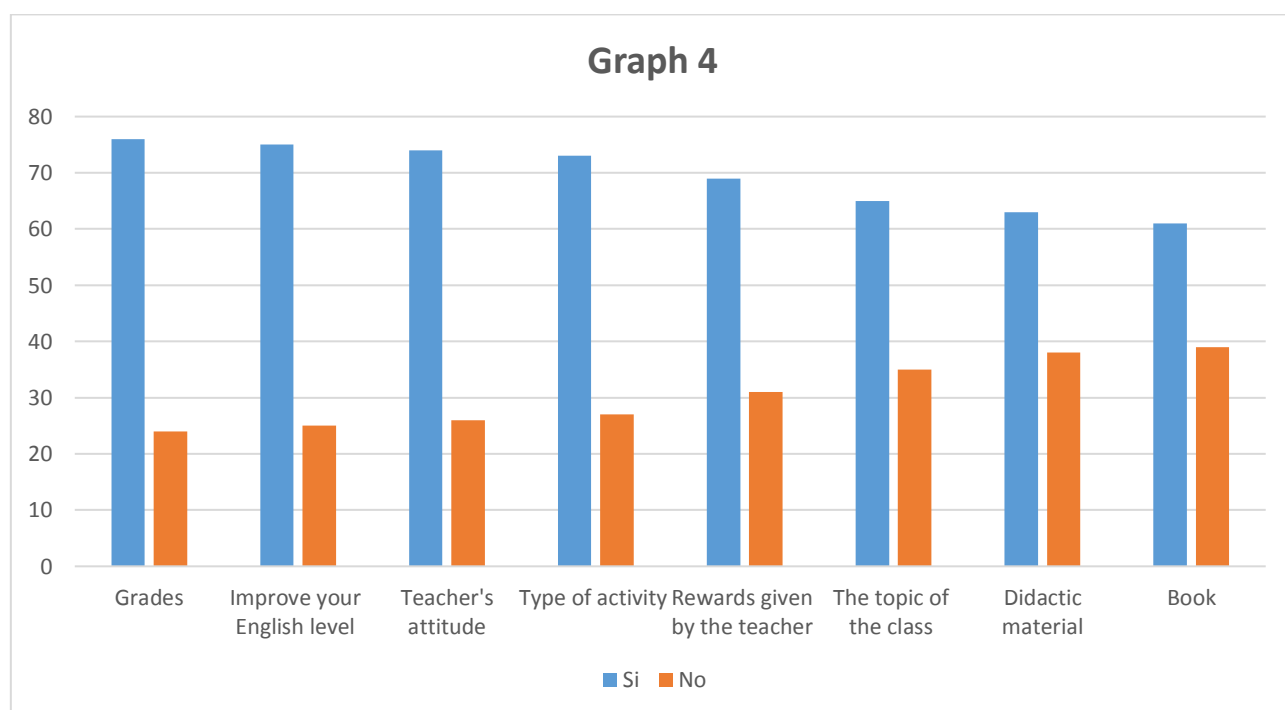
According to the data collected through the observation sheets, most of the positive and negative students’ answers about the way in which teachers explain their lessons were influenced by the methodology applied during the class and the activities proposed by the teachers. Thus, there was a strong correlation between teachers who applied different methods aligned to the communicative approach with a variety of dynamic activities and teachers who were just confined to the grammatical method and its strategists. The first group of teachers had a classroom with students highly motivated; while the second group has classes with students who seemed very unmotivated.

To support this statement, the observations demonstrated that when the teachers used games in any type of activities (written, listening, speaking, reading), the students full and complete attention was held. This attentiveness and participation resulted in an increased motivation to learn. Another action that improved students’ motivation was the fact that they could get a reward if they followed the teachers’ instructions correctly. Students were also engage using all the cues provided by the teacher (mimics) in order to understand what they

have to do and it was noticeable their mother language was not necessary for teaching. This lesson marked the difference with the other four classes because the whole class was highly motivated with all the different tasks performed.

Finally, as Campbell and Rutherford (2001) said teachers that are successfully able to use total physical response in the classroom can greatly reduce the stress of learning the second language and want their students to enjoy learning English. This theory was highly evident when it was observed in action when the teacher did activities like a game of words or a contest with their classmates and friends using the cues that the teachers provided them such as the use of gestures and mimics. The students who enjoyed the English lesson manipulated the activities in a rather relaxed way and genuinely had fun in the class.

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



Author: María José Velecela
Source: Student questionnaire

The first bar graph shows the aspects that motivate students to learn English in class. It appears that the most prominent reason to learn the new language are the grades so, 76% of

students results agree that the scores encourages learning. However, 24% of students believe that knowing a second language goes beyond a grade in class.

The second aspect highlights how the teachers' attitude can affect students' level of motivation to learn. 75% of the students' answers agreed that the way students are treated by their teachers influences their desire of learning the language and the remaining 25% of the students were not concerned about the teachers' attitude in class.

The idea of improving the foreign language proficiency was the third aspect valued by students. Thus, 74% of their answers evidenced that most of the learners are interested in acquiring more knowledge in English. Meanwhile, 26% of them showed no interest about increasing their learning of the language.

The results of the following aspect were very close to the previous one since 73% of the students are influenced by the type of activity that they perform during the lesson but only 27% disagree with the idea that the activities practiced in class can affect their level of motivation.

Rewards were the next aspect examined as a factor of motivation, 69% of the students' answers showed that the possible rewards given by the teacher make students feel encouraged to learn the language, while 31% of them seemed uninterested in any form of compensation for their work in class.

It was observed that students got highly motivated during a lesson where they had a contest and the prize was to get the highest grade of the class. This agreed with the students' reported desire to achieve high grades and obtaining rewards for good performance as motivators in learning English language. Also, the data gathered from the observations sheets revealed the fact that due to most of the students in these classes wanting to participate in the activities proposed by the teacher with the purpose to get extra points or higher grades for their participation.

Other aspects that the students expressed as being factors influencing their motivation included: the topic of the class, didactic material, and the books. The results obtained in these three topics were quite similar probably because they are related in some way. For instance, all the three aspects are established in the English books provided by the Ministry of Education; for this reason, most of the teachers, who work in public schools, teach the same contents, topics and perform the activities suggested by the book. Besides all that, working with alternative learning methods is limited because the teachers are mandated to complete the extensive grammatical content and activities contained in the students' book and workbook. So then, the research showed that 65% of students agreed that the topic of the lesson influenced their motivation in learning while 35% disagreed with this idea. Almost equally, 63% of students are interested in the didactic material used by the teacher, meanwhile, 38% of students do not care about the supplementary material that teacher brings.

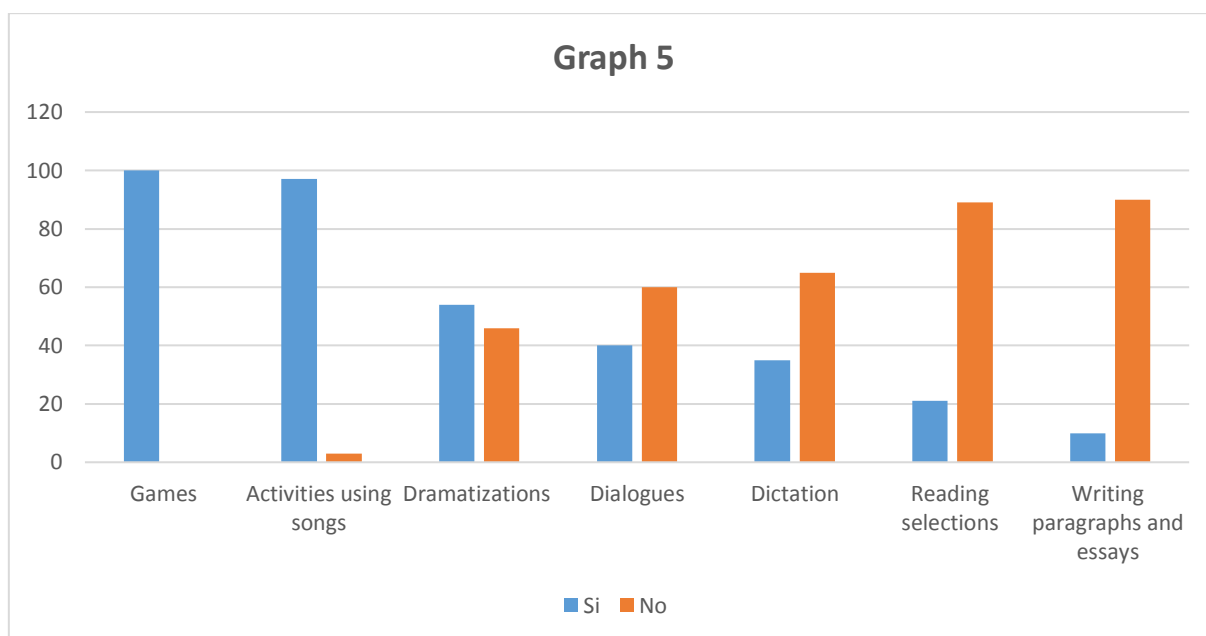
Finally, the last aspect rated by students as a factor of motivation was the use of their books. Sixty one percent of their answers showed acceptance of the English books used for learning, while the 39% are not worried about the material that they work with.

The observations in the classrooms proved to be consistent with the students' responses concerning which aspects motivated learning English language, as seen in the example stated above regarding the activity to win high grades in class. Also, students reacted better when teachers used games and activities, supporting the response that the type of activity is relevant to the learning process. Finally, the topic must peek the interest of the students' as seen in the observation reading and translating activity, backing up the students' favorable response to the fact that the topic matters.

In conclusion, it is evident that some aspects positively influence students' motivation in regards to language acquisition more than others. As it was observed during the lessons, the way in which teachers address the topic and the grades assigned to each activity encourages

students' participation. When students felt comfortable with the teacher's attitude, they participated more actively or when they got high grades, they seemed more interested in learning. However, students who were taught just based on the books' contents seemed bored and less interested in learning the language.

Do the following activities motivate you to learn English?



Author: María José Velecela
Source: Student questionnaire

The bar graph above shows the activities that motivate students at the moment of learning. Activities such as games, songs, dramatizations, dialogues, dictation, reading selections, and writing paragraphs and essays were all ranked by the students.

The results were unanimous that students prefer games over all other activities when learning English. Thus, 100% of students, representing all the participants, agreed that they like when their teachers instruct through the use of games. The data collected by the observation sheets accordingly showed games as being the favorite activity for learners. For example, a game of words was performed by a particular class where students enjoyed participating in order to get extra points on the final grade.

The use of songs was the second activity that learners enjoy the most in class. Ninety-seven percent of the students' answers showed their preference in activities which involve the use of music. The same result was evident when students shared their reasons to learn English; many of their replies were because they like the songs of famous American musicians, as it was presented above in Graph 2. On the other hand, only 3% of the group disagreed, saying that they did not enjoy learning through the use of listening activities.

Dramatization was ranked as the third favorite activity for students. Thus, 54% of their answers thought that dramatization tasks engage them to use the foreign language. On the other hand, 46 % did not agree with the idea of acting in front of their classmates.

Activities such as dialogues, dictation, reading, and writing were the less appreciated activities by students to learn the language. Their lack of interest for these four activities can be reasonably understood because of the students' low proficiency in the target language. These particular types of activities demand a higher proficiency in the target language. For instance, when the task required the students' involvement in reading a text aloud, the students who had to participate in the reading were very nervous and insecure at the moment of speaking because they were not sure about how to pronounce some English words.

As a result, 40% of students feel motivated when they work on activities involving dialogues; meanwhile, 60% of them are not encouraged by this kind of tasks. It is important to note that even when most students like dramatization activities which include dialogues, they are not interested in activities which involve isolated dialogues.

Likewise, another activity the learners did not appreciate was dictation. This may be because it is a challenging activity for students who are not proficient in a foreign language. Thus, 65% of the students were not interested in activities which involved dictation. Besides, according to the previously mentioned observed lessons, students were afraid to

mispronounce words. However, 35% of students' answers showed that they were indeed comfortable and not intimidated by dictation tasks.

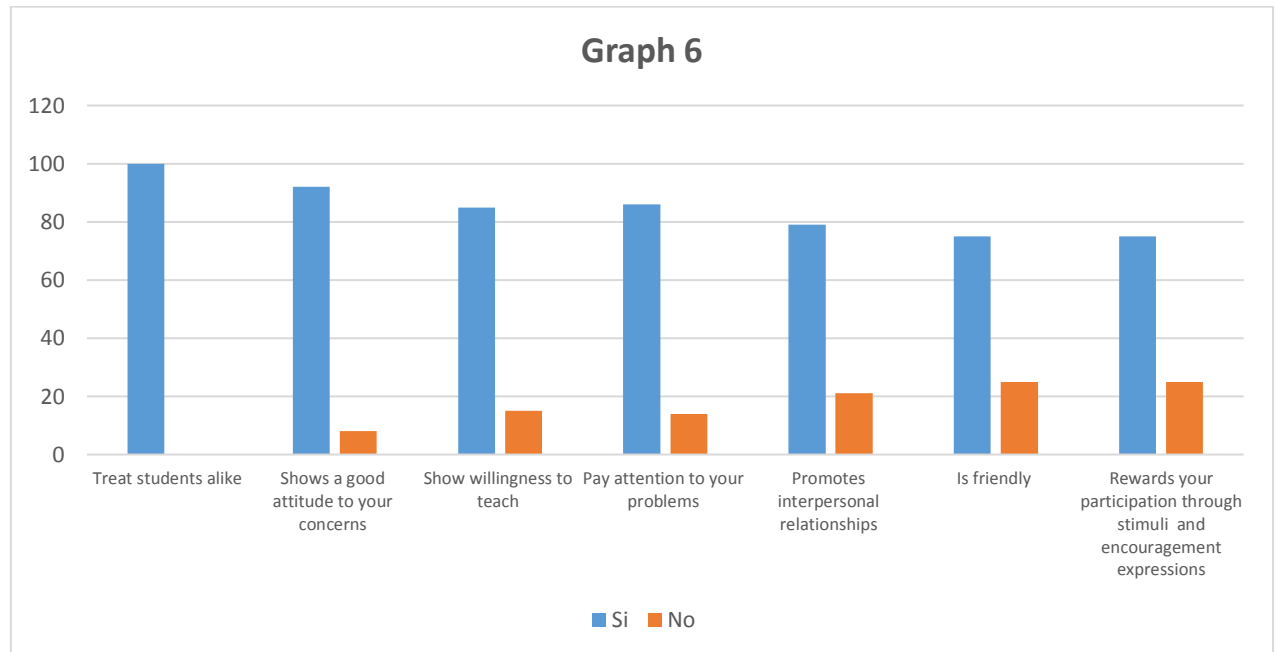
Reading selections also hinder students learning the foreign language. In fact, 79 % of students showed their aversion to perform reading comprehension activities in class, while 21% of them agree on participating on this type of activities. As one of the students manifested, activities that involve reading are difficult because it is hard to understand the gist of the text if they do not have enough vocabulary.

Finally, the least favorite activity chosen by the participants were writing activities. As indicated formerly, the students' proficiency does not allow them to cope with such complex writing tasks because writing texts require a deeper knowledge in aspects like, language structure, syntax, vocabulary, etc. For this reason, 90 % of students did not like activities which included writing texts and just 10% of the participants differed from their classmates.

All the activities considered in this graph should be applied in an attractive way for students. Herrel and Jordan (2003) suggest there are different forms to apply the tasks in the classroom that can be highly interesting for students. The ability to combine activities into lesson mandates by teachers can facilitate more meaningful learning experience for different levels of intelligence, interests and learning styles. Harmer (2001) says that teachers have several different roles in a classroom which include acting as controllers; dictating the class, prompters; assigning activities and encouraging students to complete them, and as a resource; allowing students to work together with little interference. If these rolls are creatively applied to the students' less desired activities of writing, reading and dictating, the enjoyment of the activity can rise while meeting the governmental mandates of the subject material. The results of question 5 indicated that teachers who are able to come out of the traditional grammar translation method and develop dynamic lessons using a variety of methods and activities that

are enticing to students will probably enjoy the most success in motivating the students in learning English language.

What is your teacher's attitude in class?



Author: María José Velecela
Source: Student questionnaire

Most of the students' answers in question number six were favorable in ranking the teachers' work in the classroom. The first feature of their teachers, which 100% of students agreed upon, was the equal treatment they all received during the lessons.

In addition, the good attitude their mentors had in each lesson when they clarified their concerns was another aspect that students think motivate them to learn the language. Ninety-two percent of the participants agreed that their teachers have a good attitude towards them, while only 8% of the group disagreed with this idea. According to the data obtained from the observations, six students may have had this negative attitude towards their teacher due to the limited time that teachers have with the class (40 minutes per session) and the number of students per class (30-35) they have to attend to. This combination of limited class time coupled with a large classroom population makes it very difficult to be able to attend to each and every student's questions and concerns.

The next aspect pointed out the attention that teachers pay to the students' problems. Eighty six percent of the students indicated that teachers attended to their needs, which means that a considerable amount of students believe that the teachers paid adequate attention to their problems. On the other hand, 14% of students indicated that they did not feel as if they were receiving suitable support and assistance from their teacher during class. A similar analysis can be made based on the same aspects mentioned above. Teachers usually run out of time and with the large number of students per classrooms, it is sometimes complicated to answer all the students' questions, as it was observed.

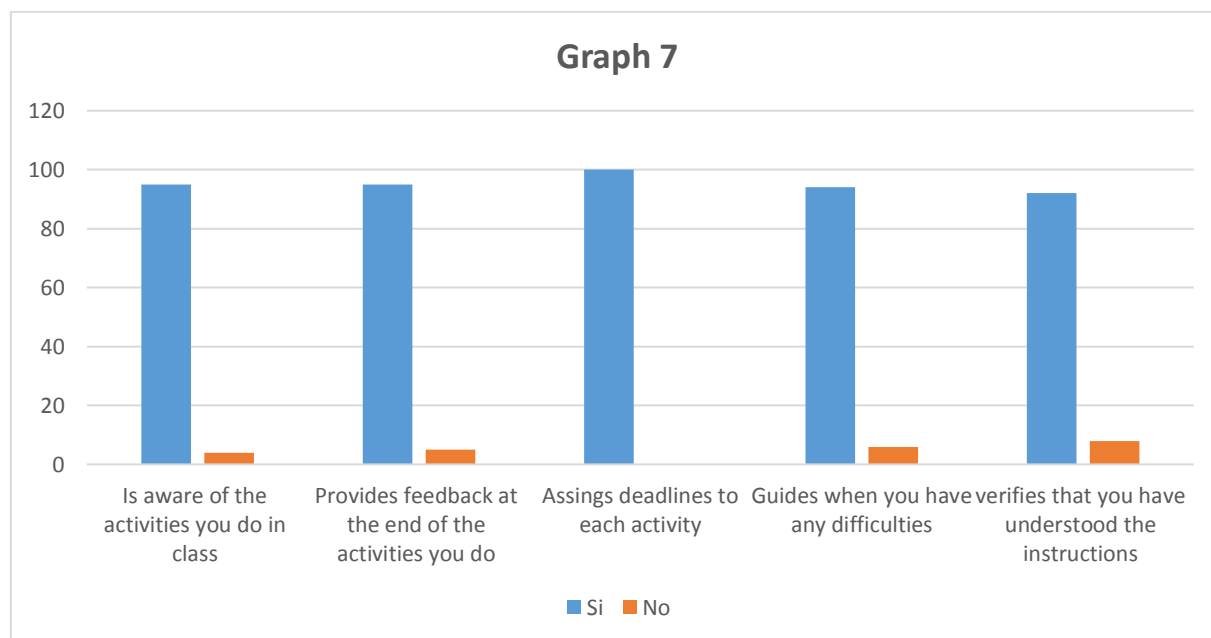
The promotion of interpersonal relationships was the next feature ranked. Seventy nine percent of students said that their teachers promote the interpersonal relationship among the class, while 21% disagreed. It is also mandatory that teachers propose activities where students have to establish friendly relationships performing certain activities, and it was reflected on students' answers and the data from the observation sheets.

A bigger number of students thought that their teachers were friendly; in fact 75% of them. On the other hand, 25 % thought the opposite. According to the data obtained from the observations, students' behavior was quite good throughout most of the classes observed. However, some behavior problems emerged when the teachers exhibited conduct that could be considered overly friendly with their students.

Finally, the last aspect was whether or not students perceive a positive stimulus when they participate actively in the class. Seventy five of the students agreed that they did receive a positive stimulus as a reward for when they participated in the lesson while 25% of them did not perceive any kind of positive stimulus. From the observations, it can be said that most of the teachers constantly encourage students to participate in the English lesson however, there were still many students who did not participate at all.

According to Harmer (2001), the teacher plays the most important role in regards to students' motivation. He said that the teachers' attitude significantly influences how much knowledge the student can obtain. This is why the enthusiasm of students will contribute to a positive learning atmosphere in the classroom.

What is the role of your teacher in the class?



Author: María José Velecela
Source: Student questionnaire

The results in the above graph show that 96 % of the students answered that their teachers knew if they were working or not, while 4% did not agree with this. Moreover, the data obtained from the observations showed that one of the teachers took the role of 'prompter' because she walked around the class throughout the whole lesson checking and encouraging student to solve the activity assigned while another teacher only explained and then, assigned the task from the front of the class for students to work in the book, acting as 'controller' teachers do.

Secondly, 95% of the students indicated that teachers provide feedback when they finish their activities, while just 5% did not agree with this. During the observations of the classes, teacher feedback was evident in every lesson. For example, in one class a group of

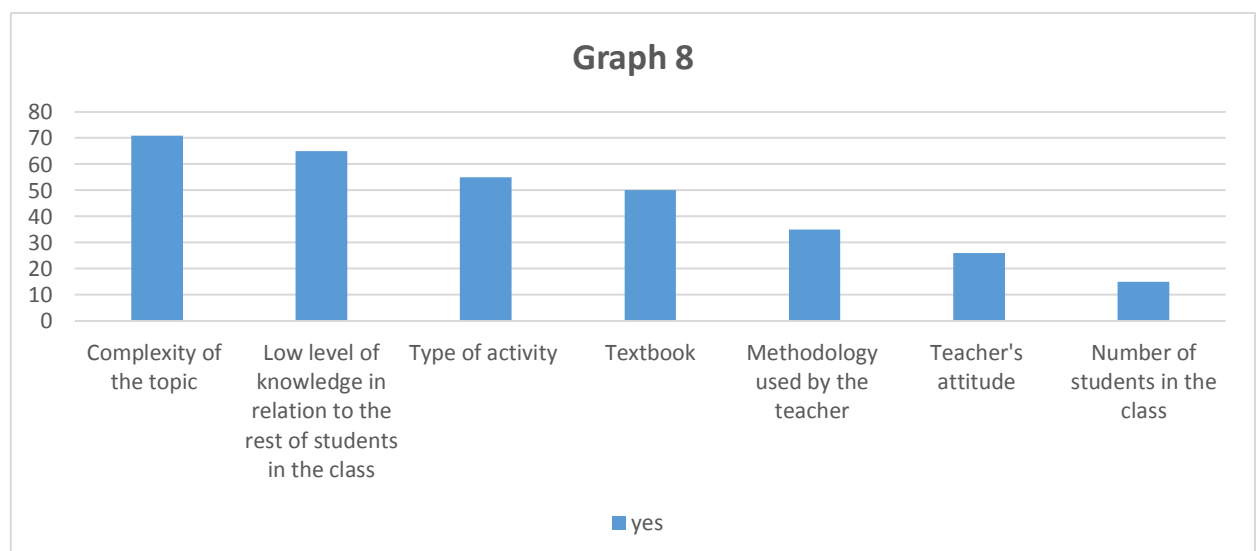
students were working on a writing task and the teacher reviewed every sentence written by the group in front of the class, followed by students analyzing all the groups' sentences and check if they had errors. Finally, students were provided appropriate feedback on the activity they had completed.

In response to the third question, the result was that 100% the group agreed that they are always given a specific timeframe to accomplish any task assigned by the teacher.

The results also showed that 94 % of the students agreed that their teacher guides them whenever they need it. There were only 6% who did not agree with this statement. It is important to highlight that this result coincides with the students answer in previous questions such as when they asked if the teacher was concerned or worried about their needs.

Finally, the last question is closely related to weather the teacher guides the students. Ninety two percent of the group established that their teacher makes sure they understand what is asked of them by the teacher. The lessons observed likewise showed that all the teachers repeated the instructions several times to ensure the students' understanding, giving the necessary support to accomplish the activities proposed as Pollard (2008) describes, a new teaching style where students are confident to ask for the teachers' help.

What are the aspects that hinder your English learning?



Author: María José Velecela
Source: Student questionnaire

Finally, question number eight, the last question, inquired about the aspects that hinder the learning of English among the participants. Their answers were very interesting because one could identify what exactly were the barriers that make studying the foreign language so difficult for students.

The first aspect, complexity of the topic, was marked by 71% of the participants as the most challenging element to overcome during a task. Their reasons for this were written down in the questionnaire. First, some students said that there are some activities that, even when the answers were looked up in the text or dictionaries, were difficult to perform. They gave some examples including writing paragraphs, grammatical exercises, and determining what vocabulary to use. One student said “when the teacher is explaining, it seems easy but only when you have to complete the task alone, you do not know how to start it”. Another student's opinion was comparable to the previous one in that the student said that if a topic is hard to understand, it becomes very frustrating to complete it.

The second factor that hinders students' motivation was the low proficiency level that students have in the target language. In fact, 65% of students believe that they do not have a lot of knowledge in English and this is the reason why they do not enjoy learning the language.

Some students indicate that what hinders them from learning English is that they do not like the language. These are some of the more consistent and common answers given by the students throughout the whole questionnaire. One student's opinion was that English seems to be complicated to understand because of the stark difference it has in relation to his native language. These results coincided with the lack of participation in spoken activities during the classes observed.

The type of activity ranked third of seven as making English difficult for students. Fifty five percent of the students marked that the activities performed during the lessons can affect their motivation.

The students expressed that some activities are too complex so they do not feel comfortable doing them when they are assigned. Furthermore, they also expressed that they are unable to concentrate on certain activities because they are boring, repetitive, and have too many rules to remember. For example, one student's answer was "there are a lot homework with difficult tasks to complete in the book and workbook"

The following aspect was the textbook. Fifty percent of students think that the textbook does not help them to learn English. Some students said that the text is not interesting while others said that the topics of the book are too complex to understand. Additionally, there were three students who said that there were too many activities to complete.

According to the students' answers, the methodology used by the teacher was not an important factor in the students' learning. However, the data from the observations proved that this fact was not completely true because many students seemed bored due to the methodology used by the teachers during the lessons. Nevertheless, they do not think that the methodology applied by the teacher was the most important influence during a lesson, they believe that the aspect that matters more in learning is that their teachers are nice and make them feel comfortable. Thirty five percent of students said that they do not agree with the methodology used by their teacher but their reasons were not very precise. One of the students just wrote down that the lessons have to be more fun.

Another aspect was the teachers' attitude. Twenty six percent of the class agreed that the teacher's attitude affected their leaning. One of the reasons reported for not learning

English is when the students feel the teacher used too much English in class. Furthermore, the students have an aversion doing a lot homework.

Finally, the number of students in the class was the factor less ranked by the students, just 15% of them were not comfortable with too many people in the classroom. Nonetheless, according to the data obtained from the observations, classrooms with the highest number of students seemed less interested in learning because the teacher was unable to handle such a big group of learners. It was clear to identify a number of students who were performing another activities.

Conclusions

- Motivation has become affected by the students' low level of proficiency in the target language. Students' lack of knowledge has had a negative effect on their desire of acquiring the foreign language.
- Class size, though students' report feeling comfortable with the large number of students in each class, hinders the progress of learning English. Thirty to forty students in a class with one teacher creates a difficult scenario for the teachers in completing effective lessons simply because they can't give the appropriate time to the students.
- The majority of students were more engaged and motivated to participate in English lessons when their teachers included activities the students enjoy therefore showing the type of activity proposed by the teacher encourage students' participation or inhibit the acquisition of the language.
- To expound on the inhabitation of the acquisition of the language through activities, it was clearly evident that teachers still need to develop more creative ways to engage the students in difficult and unpopular activities such as dictation, reading and writing. Rather than motivating the learning of the language, the way these tasks are being presented to the students has been reported as a hindrance to the process.
- The attitude of the teacher directly affects the students' perceptions of the language being taught. The teachers who had a good attitude towards their students proved to have more students motivated to learn English.
- The main factor that hinders students from learning the language is the perception that the English language is too difficult.

Recommendations

- Ecuadorian high school teachers teaching English should place more of their focus on motivating their students. Motivation of their students should always be kept in mind when planning and teaching lessons since it yields the most effective participation and learning on the part of the students. It has been proven that when students are in an active and creative learning environment, they're more interested in learning the target language.
- Teachers need to consider the students' interests towards the foreign language as this will rise students' desire of learning. For example, many of them stressed their preference for English music. If teachers include topics that young people like, they will increase student enjoyment in the lessons and they may begin to think that English is not as boring and complex as it was mentioned in the questionnaires.
- Teachers should be constantly updated in new classroom methodologies that promote students' interest for learning the language. Choosing a specific approach with different methods and a variety of activities will encourage learners to feel more motivated and comfortable at the moment of acquiring the target language.
- Institutional authorities and teachers should provide a better environment for learning inside the classroom. Small classrooms and a big number of students per class greatly affect students' motivation for learning. It makes the task of teaching a new language more difficult and as a consequence there are more non-interested students to teach.
- Students should be taught more than just the formal part of the language such as grammar, listening, writing, or reading. They also need to keep in mind the importance of speaking the language nowadays and the advantages that acquiring a second language could provide to the learners in every aspect of their lives. Having a

purpose for learning will increase their motivation to learn the language and even to know more about other cultures.

- Teachers should also have the freedom to include supplementary materials in their lessons. Because of strict guidelines with large amounts of mandatory material, there is little room for teachers to stray from the provided material, which some students considered boring and difficult. Changing this will allow for the teachers to incorporate curriculum that targets the students' enjoyment.

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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 TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

Observation sheet

INSTITUCIÓN:	
FECHA:	
AÑO DE EDUCACIÓN:	

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

SI	NO
¿Por qué?	

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

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

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

Notas de lo observado en relación a esta pregunta

3. Actitud de los estudiantes en la clase

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

4. Actitud del profesor en la clase

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

5. Rol del profesor en la clase

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

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

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

Otras:

7. Los siguientes aspectos dificultan el aprendizaje del Inglés

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

Otros:



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear student,

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

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

Informative data: Please fill in the information below

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

3. Students' attitude in the class

The students:	YES	NO
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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:
