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English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

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Dedication

I dedicate this work to my family who supported me in the development of this research; to my parents who encouraged me day after day to continue with my professional career; to my daughters who are the reason of my life; and, to all people and friends who contributed and motivated me to achieve my goal. Thank you for trusting me, for all your love, patience, and for your valuable help!

Maribel

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I want to thank God, who is always next to me, for helping me to overcome the adversities, my family and friends who have been my motivation; and, my research director Mgtr. Mayra Jaramillo for her support and advice.

Maribel

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Abstract

The present research is about English language students and their motivation to learn the language. Its purpose is to analyze the students´ perception in relation to their motivation to learn English inside the classroom and to know the factors that motivate students to learn, as well as the factors that hinder them from learning the new language.

The study was carried out in a private high school in Quito. The sample for this research included 100 students from eighth grade to second year of baccalaureate. The data was gathered through questionnaires applied to students and English class observations.

In order to fulfill the purpose of this investigation, a qualitative and quantitative method was applied.

The results obtained revealed that there is a lack of motivation in high school students as a consequence of their not understanding the methodology, the strategies, and the basic material (eg. textbook) used by teachers. Teachers in some cases do not support students or provide feedback nor do they encourage students with motivational strategies such as rewarding. The study also shows that students prefer varied activities in the classroom and the use of real world activities.

Keywords:

Motivation to learn, English, intrinsic motivation, extrinsic motivation, hinders, roles of the teacher.

Resumen

La presente investigación trata sobre los estudiantes del idioma Inglés y su motivación para aprender el idioma, tiene como propósito analizar la percepción de los estudiantes en relación con su motivación para aprender Inglés dentro de las aulas de clase, y conocer que factores motivan a aprender el Inglés así como que factores obstaculizan su aprendizaje.

El estudio se llevó a cabo en un colegio privado de la ciudad de Quito. La población para esta investigación fue de 100 estudiantes de octavo de básica hasta segundo año de bachillerato. La información fue recopilada a través de cuestionarios aplicados a los estudiantes así como observaciones durante las clases de Inglés.

Para cumplir el propósito de esta investigación, fueron aplicados los métodos cualitativo y cuantitativo.

Los resultados obtenidos revelaron que existe una falta de motivación en los estudiantes de secundaria en la Unidad Educativa como consecuencia de los métodos, estrategias y material básico (texto) utilizado por los maestros. Los profesores en algunos casos no brindan apoyo ni retroalimentación a los estudiantes, ni tampoco los incentivan con estrategias de motivación como por ejemplo recompensándolos. Los resultados también muestran que los estudiantes prefieren actividades variadas en aula de clases, y que incluyan situaciones de la vida real.

Palabras clave:

Motivación para aprender, Inglés, motivación intrínseca, motivación extrínseca, obstáculos, roles del profesor.

Introduction

English has become the world language due to the fact that it is used in many fields: such as business, science, communication, medicine, tourism and so on. Therefore, its learning becomes a must among people nowadays.

Learning a second or a new language requires a set of variables that are intended to promote language acquisition. One of those variables, and perhaps the most important, is motivation.

Teachers have to face many problems to reach their teaching goals. Aspects such as: level of motivation, teacher's attitude, language anxiety and self-confidence affect the students learning level because most of the time these aspects are ignored. Thus, the investigated topic is about English language students and their motivation to learn the language in the classroom. Teachers may not be motivating their students enough in the educational setting. Being motivation an imperative factor in the learning process, a guide to motivation in the classroom plays a major role, as it helps students to accomplish their goals and learn more effectively (Burns and Richards, 2012).

Moreover, motivation in language learning has not been given the importance that it deserves. For these reasons, the need to increase teachers' knowledge becomes a priority and not only this, but also to complement previous research by analyzing the factors that either motivate or hinder high school students from learning English; which is the main purpose of this study. It is necessary to tackle the problems that exist within an English speaking classroom, which affect the students' learning ability.

Indeed, it can be noticed that not enough researches on motivation in Ecuadorian high schools have been done, and this fact opens an opportunity to investigate on this particular topic.

However, there are some international studies regarding students' motivation to learn English, one of them is developed by Bahous and Bacha (2011), which presents similar issues which can help to understand how a solution could be determined, and can be taken into consideration for this study regarding students' motivation. These issues emphasize that teachers may help by involving students choosing some materials for the class, engaging them in setting their own goals for language learning, as well as providing activities that allow them to use the language in and outside the classroom for practical and relevant purposes. In this way, with attention to the importance of motivation to learn the English language, undoubtedly the goal of this study is to find out about teachers and students' views of what motivate or hinder language learning in a classroom setting. The limitation of this study is that it was conducted on a small number of students and its results cannot, by all means, be generalized.

Another study is the one conducted by Tamimi, and Shuib, (2009), whose aim was to determine whether instrumental, integrative and personal motivation could be the primary source of motivation for 191 petroleum engineering students, as well as to determine the type of attitude that students have towards learning English. The limitations of this research were the financial and time concerns that confined only to 81 students as a sample, all of them males, and the limited pedagogical implications.

Yet, in another research developed by Khatib, and Najafi, (2012), the sample was 50 males and females high school students with the purpose of investigating whether teachers use strategies to motivate high school students to learn English as a foreign language, and how the use of these strategies can motivate or demotivate students in acquiring the language. Among the limitations the authors refer to the ignorance of the sex factor, and that the study was done only for intermediate level, thus they recommend considering these factors to investigate the motivational strategies more appropriately.

Therefore, the present study benefit teachers, students and education authorities in Ecuadorian high schools as educators will pay more attention to students' motivation and will consider all factors related to this topic when planning and creating teaching materials for the classroom. Furthermore, this investigation is a source of important information in the educational field, taking into account that the main objective is to improve the strategies and methodology in order to increase the students' motivation and their interest in learning English language

Regarding the limitations found in this study, there was a small number of classroom observations because there was only one teacher for each level; additionally the surveys were not clear to students, which made learners ask for further explanation in order to complete answers, thus causing loss of time.

With respect to future studies about this topic, it is suggested that researchers increase the sample of observations, including teachers of private and public highs schools, in order to get a wider range of information, and apply more specific and concise questionnaires for students; thus, students could have answers to all the questions, which, in turn, allows researchers to obtain better results for the investigation.

Chapter I: Literature Review

Nowadays people of all ages consider learning English a key factor to communicate with each other. Therefore, students around the world are learning English, but they have different reasons to learn the language. Some of them do it because it is on the primary or secondary curriculum, and others learn English because of their own decision. (Harmer, 2007), the author also states that the desire to achieve some goal is the bedrock of motivation, but the real motivation comes from within each learner.

The topics and previous studies developed in this section have been taken from different literature, and contributed to support the analysis of this research.

Motivation to Learn English

According to Nation and Macalister (2010) "motivation is an important determinant of the amount of time, involvement, and effect that learners give to learning" (p.50), additionally the authors point out that the most important principle regarding motivation is the learners' attitude; they should be interested and excited about learning the language and should value this learning.

Lightbown and Spada (2006) state that motivation is defined in terms of two factors, the first is about learners' communicative needs, and the second their attitudes towards the second language community; in this way, learners will be motivated to acquire proficiency when they need to speak the second language in social situations or professional ambitions.

In addition, it is important to cite the study developed by Bernaus, Wilson and Gardner (2009). This study highlights the importance of teachers' and students' motivation. When teachers are motivated, students show higher motivation as well, and take an active part in the teaching-learning process.

Two kinds of motivation have been established, extrinsic and intrinsic motivation. Brown (2001) and Harmer (2007) agree that extrinsic motivation aims at getting an external reward, for instance money, prizes, grades or to avoid negative consequences, whereas intrinsic motivation comes directly from what happens in the classroom. According to the authors, when motivation is extrinsic, it has several negative points that can reduce the students´ interest to learn. One main point is that students may have problems in the learning process. Another negative point is that they may feel confused on their English goals.

According to Brown (2001) intrinsic motivation is the one in which the learner has an internal desire to perform the classroom activities without the expectation of an external prize; hence, this motivation makes that learners feel a personal rewarding owing to their behavior. For him, to get this kind of motivation teachers must include classroom activities that catch the learner´s attention, that is interesting for them and that can be performed while having fun.

Similarly, Harmer (2007) cites Williams and Burden (1997) who also suggest that motivation is a state of cognitive arousal, which provokes a decision to act, in this way, through intrinsic motivation students feel an inside need to learn while enjoying the process; as a result, they increase their self-confidence and are more successful; this would be the ideal step for the student to exhibit and for the teacher to take into consideration when structuring the lesson plan; i.e. to make it as interesting and engaging as possible.

Moreover, Brown (2001) affirms that it is important to understand the intrinsic motivation as an element that comes from the classroom itself perhaps when the teacher uses interesting activities and encourages students effectively. Likewise, according to Dörnyei (2001), when there is this kind of atmosphere in a classroom, the desire to learn is cultivated and formed in the student. This kind of motivation is vitally important because it prolongs the

students' motivation in the long term. Therefore, this should be one of the teacher's main goals when considering their students' motivation to learn.

On the other hand, there are some strategies that teachers can use to avoid extrinsic motivation. Indeed, Dornyei (2001) suggests that classroom activities can be developed in groups, where students are benefitted from classmates and teachers' support. Activities must be interesting and according to the level and age of learners; thus, teachers create a motivational environment. Additionally, Boon (2007) claims that teachers must also set real goals for students. Moreover, an advantage of the lack of extrinsic motivation is that it may help students to define their English goals which in most cases are the desire to communicate in the English language with other people, to travel to other countries in order to study, to get a better job or understand the language in social networks.

Activities or strategies that motivate students to learn English

Dörnyei (2001) emphasizes that motivational strategies are necessary in the teaching-learning process because they link activities as the source of how students prefer to learn. Such strategies definitely improve the predisposition, attitude and behavior of learners toward language learning and provide a positive effect on them.

Some of those strategies proposed by Dörnyei are the variety of material used during classroom activities and the creation of a troubleshooting guide in which students can find a solution for problems and doubts, directing special attention to factors such as learner´s self-esteem, autonomy, interests and organization. Additionally, the author emphasizes teacher´s performance to motivate students as well, and proposes four main strategies to create motivational conditions, such as: creating a motivational environment, generating motivation at the beginning of the class, preserving the motivation during the class and encouraging positive retrospective and self-evaluation.

In the same way, Harmer (2007) mentions that one of the most significant aspects when using motivational strategies is to promote the ones which impact most and encourage students to maintain their motivation levels. It is important to promote activities which catch the learner's attention, take into account the students´ level, and increase students´ overall motivation.

In order to avoid monotony in the classroom, the author recommends teachers to vary the aspects of the learning process as much as possible; for instance, to vary the linguistic focus of a task is suggested, also to vary the communication activities using different visual aids, and the organization of the classroom as well.

Harmer also advises that crosswords, puzzles and computer games can be used as a motivational ice breaker to encourage students to solve problems, discover something and overcome obstacles. Furthermore, this author indicates that the different approaches used by teachers in the classroom contribute to the learner's success and as a result the student's motivation increases. Such strategies encourage active involvement by connecting pupils with real objects, visuals and actions. This kind of strategies helps to include students in authentic learning situations without fear or embarrassment.

According to Nation and Macalister (2010) there are some ways to attract students if they are not motivated in learning; for instance: the topic of the lessons should be interesting for learners, learners should be given the control to make decisions about what they do inside the classroom, the tasks must inspire learners to complete them successfully, achievement tests must encourage students to work and feel like successful learners, learners should be told how to keep records of their progress, learners should be helped to become autonomous learners, the learners' effort could be rewarded through publication in a class newsletter, and finally learners should be encouraged to set achievable and realistic individual goals.

Another useful strategy to motivate English learners is multiple intelligences. Gardner (1993) mentions different ways in which people process information. Indeed, the author refers to different levels of intelligences, and this is helpful for teachers because they can apply a variety of activities using all types of intelligences, for instance: role playing for bodily kinesthetic intelligence, the use of self-evaluation rubrics for intrapersonal intelligence, encouragement group reports for interpersonal intelligence, oral reports for linguistic intelligence, designing mind benders for logical mathematical intelligence, asking students to write a rap song for musical intelligence, have pupils make posters and charts or illustrations for visual spatial intelligences, and last of all the use of examples from nature to connect concepts for naturalistic intelligence; thus, the information is more motivational for learners.

Additionally, Herrell and Jordan (2012), point out that all the activities mentioned above are favorable for students as they have the opportunity to learn and demonstrate their understanding in different ways which will reduce their anxiety and increase their confidence, self-esteem and motivation.

Regarding the implementation of multiple intelligences strategies in the classroom, Iyitoglu and Aydin (2015) affirm that they can improve the classroom environment so that it would be suitable for students to learn effectively. In the same way, Kelly and Tangney (2006) suggest that the correct multiple intelligence strategies should also be taken into account when considering the intelligence profiles of the students; moreover, the authors point out that these strategies "can bring different benefits such as increased learning performance, greater enjoyment, enhanced motivation, and reduced learning time"(p.407).

Herrell and Jordan (2012) also indicate that realia strategies are useful to increase the learner´s motivation in the classroom. Realia connect students to the real world making their language acquisition easier to attain. According to them, this strategy motivates students because they are surrounded by real experiences that convey the meaning in a better way

than pictures or illustrations for them. Objects can also be used in realia activities such as household items, household furniture, fruits, vegetables, clothes, zoo animals, books, magazines, ethnic items or typical food; likewise, realia are useful to introduce vocabulary, oral language practice, pre-reading activities, role playing and grammar practices. For these authors, it is also important that teachers choose the appropriate material according to the learner's age and level to ensure variety and innovation in classroom activities. Echevarria, Vogt, and Short (2010) complement by claiming that realia strategies are used in the English classroom to provide students with experiences and opportunities to use all the senses in the learning process. With these kinds of activities students feel engaged and motivated.

Teaching Approaches and Methods

A much broader topic which is important when considering motivation in students is the method used in the classroom to motivate students in a more effective way. The methods below are discussed in detail taking into consideration how effective they are when teaching in an ESL (English as a Second Language) / EFL (English as a Foreign Language) classroom.

Communicative Language Learning

The first method presented is the Communicative Language Learning Approach, written by Richards (2006). This approach encompasses a group of rules concerning the English language teaching process. It includes classroom activities and also teacher's roles. These rules focus on aspects like students' motivation due to their engagement and interaction during the class, thus facilitating the learning process. Meaningful communication is useful in this approach because it stimulates the learner's interests; being that the goal of this approach, i.e. to improve the accuracy and fluency of the language that learners have gotten at their own pace in the learning process.

In addition, regarding meaningful communication, Harmer (2007) claims that this method pays special attention to what and how to teach, that is to say to teach not only grammar

and vocabulary, and emphasizes that classroom activities must include real language communication to improve communicative tasks, such as: real world activities functioning as role plays, the use of magazines, newspapers, TV programs and movies, thus the students here interact in a more communicative way making learning meaningful to them.

Cooperative Language Learning

According to McCafferty, Jacobs, and DaSilva (2006), the Cooperative Language Learning method focus on a student-student interaction in order to get the most benefit in the learning process, so group work activities have preference; in this case, the teacher must serve as a guide and help students to clear doubts; through these kinds of activities, learners acquire independence and cooperation which is important when communicating in another language.

Moreover, according to Slavin (1987), the group progress depends on the individual learning of each member of the group; the authors emphasize that it is very important to encourage the participation of all of the members, in order for students to have a successful development of their skills, knowledge, and similar goals too; additionally, if weakness or problems in learning are detected, they can be solved by the teacher.

On the other hand, Gillies and Ashman (2005) mention that placing students in groups is not always enough to encourage cooperative learning. They affirm that in order to encourage each other and to contribute with ideas inside the group, it is necessary for learners to realize that they depend on each other to be successful, and that they understand completely the importance of the responsibility that each member of the group should have. All of these points will increase the success of the team. In addition, tasks must be open and discovery based; in this way, students will be able to discuss and contribute with their own opinions.

Content Based Instruction

Stryker and Leaver (1997) affirm that Content Based Instruction is a traditional method that combines the language and content learning rather than focusing merely on using oral

communicative activities and cooperative learning as their prime source of communication. Hence, this approach is useful to teach an English course or a more complex English program, inasmuch as the main purpose of this method is the use of language to acquire information; for this reason, authentic texts are recommended. This method is generally applied to specific groups of students.

In the same way, Richards and Rodgers (2001) explain that Content Based Instruction focuses on the content to be learned; which usually refers to the subject matter learned by students, but not by the used language.

Task Based Language Learning

Harmer (2007) demonstrates that this particular method is based on specific tasks, such as getting students to follow certain pre-task activities that include structures or vocabulary to be learned; it is similar to the method mentioned above; however, it must be focused on tasks rather than in structures; once the students complete the tasks, the teacher monitors them and offers support.

Concomitantly, Richards and Rodgers (2001) suggest some principles to apply in this method; for instance: the development of activities that include real world situations and the promotion of language learning in a Task Based Language environment.

Total Physical Response Method

The Total Physical Response Method is a valuable approach which associates the language with physical activity, and engages students effectively (Brown 2001). In the same way, the author emphasizes that this method, developed by Asher, includes memory and physical movement, where the students first listen to a certain command and then respond to it with physical actions. He mentions instructions that this method has, such as: "Open the door", "Sit down", etc.; and this way, the students are required to carry out the instructions by physically performing them.

In addition to what Browns states, Richards and Rodgers (2001) point out that the Total Physical Response approach coordinates speech and action; in this way, the English learning process becomes easier even for adults. Asher also expresses that this method helps learners to reduce stress, and consequently, it helps to improve their learning difficulties.

Translation Method

According to Richards and Rodgers (2001), the Translation Method is centered on grammar rules, and its application in the translation of texts in the English language; students have to memorize rules and vocabulary, reading and writing skills have preference, materials used for learners are vocabulary lists and dictionary, grammatical structures are learned through writing sentences and translating them into the target language. In the Translation Method, the first language is used to explain concepts and discuss problems regarding rules. Additionally, Brown (2001) expresses that some characteristics of this method are: the importance given to pronunciation skills in the target language; reading practice and communication are taken out entirely of their focus. Brown also mentions that this method focuses on academic purposes using classic texts and translation of the mother tongue or target language only. He argues that there are disadvantages when the primary focus is just this, due to a lack of motivation in students when they have to focus only on translation of texts.

The Roles of a Teacher

After discussing motivational strategies and methods teachers use in a classroom, it is important to also discuss the roles of the teachers. For this, Harmer (2007) has taken into account six sorts of teacher´s roles inside the classroom. The first one is *the controller*, who has total control and organization of the classroom. Usually controller teachers inspire students with their charisma and make them feel comfortable with their image as a controller.

For Harmer, the second role is *the prompter teacher*, who gives appropriate prompts to learners during activities in which they do not know what to say or what to do, but they do that

in a sensitively and discrete way in order to encourage learners. The author points out as well a third kind of teacher which is *the participant*, who lets learners develop classroom activities on their own, and only takes part when learners have finished their activities in order to offer feedback and correct mistakes.

Subsequently for him there is a fourth role, *the resource teacher*, to whom students come to ask for information; this teacher most of the time is available to solve students' problems, and he/she also encourages learners to solve their doubts by themselves, fostering the use of resources such as a dictionary. Following the roles of the teacher this author mentions a fifth role, the *tutor teacher* who helps students that are working on long projects and encourages the learner's autonomy; Here, the teacher becomes a combination of *prompter and resource* teacher.

Additionally, Sárosdy, Farczádi, Poór and Vadnay (2006) mention other characteristics for these sorts of teacher roles; for example: a *controller teacher* role, who is useful during the reproduction stage of the lessons; nonetheless, the authors mention that the *controller* is not the most effective role for a teacher.

Finally, the *assessor teacher* takes care about how students are working; this teacher corrects mistakes and provides feedback in an appropriate way. The *prompter teacher's* role highlights that discretion is the most important point for him/her because an aggressive comment can affect students negatively.   Finally, these authors affirm that nowadays, the *resource* teachers´ role is being replaced by technological resources, such as: the Internet where students can find the information they need.

On the other hand, according to Harmer (2007), pupils may still need the teacher as a resource; hence, teachers must be able to answer questions when students do not know how to do a classroom activity where they do not have the internet resource within reach of the learners, guide them as in where to find information; this way, a teacher would act as an efficient

resource, encouraging learners to be more independent using the resource materials by themselves.

It is also important to study some additional research papers to get an overview of how different factors impact students´ motivation. The following papers are research studies which discuss many aspects of student motivation; their causes, effects and solutions.

In the first study performed by Bahous, Bacha and Nabhani (2011), the aim was to examine the students´ intentions and opinions of the difficulties that delay students from learning in an encouraging way; for this purpose, the students who participated were thirty from different language courses in a Lebanon university. Six were chosen from these English courses to be interviewed, the majority of the students were between ages 18 and 21. The instruments used in this particular study was a students' interview and email questionnaires for teachers. Students were interviewed and their answers were jotted down and recorded. The research design was qualitative.

As a result, most of the students said that teachers would repeat goals in the course and put too much time and effort into essay assignments instead of focusing on including different language activities. Additionally, the majority of students agreed that English should be an obliged subject at university while others stated that it was a negative decision.

On the other hand, in the results obtained from the teachers' email questionnaires, they agreed that some factors that hinder students' progress in the classroom are: the students´ weak knowledge of English for academic purposes, the materials used in the classroom that do not motivate students, and their lack of knowledge in writing skills.

Finally, the data collected from the interviews showed that there was no speaking element in the course. Therefore, the students preferred interactive and engaging activities to increase learning.

The second research is developed by Tamimi and Shuib (2009), in their study, the purpose was to investigate the main source of students' motivation to learn English, and their attitude to learn English as well; the students who participated in this study were males in the academic year of 2006-2007 in the Department of Petroleum Engineering in the city of Yemen; there were not females students in the department. The primary instrument used for this study was a questionnaire which consisted of three sections each with a different focus, such as: collect information regarding the students' background, another section includes questions to identify students' motivation to learn the English language, and in the other section the questionnaire elicits information regarding the students' attitude towards learning English as a foreign language. An additional instrument used by the researchers was the interview that helped to corroborate the answers obtained from the questionnaire, in which similar type of questions were asked.

The main result of this study was that instrumental motivation was the primary source of students' motivation toward English language. Students like learning English mainly for opening their job prospects. The majority of students expressed that their motivation comes from their immediate needs, such as: to pass their exams and career opportunities. Regarding integrative reasons, the results provide evidence that learning English as a part of the culture of this people had the least impact in the students' English language motivation. In reference to the students' attitude, the findings revealed that students have positive attitudes toward the use of English in the social and educational context, and overall, the English speaking world represented by English language films.

Another important study done by Khatib and Najafi (2012) attempts to discover if Iranian EFL teachers are effectively using motivational strategies to encourage their learners.

Additionally, in this study, 50 students from different high schools, being 23 males and 27 females, were chosen to answer a fifteen-item Likert scale (which is a psychometric scale

commonly involved in research employing questionnaires). It consisted of 3 types of motivational strategies which are essential to motivate the classroom. Once translated to Persian, they were collected and analyzed.

Considering the results of the interviews and questionnaires, it was stated that EFL teachers do not use motivational strategies to encourage their students, and that this has a strong repercussion on their learning. The statistical graphs showed that students' needs were not met and that the lessons were all teacher-fronted classes which gave a threatening environment for the students.

To conclude, the authors point out that cognitive and affective processes when learning a language have to be considered important because they influence language knowledge. It was also stated that teachers do not understand the importance of motivating students through certain strategies. Consequently, these students lacked interest in their classes.

The fourth journal done by Kitjaroonchai (2013), has as main aim to find the students' level of motivation, what types of motivation were their main source for learning and whether there was a difference between motivation in high achievers and other learners.

With this in mind, these researchers gave a questionnaire to a sample of 266 students which were 50 male and 216 female aged between 12 to 19 years old, in the Saraburi Province, Thailand in ten different high schools of the service area. The questionnaire used in this study was the Attitude Motivation Test Battery (AMTB). Also, an open-ended question was used to find out their reasons for their language limitations and challenges.

In this particular study, there were positive results unlike the other studies. It was found that most of the students are in fact more instrumentally motivated, and this was the main reason for their overall motivation to learn. Some of them expressed that it was because they know how important English is to get a job or to further their studies abroad. Equally important, it was revealed that students with a high GPA score (who are high academic achievers) showed a

higher level of motivation than other students. This means that students who are academically oriented are actually more motivated than the other students who do not do so well in the academic field.

Lastly, there is a study done by Wong (2013) whose main objective was to find out how the different ways of teaching are related to motivation in learning English. The participants included in the study were 109 students that were from 13 to 19 years old, and who lived in Hong Kong, where the study was done. Students were asked to answer a questionnaire. Consent forms were also distributed. Then, the answers were analyzed by the SPSS (Statistical Package for the Social Sciences) system of analysis. The research questions of this investigation were based on whether the students gain more motivation as they advance into higher high school levels taking into account the different motivational dimensions for instance: language level, and learning situation level, as well as the influence of motivational components such as: course, teacher, group, parent and cultural motivational components.

Under such context, the results found by Wong showed that there was no real difference in the improvement of motivation in the students as they progress and go to higher grade levels. There was also no consistent pattern to show that school grade levels affects students´ motivation. Moreover, the results also indicated that students felt a necessity to achieve and feel satisfaction with what they are learning. In addition, the research results showed that The Hong Kong Certificate of Education Examination for students is what motivated students the most in learning English.

Finally, the conclusion that the author states at the end of this study, is that Hong Kong upper secondary school students have strong motivation, probably because of their need for further studies and career aspirations. Consequently, teachers should use a variety of strategies to increase motivation among secondary students, using themes that are closely related to career prospects, and using integrated approaches, for example: the use of language arts such as

poems, songs, drama and stories. Furthermore, Wong emphasizes to consider students´ different ways of learning and modify their method a little so that students are able to learn effectively.

Chapter II: Method

Setting and Participants

      The present study was carried out in a private high school in Quito. The population sample includes 100 students of secondary classrooms from eighth grade to second year of baccalaureate, who are boys and girls from 12 to 17 years old.

Procedures

      This research was conducted in first place by reviewing the literature concerning English language students and their motivation to learn the language, in order to investigate what motivates students to learn English and what hinders students from learning it; the present study also includes theoretical support of five previous studies about the investigated theme, the information was obtained through a bibliographic research of a variety of books, journals and reliable internet sources; furthermore, some authors' theories, opinions and results were compared and contrasted in order to get a deeper insight to support the analysis.

      The quantitative and qualitative methods were applied throughout the present investigation. Regarding the techniques and instruments used in this study, questionnaires were applied to the sample population and observation sheets were filled by the researcher during the English class which was about 40 minutes. Both questionnaires and observation sheets consisted of multiple choice questions about the students´ motivation to learn English, classroom activities, teachers' attitude and aspects that hinder their English learning; the student questionnaires contained 8 questions divided in 2 parts: *yes* or *no* questions in which students were required to provide a reason for their answers, and 6 multiple choice questions. With respect to the observation sheets, these included 7 questions, one was a *yes* or *no* question and 6 multiple choice questions.

Subsequently, the quantitative and qualitative methods were applied. The results were tabulated through statistical graphs in order to have a clear view of the findings for each aspect of the questions.

Finally, the analysis of the results were obtained based on the students' responses registered in the questionnaires; the observation sheets regarding the topic of this investigation were compared and contrasted with the literature support; thus, the findings were supported by the theories from books and studies included in the literature review.

Chapter III: Results and Discussion

Description, Analysis and Interpretation of Results

This section presents the qualitative and quantitative analysis of the obtained results. The analysis was developed based on the questionnaires applied to students as well as the observation sheets of the classes and was supported with the information obtained in the literature review.

What do you think motivates students to learn English?

Do you like to learn English?
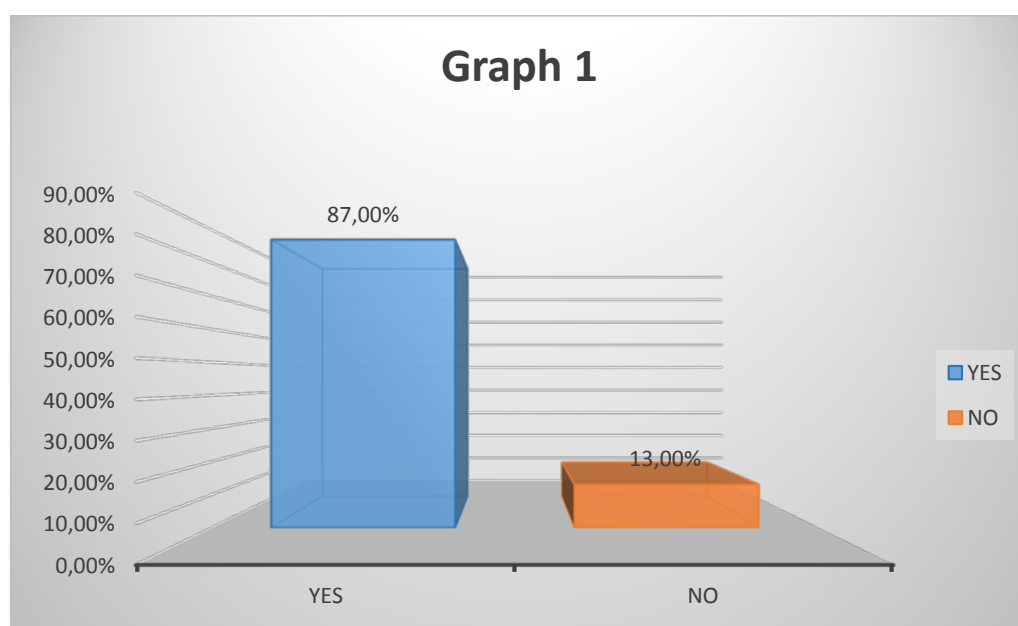
Author: Sandra Maribel Rea Asmal
Source: Students´ Questionnaire

In this graph, it can be seen that the 87% of pupils like to learn English; in addition, the survey applied to the students shows that the main reason for this is the importance of English nowadays to ensure a good professional future, and also to travel and communicate with other people around the world. Moreover, on this particular question, the majority of the students comment that having a good English level will allow them to have more opportunities in all aspects of their lives. On the contrary, a smaller number of students, 13%, answer in the questionnaire that they do not like to learn English. They allege that the language is too complicated to understand. During the class the students showed interest in the activities

proposed by the teacher, especially in those which included listening using the CD track, these students' attitude demonstrate that they like to learn English language.

It is important to note that there are different reasons to learn English in high schools. Indeed, according to Harmer (2007), nowadays students of all ages around the world learn English for different reasons; and some of them study the language only because it is on the curriculum; but for others to study English is a choice; while other reasons can be: moving to a target-language community, learning English for a specific purpose, communication or travel. On the other hand, Harmer mentions that students of general English do not have a particular reason to learn English other than the wish to learn the language.

Are you motivated to learn English in class?
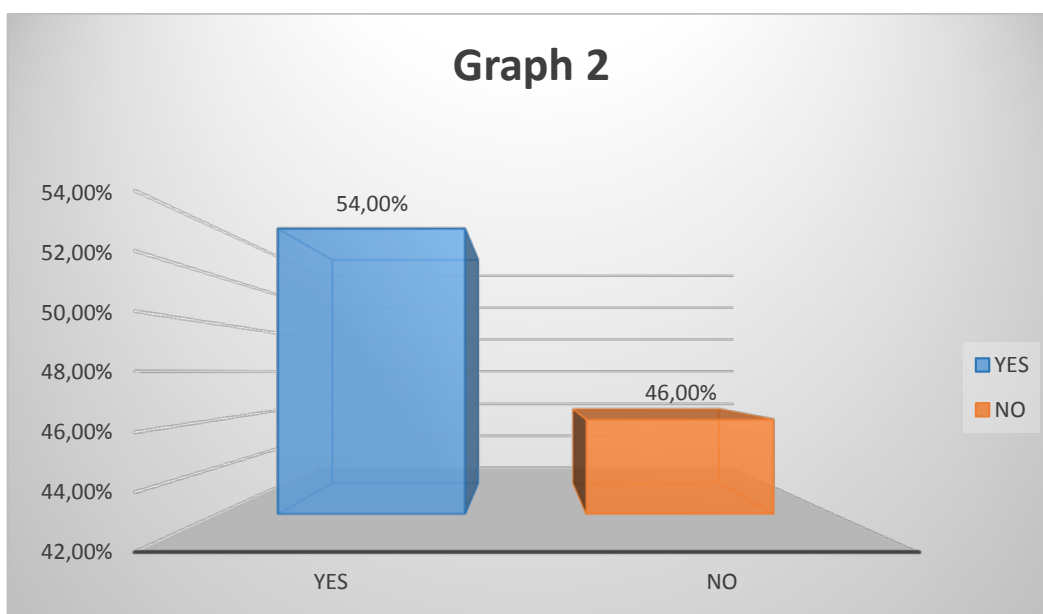
Author: Sandra Maribel Rea Asmal
Source: Students´ Questionnaire

According to graph 2, regarding the results from the student´s questionnaires, 54% of the students are motivated to learn English, the reasons given about why they feel motivated are the teacher's methodology, strategies, variety of classroom activities and attitude; also, most of the students reply that when the teacher uses fun activities, they feel engaged and their motivation increases.

Furthermore, 46% of the students answered that they are not motivated to learn English; this percentage represents almost half of the sample population, which is considered a high percentage. The student's questionnaire results show that they do not feel motivated because they do not understand the teacher. This is proved to be correct because when the observations take place, the teacher does not use appropriate gestures when speaking and giving instructions in English, nor does he clarify in Spanish when the students do not understand; thus, creating a sense of helplessness in his/her students. Other reasons registered in the observation sheet are: the lack of support from the teacher, and the monotony of the classes and activities; these facts make that students answer in the surveys that most teachers do not use didactic material and for this reason the students do not feel engaged or interested in learning. In addition, an important point that some students mention is the lack of knowledge that the teacher has, and the insecurity and confusion that the teacher projects during the lessons. However, the five teachers who were observed in all of the classrooms show a good level of knowledge and mastery of the subject, being this fact contrary to the students' responses. Surprisingly, during the observation, the students look rather bored and discouraged due to the lack of variety and creativity in the activities presented, because it is observed that the teachers only use the basic materials such as the student´s book, CD track and notebook.

The observation results also show that students are not intrinsically motivated to learn English. Students show that they need more than just a simple workbook lesson.

In fact, intrinsic motivation can yield in them the desire to learn, thus generating better results to achieve their goals regarding learning or to feel better in the process. (Harmer, 2007). In the same way, Dörnyei (2009) cites Gardner (1985) who defines L2 (Second Language) motivation "as the extent to which an individual works or strives to learn the language because of a desire to do so and a satisfaction experienced in this activity"(p.10). In addition, teachers may contribute to students' motivation by creating a classroom environment in which students

enjoy learning, for instance: applying interesting activities which result relevant to their age and level and where the atmosphere is supportive enough to achieve their goals (Lightbown and Spada, 2013).

Do you like your teacher´s way of teaching English?
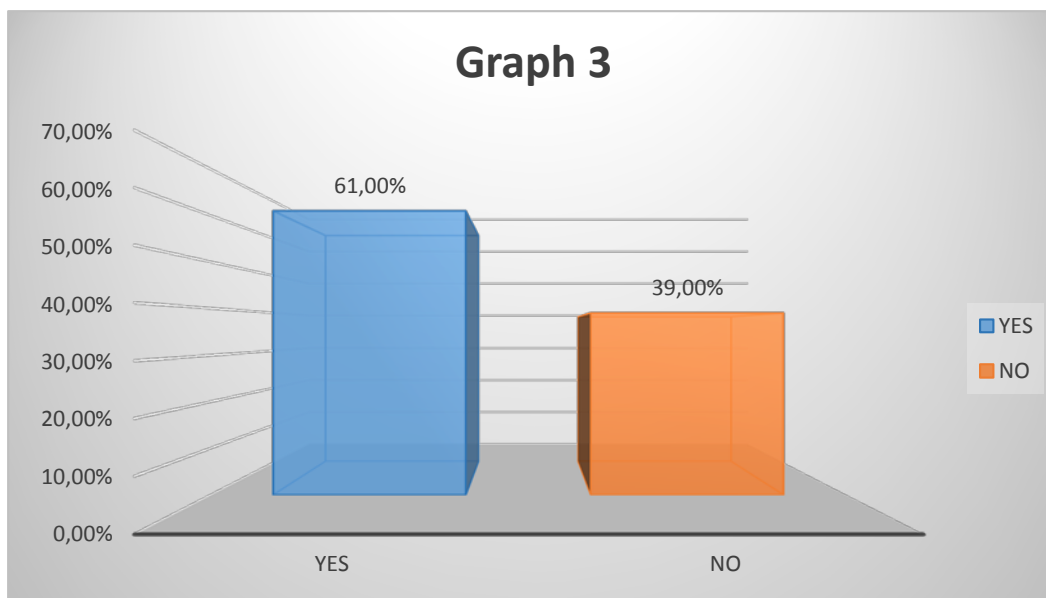
Author: Sandra Maribel Rea Asmal
Source: Students´ Questionnaire

In this question, 61% of students admit that they like their teachers' way of teaching and 39% of them do not. The positive reasons that the students give for liking their teacher´s method of teaching are the fun and varied activities included during the lesson, as well as the usage of an English laboratory. Other reasons include the support and feedback they receive.

However, in some of the classes observed, the majority of the students seem bored, uninterested and discouraged. Furthermore, in some of the lessons, the teachers do not use different engaging activities or any extra didactic materials, using only the textbook to teach. The method used is rather tedious and repetitive causing a negative effect on the students. Nevertheless, there are some positive aspects of the lessons observed, such as providing some kind of feedback. Even though there is a lack of additional didactic material and lack of spontaneity in the method used, there are useful strategies that the teachers combined as well,

for example interaction with his/her students, which contribute to draw the learners' attention to the contents of the lesson.

By contrast, the 39% of the students that answer 'no' to liking their teacher´s way of teaching respond that their teacher does not explain in a coherent way, and that makes no effort at all to include more didactic material than the basic one used for class. This is proven to be true in some of the classes observed because the majority of teachers do not use interesting didactic material or give important feedback at any time. In these cases, it can be seen that students do not enjoy their teacher´s method because there is a lack of dynamics, not just because of the lack of inclusion of other materials, but due to the absence of engaging activities and the use of only one teaching method in all of the lessons.

Richards (2006) suggests that when relating to the teacher´s way of teaching English, there are several methods and strategies that can be used inside the classroom; however, he recommends the teacher must choose the most convenient method taking into account the level and age of learners. Richards also affirms that if methods and strategies are used in the correct way, the students will be successful in the learning process.

Hence, it is advisable that teachers include motivational strategies and incorporate them in the classrooms considering the learners´ preferences; therefore, strategies work differently for each group of students. According to Al Kaboody (2013) teachers should make the learning process more interesting by varying the teaching styles, using different materials, and introducing novel techniques. In the same way, Al Noursi (2013) found in his study that students had positive attitudes regarding learning English, and those attitudes were influenced by the teaching methods used, thus, effective language teaching strategies encouraged students to be more positive towards the language learning.

Do the following aspects motivate you to learn English in class?
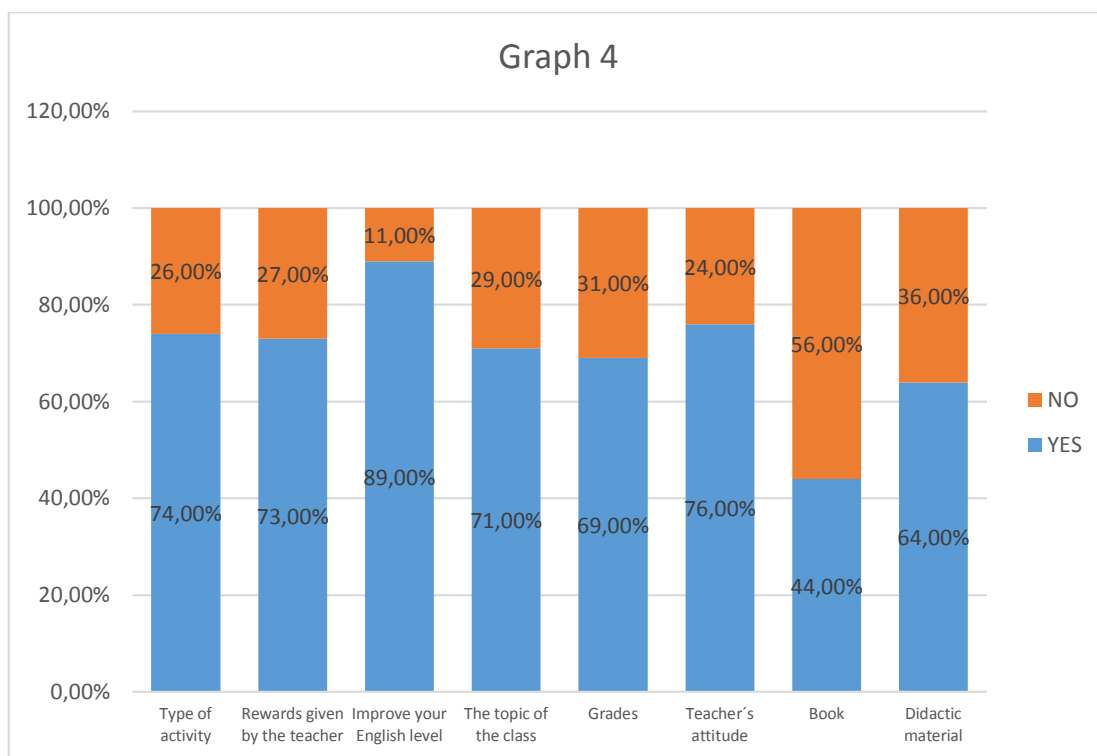
Author: Sandra Maribel Rea Asmal
Source: Students´Questionnarie

In this graph, it can be seen that the aspect that scored the highest positive answer is *improve your English level,* with an 89%. This means that 89% of the students think that this fact motivates them to learn English. The aspect that scored the highest negative answer was the *book* with a 56%. This means that 56% of students think that the book used does not motivates them to learn English; that is what mostly discourages them.

In fact, during the classroom observations it can be seen that students show interest to learn the language and improve their level; however, their motivation increases by the type of activity his/her teacher uses, for instance, when the teacher uses a variety of games or videos to teach. On the contrary, if the teacher does not use this kind of didactic material, students lose their interest to learn the language; as a consequence, they are not interested in improving their English level.

On the other hand, the aspect that receives the highest negative score is *book*. In this particular aspect, 56% of students answer that the book does not motivate them to learn English

in class; in contrast, 44% of students answer that the book motivates them to learn English. The students are consequential in their answers because this is confirmed in the classroom observation. During some classes, some of the teachers used the book as their only source of instruction and motivation; such practice has not been encouraging the students, causing quite the opposite effect because bad behavior is reported in some of the lessons. Another related aspect that receives a large amount of negative answers is the *didactic material*; this aspect motivates 64% of the students, and does not motivate 36% of the students. This information is confirmed through the observation, the absence of didactic material to teach is evident in all English classes; in addition, students answer that they feel a lack of motivation for this reason. It is proven in the majority of the observations that the teachers make no effort in bringing or presenting different materials such as realia, videos, posters, etc. Concerning one of these didactic materials, realia increases the students' attention, and interest (Sukrina, 2012).

The aspects which have almost the same score are *the topic of the class* and *grades*. The latter is the fifth factor of the aspects to motivate students to learn English; in this fact, 69% of students feel motivated and 31% of the students do not. This data is confirmed in the observation when the students develop book activities for instance, and the teacher warns that the task will have a grade; they are more engaged and do their activities carefully. This proves to be important for them, since in the observations students show interest when they get a grade for each task; this happens in some of the five classes in total, not in all. The other aspect, *the topic of the class,* is only noticed in some of the classes; the teacher in some cases chooses a relatively fun topic which is related to the students´ age and interests. Choosing the correct topic, which takes into consideration the student´s interests and likes, is an important element in teaching (Harmer, 2007).

Regarding to the *type of activity* the 74% of students answer that this factor motivates them to learn English and the 26 % answer otherwise. The aspect *rewards given by the teacher*

has similar results, in which the 73% of the students answer positively and the other 27% answer that this factor does not motivate them. Finally, about *teacher's attitude,* 76% of students answer that they are motivated by the teacher's attitude and 24% answered the opposite. This results are confirmed during the observations because the students show interest, enthusiasm and participation when the teacher proposes innovative activities and rewards students usually with extra points and congratulates them thus increasing the student's confidence.

Do the following activities motivate you to learn English?
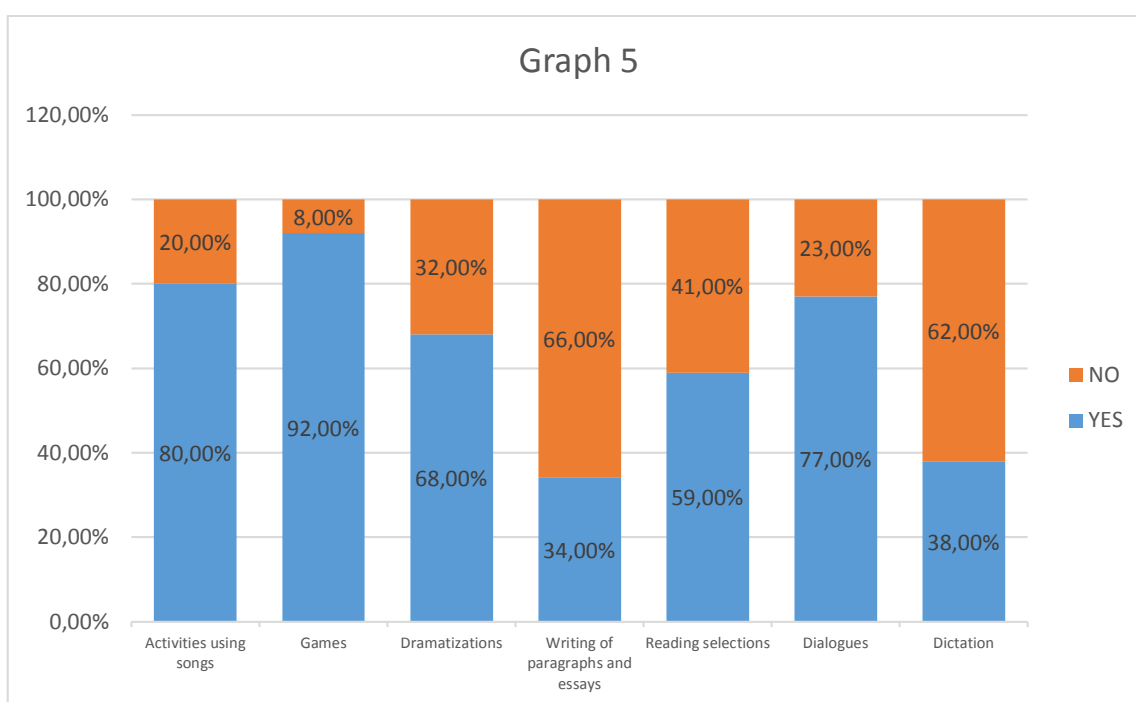
Author: Sandra Maribel Rea Asmal
Source: Students' Questionnaire

In this graph, we can observe different activities that motivate students to learn English. Concerning games, the 92% of the respondents answer that games motivates them to learn English, and the 8% of learners, answer that they do not feel motivated to learn with this type of activity. This result is verified during the observations, it is noticed that teachers use games such as: "hangman" as a warm up activity to begin the class. During the period of time when some of the teachers use games as a warm up activity, the students show more enthusiasm and motivation by participating in this kind of activities rather than in activities that are not games.

As for the *songs*, 80 % of students respond that they like songs as a means of motivation; and 20% of students answer that this activity does not motivate them. Nonetheless, *songs* are not used in the observed class.

Another motivational activity is *dialogues* with the 77% of positive answers, and the 23% of negative answers. In the classroom observation, it is noticed that the teachers use this activity specially to practice and improve speaking skills, in fact, the textbook includes dialogue activities for each lesson. According to Epstein and Ormiston (2007) dialogues are one of the most traditional activities used by teachers as they provide students with meaningful materials that engage them in a real communication.

With regard to *dramatizations*, 68% of the students consider that this activity motivates them to learn English; and the 32% of the students do not agree with that fact; however, this activity was not applied during the classroom observations. In order to better understand the importance of using this kind of activity, Harmer (2007) mentions that when students are involved in simulations or a role play, they can act as in a real life situation allowing students to express themselves more freely; moreover, they have the opportunity to see how they would cope linguistically in a real situation.

The next activity that motivates students to learn English *is reading selections*; in this activity, 59% of the students answer that reading selections motivate them to learn English, and 41% of the students answer that this activity does not motivate them to learn English. During class, it is noticed that the teachers include and encourage reading activities using the textbook, or activity book. Actually, the textbook includes chapters of a story at the end of each lesson which allow students to practice reading skills. Harmer (2007) points out that reading is useful for language acquisition as it helps students to improve vocabulary, spelling, writing, and grammar.

In the activity *of writing paragraphs and essays*, 34% of students, answer that this activity motivate them to learn English, and 66% of students do not agree with such statement. As it can be seen, the positive answers receive a lower percentage; this means that the majority of the students are not motivated by this activity to learn English. While the observations are done, it can be verified that the majority of students are discontent with the actual process of writing, they look bored, tired, and do not enjoy working on essays or paragraphs writing because the teacher did not make the writing process manageable and interesting for them.

Finally, in *dictation* 38% of students answer that this kind of activities motivate them to learn English, and 62 % of students are not motivated by this activity. It is not possible corroborate this information because there were not dictation activities during the observation. However, according to Brown and Abeywickrama (2010), dictation is a method in which listening and writing skills are integrated; learners have to write what they hear orally. Additionally, Ezenwosu (2011) mentions that dictation plays an important role in the English language curriculum. Nonetheless, students consider this activity as boring and threatening, which develops a negative attitude. In addition, the author suggests treating dictation as a technique in which students learn to improve language rather than a mechanical tool. Ezenwosu also points out that dictation can become enjoyable if they are used correctly, turning the classroom atmosphere into a relaxing, tolerable and pleasant environment which subsequently brings a positive influence on learners performances.

What is your teacher´s attitude in class?

Graph 6
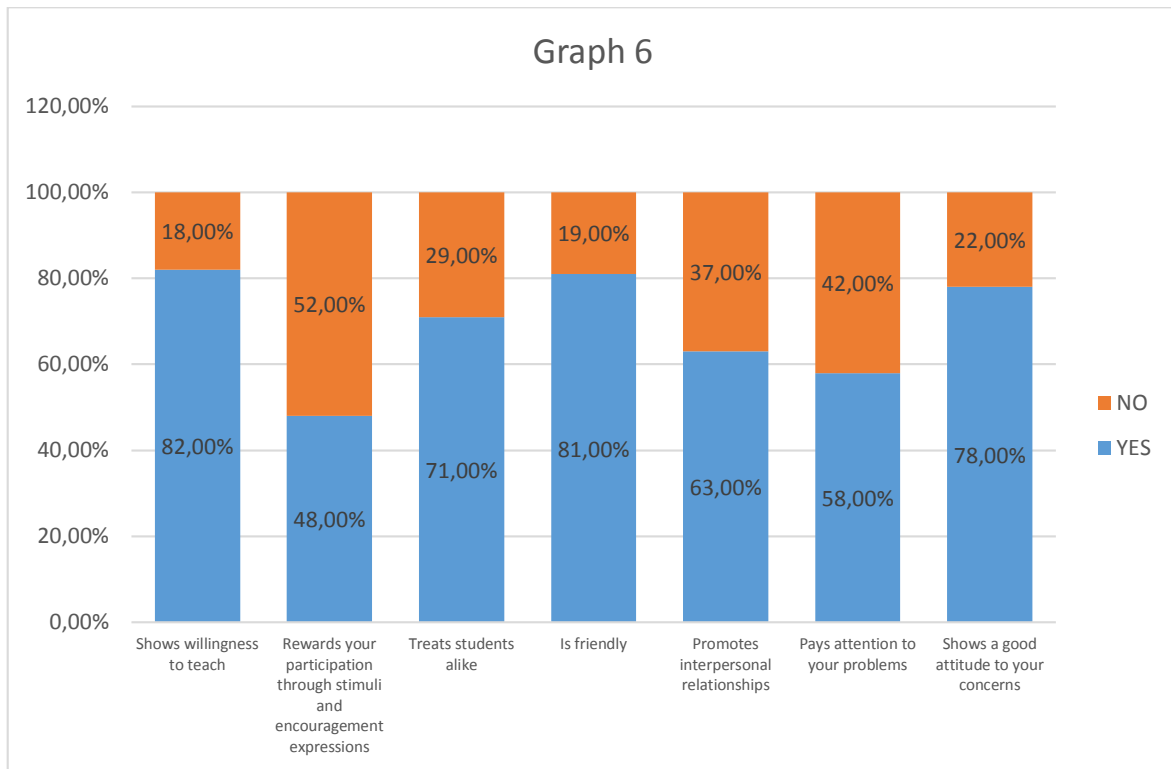
Author: Sandra Maribel Rea Asmal
Source: Student´s Questionnaire

In this chart, it can be seen that the aspect which receives most positive results is *shows willingness to teach,* which means that 82% of students answer that their teacher is willing to teach in their classes, and only the 18% of students answer that the teacher does not show willingness to teach. Another aspect which receives one of the highest positive results is *friendly,* with 81% of students, who think the teacher is friendly; this information is confirmed during the observations, most teachers display willingness to teach and seem to display a friendly and easy-going personality.

In the case of *rewards your participation through stimuli and encouragement expressions,* 52% of students answer that their teacher does not reward their participation through stimuli and encouragement expressions, and the 48% affirm such statement is true. It is confirmed in the classroom observations that the students lack this. Even though teachers have a good attitude toward teaching, most of the teachers have not given any encouragement

and rewards at any given moment. With regard to the above, Dörnyei (2001) affirms that one of the most important aims of teachers is to know how students feel during the teaching-learning process. The *issue of affect* means that the students' motivation increases when the teacher supports and appreciates their participation during the class.

Another aspect which receives a negative result is *pays attention to your problems*; in the survey, 42% of the students express that their teacher does not pay attention to their problems in class although there seems to be a polite and close relationship between some of the teachers and their students, precisely because of the teacher´s pleasant and friendly personality. It can clearly be seen in the observations that the teacher tries to help them whenever they need it.

Concerning whether teacher *treats students alike,* 71% of students give a positive answer; and, 29 % of students give a negative answer. Contrary to these results, it can be seen in the class observation that the teacher treats all students respectfully. The reason of this contrast is because the students who give a negative answer feel that the teacher treats them differently individually or because students do not have a solution from the teacher when they ask for help to solve their doubts.

The next factor asks if teacher *promotes interpersonal relationships;* 63% of the students answer that the teacher promotes interpersonal relationships, and the 37% of the students answer the opposite. This aspect is also contrary to the classroom observation, where the teacher promotes teacher-students interaction as well as the students-students interaction. According to Harmer, (2007) a positive and enjoyable relationship between students and teachers is an important characteristic to increase the intrinsic motivation of learners.

The last aspect is *shows a good attitude to your concerns*, where 78% of students respond that the teacher does show a good attitude to their concerns; on the other hand, 22% of students respond that the teacher does not. Yet, during the observation the teacher shows

willingness to answer the students' questions and to clear doubts. In this regard, the teachers must be able to act as a resource for students, being helpful and available, but at the same time teachers must encourage students to use resource materials for themselves in order to become more independent in the learning process (Harmer, 2007).

What is the role of your teacher in class?
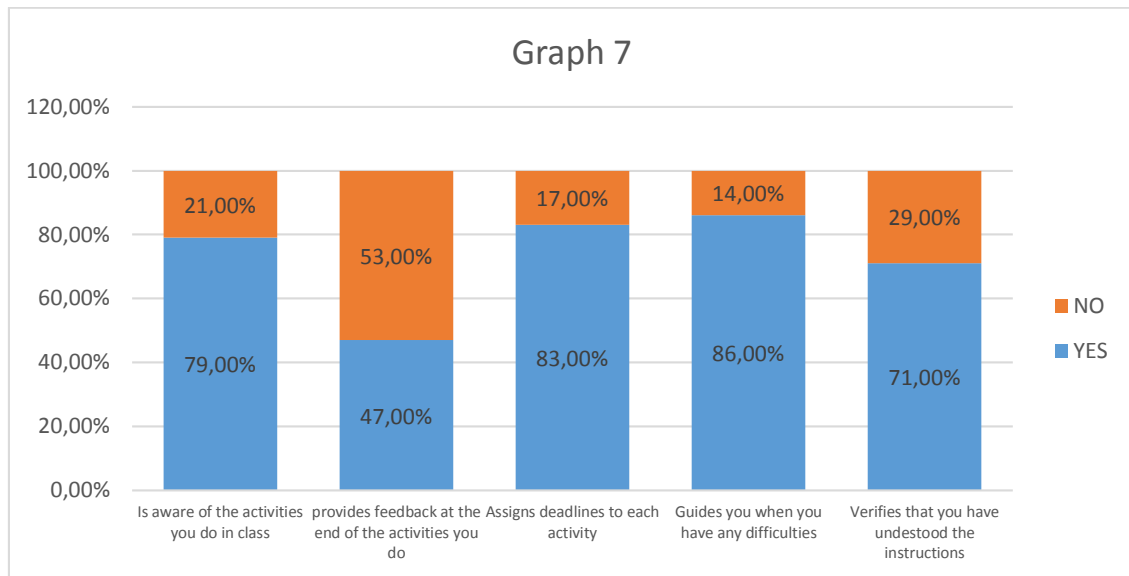
Author: Sandra Maribel Rea Asmal
Source: Student´s Questionnaire

This chart is related to the roles of the teacher in class. In this graph, the majority of the students which represent the 86% vote that their teachers *guide them when they have any difficulties*. Similarly, there is a similitude between this and the aspect in the previous graph, where students have a lower positive percentage regarding the aspect *pays attention to your problems*. In contrast, during the English class, it is observed that the teacher guides students in every task, helping them with pronunciation difficulties and other grammatical limitations. Additionally, there is another aspect which also receives a similar result, the aspect: *assigns deadlines to each activity*; in this specific aspect, 83% of students vote *yes*, they answer positively and think that their teacher assigns deadlines effectively. Nevertheless, during the observations this is not detected; half of the teachers do not comply with these deadlines for

each activity, not paying much attention to how long each activity lasts. Some teachers spend too much time on the warm up or other parts of the lesson.

The aspect *provides feedback at the end of the activities students do* receives a 53% of negative answers. Students think they do not receive appropriate feedback at the end of the activities. Indeed, it is observed that only some of the teachers give some kind of feedback while others do not. However, according to Nation and Macalister (2010), feedback allows teachers to verify whether the lesson was clearly received by the students, and to help them improve the quality of their language; in contrast, the authors also point out that feedback can have negative effects, i.e. when learners show reluctance to the use of language due to the fear of making a mistake. Therefore, it is very important that the teacher provides feedback in order to avoid this negative effect focusing on qualitative aspects of language for instance reading and writing.

The aspect *verifies that students have understood the instructions* gets 29% of negative responses; it means that this percentage of students do not think that their teacher checks to see if they have understood the instructions given; in the same way, the aspect *teacher is aware of the activities you do in class* gets 21% of negative answers. Actually, in the observations, it is seen that some teachers are not aware that the students do not understand certain instructions, and make no attempt in clarifying them. Teachers must have the ability to perform different roles depending on the students' needs, in this way students will feel supported, also this flexibility facilitates the teaching-learning process. (Harmer, 2007)

What do you think hinders students from learning English?

Graph 8
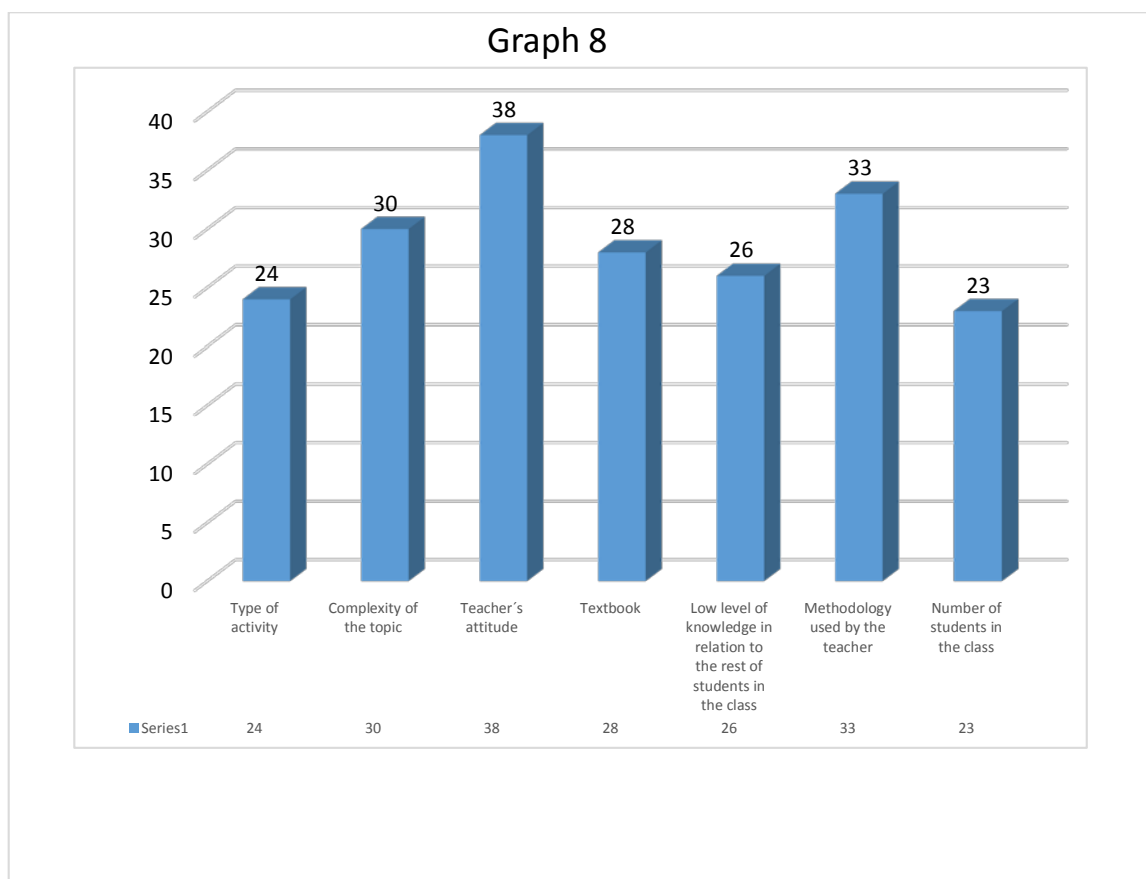
As it can be seen, 38% of students feel the main element that hinders their English learning is the *teacher´s attitude*. Even though, in the observations the majority of teachers have a good attitude, Similarly, the second element, with a 33% of students who answer that the *methodology used by the teacher* hinders their learning of the language; some of the students' reasons are that the methods used by the teachers are boring; and in some cases, they do not understand what the objective of the activities is. It is confirmed in the observations that teachers only use the book and make no effort to use any other materials or other strategies to motivate their students such as: TPR (Total Physical Response) activities or the Content – Based Learning. Accordingly, Kuo, Hsu, Fang and Chen (2014) manifest that TPR is one of the most used English teaching methods; they state that it is basically conducted through the coordination of speaking and physical movement. They also mention that this method allows students to

develop listening, comprehension and oral fluency while at the same time reduces stress and fear; and as a consequence, the learning process will become more interesting and easier to grasp for them.

Regarding the aspect *the complexity of the topic*, 30% of students answer this factor hinders them to learn English; in the same way, there is a little difference with the aspects *textbook* and the *low level of the knowledge;* where 28% and 26% of students respectively point out these factors hinders their English learning; as these factors are closely related, during the observations, it is noticed that students have difficulty understanding the topic of the class which is presented in the textbook and that makes students feel they have a low level of knowledge. According to Hammer (2007), a good textbook provides the possibility that the language, sequencing and content of the book become appropriate, and the topics and language skills be attractive for students.

On the other hand, the elements which hinder the least are *the number of students and the type of activity*. Both percentages are low with a 23% for *number of students* and a 24% for the *type of activity*. It is important to note that the number of students in the classroom does not seem to bother the students so much. Although these results are present in the survey, the observations show a different scenario: the number of students in class, in fact, affects the students' learning, because there is too much noise and bad behavior, such as yelling and not paying attention when the teacher is speaking. Bernaus, Wilson and Gardner (2009) report on their study that the use of traditional strategies in the classroom contribute to low levels of English achievement, thus, they recommend teachers to innovate the strategies used, due to this fact produces a lower level of anxiety in learners probably because they feel less concerned.

Even though the *type of activity* they do registers a low percentage from the students' points of view in the survey, it is noticed during the observation that when the teacher changes the activity to a more entertaining one, their behavior changes and they start participating more.

To conclude, these two aspects along with the other ones mentioned previously are important undoubtedly when considering what hinders their learning and demotivates them at the same time.

CONCLUSIONS

In the results found, it is evident that students are not motivated enough due to the absence of extra didactic materials, the methodology used by the teacher is not clear, the teacher´s attitude, and the fact that some teachers does not verify at all times if the students have understood. Students also answer that that the main problem is that teachers do not have a suitable teaching methodology that encourages them to learn the language.

The usage of interesting and meaningful didactic material, the variety of activities in the classroom and the inclusion of real world activities, as well as, authentic materials are factors that students prefer in order to learn the language while having fun; the lack of these materials causes that students do not feel engaged in the learning process.

Students do not like or understand the textbook mainly because the teacher does not give a detailed explanation concerning the new language skills they are learning; nor does he give clarification with regard to the activities proposed in the text, which are usually difficult to develop for them, especially those ones which reinforce the writing skills.

The teachers´ attitude plays an important role regarding student motivation. Most of the students manifested that their interest to learn the language increases when the teacher shows a positive attitude and supports them in the learning process, thereby, students have the confidence to ask for help from their teachers with respect to misunderstanding topics.

Giving rewards is an excellent system to motivate students in the teaching and learning process, in fact, a high percentage of learners answer that this factor motivates them. During the observations some teachers reward students by grades, extra point or stickers. Teachers who use rewards on their classes promote students' participation, their achievement in learning the language, their good behavior inside the classroom, and increase learners self-confidence.

Some teachers do not provide an appropriate feedback at the end of the activities, nor do they use meaningful correction of the activities that students do; conversely, for learners it is important that teacher monitors their activities so they feel supported and motivated to improve their language learning.

RECOMMENDATIONS

It is important that teachers and students feel motivated in the teaching-learning process; therefore, teachers should increase their creativity and find new resources, methodology and strategies to apply inside the classroom, as well as use a variety of activities taking into account the age, level and student's preferences. The use of technology in the classroom is a useful tool to incorporate new ideas and facilitate English teaching and learning.

To include didactic material such as posters, flash cards, or worksheets, since this material helps to catch the students' attention and makes the class more interesting and interactive.

The teacher attitude is an important factor inside the classroom. Teachers should demonstrate the best attitude possible, not only in aspects concerning teaching the language, such as: monitoring, assessing, and supporting students activities, but also showing interest in students' affective factors; thereby, the teacher becomes a sort of psychological support rather than just an academic one. This increases student´s self-confidence, self-esteem and autonomy, as well as, keeps their levels of anxiety low

Regarding the book, students are not motivated with it; in this case, teachers and authorities should take the initiative in order to analyze the textbook content and if necessary, look for other book options whose content becomes more attractive to students and engages them in the teaching learning process.

Rewards can become a very useful strategy to motivate students. Some teachers usually reward students by giving extra points, but it is also advisable to include other kinds of rewards according to the students' level, for example: candies, toys, stickers or diplomas for children, whereas high school students can be rewarded by watching movies, musical videos or verbal congratulations.

Finally, it can be seen that some teachers do not have time for feedback at the end of the class; however, feedback is necessary in the teaching –learning process as it allows teachers to assist the student on their learning achievement. It is suggested that feedback should be given as soon as possible after the completion of a learning task.

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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:	8th	9th	10th
	1st	2nd	3rd
City:			

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

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

YES	NO
Why?	

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

YES	NO
Why?	

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

YES	NO
Why?	

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

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

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

Activities	YES	NO
Activities using songs		
Games		
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
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:

_____
_____
_____
_____
_____