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English language students and their motivation to learn the language

Trabajo de fin de titulación.

AUTOR: Abril Calero, Devin Ignacio
Pérez Villagómez, Evelyn Vanessa

DIRECTOR: Solano Jaramillo, Lida Mercedes. Mgtr.

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El presente trabajo de titulación: "English language students and their motivation to learn the language" realizado por Abril Calero, Devin Ignacio y Pérez Villagómez, Evelyn Vanessa ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

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f. ....

Autor: Abril Calero Devin Ignacio

Cédula …0502856313…

f. ....

Autor: Pérez Villagómez Evelyn Vanessa

Cédula …0503160285…

DEDICATION

We dedicate this Thesis to our God Jehovah, who has been our main motivation

to choose and achieve this goal in our lives. Because we do not live for us

instead to do his will.

To our beloved parents, who with patience, love, and care have been presented

in most difficult moments on this path.

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effort and give us the opportunity to grow as better people allowing us to be

more.

CONTENTS

ABSTRACT

This research was about English language students and their motivation to learn the language. The purpose of this study was to learn about students' perceptions in relation to their motivation to learn English inside the classroom.

The general approach of this study was qualitative and quantitative. The principal sources of data collection were students' questionnaires and observation sheet. The field research took place in the city of Latacunga-Ecuador. The Sample consisted of 20 students from ninth and tenth years of Basic Education and all senior high school; in addition, it was monitored the existing needs and limitations through a survey and direct observation directed to teachers and students which permitted to achieve reliable outcomes

From the results obtained, it was established that the teachers' attitude is the foundation of the class development; it means that teachers attitude has an important role in the students' learning process due to the fact that there is an implicit relation between teachers and students that helps to motivate students in the educative process

Key words: Motivation – Intrinsic and Extrinsic motivation- English learning

RESUMEN

Esta investigación se enfoca en "estudiantes del idioma inglés y su motivación para aprender el idioma". El propósito de este estudio es conocer las percepciones de los estudiantes en relación a su motivación para aprender Inglés en el aula. Esta investigación se llevó a cabo en la ciudad de Latacunga, en una escuela privada. Los datos considerados fueron los estudiantes de noveno y décimo año de Educación Básica y todos los niveles de secundaria en "Unidad Educativa Particular CCA". Se monitoreó las necesidades y limitaciones existentes a través de una encuesta y la observación directa que se hicieron,

A partir de los resultados obtenidos, se determina que la actitud de los maestros es la base del desarrollo de la clase; esto significa que la actitud de los maestros maestros tiene un papel importante en el proceso de aprendizaje de los estudiantes, debido a que hay una relación implícita entre los profesores y estudiantes que los ayuda a motivarse en el proceso educativo

Palabas Clave: Motivación- Motivación Intrínseca y Extrínseca- Aprendizaje de Inglés

INTRODUCTION

English is the lingua franca in the modern world, and for this reason, it demands a high necessity of learning it. In the teaching - learning process of the English language, motivation plays a great deal mainly because it allows students to develop their communicative competences while studying the second language.

The purpose of this study was to learn about students' perceptions in relation to their motivation to learn English inside the classroom by answering to the following questions: what do you think motivates students to learn English? And what do you think hinders students to learn English?

There have been different studies related to this topic because people involved in education have determined the importance of motivation in this process; for this reason, it has been implemented different methodologies, strategies, and activities that make students feel active part of the English learning process. This topic has a very spread importance since a high percentage of world inhabitants want to learn English, that is the case of a research carried out by Colak (2008) whose purpose was to investigate students' attitudes towards English, motivation to learn English and their general and vocabulary study habits. The study revealed that there was a significant correlation between students' grades and their attitudes. It was also disclosed that there was a low correlation between overall motivation and grades, instrumental orientation and grades, travel orientation and grades, however, there was no significant correlation between integrative orientation and grades.

Another study is the one conducted by Wilson and Gardner (2009) in Finland and Korea; whose purpose was to investigate student motivation and achievement in English and their relation to teacher motivation and strategy use in the classroom; the conclusion of this research was that the criteria for selection should include personality attributes and motivation to become a teacher as well as knowledge of the subject matter.

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In addition, Badequnzhu (2013) carried out a research in order to connect theory and classroom practice so that the foreign language learners could have more meaningful and fruitful learning experiences. The research was conducted by the means of real action, which is classroom-based teaching, critical reflection, and the findings and analysis of the action. Two main factors were examined, learners' L1 and C1, and looked at how these can be used to contribute to the motivation of the learners toward learning the target language in a context-specific teaching situation. As a general conclusion, it is said that incorporating both the teachers' and learners' perspectives on motivation and attitudes in the foreign language learning process is needed to acquire effective objectives.

Regarding to outer elements that could limit the process of the current investigation, it is significant to say that the investigation methods, survey, and observation were carried out with no problem, nevertheless, it was determined that observations were not enough in order to get more detailed information from the students during their classes.

When students are motivated, it is easier to get new communicative competences, reason why the results of this research have beneficiaries, they conform the education trilogy: students, teachers and parents; each part has benefits like this: when students feel motivated to learn English as a second language they will have more effectiveness in their learning process; on the teachers part, they perform their professional activities very effectively and finally on the parents part, they feel pleased with their sons and daughters' results.

LITERATURE REVIEW

This section of the research is focused on two parts; the first one is the Theoretical support of themes which are related to the main topic, they are: motivation to learn English, activities or strategies that motivate students to learn English and teaching approaches and methods. The other one is the theoretical support on previous studies about the researched topic.

Motivation to learn English

In order to understand better this process, it is necessary to know that Motivation has been defined by many people involved in this context taking into account different aspects e.g. Gardner (1985) states that motivation involves four aspects: a goal, an effort,- a desire to attain the goal, and -a favorable attitude toward the activity. In addition, Oxford and Shearin (1994) defined motivation as a desire to achieve a goal combined with the energy to work towards that goal.

Taking into account the afford- mentioned definitions about motivation it can be said that motivation in learning English as a second language is an internal desire with external influence that demands of effort in order to become able to manage this language.

The research of language learning motivation has been developed with the influence of educational psychology. In the 1980s, Ryan and Deci introduced two classifications for motivation; they are: the intrinsic and the extrinsic motivation (Ryan& Deci, 2000).

Intrinsic motivation is the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities It has been found that there are many people who are intrinsically motivated in learning English for several reasons such as autonomy, competence and personal inner satisfaction, therefore they encourage themselves to struggle enough in order to learn the English language to employ it as a source of personal growth (Ryan & Deci, 2002).

Intrinsic motivation is the desire to engage in activities for internally rewarding consequences. Therefore, intrinsic motivation tends to affect learners for a longer period than extrinsic motivation because it provides students with a spontaneous desire to reach self-competence showing personal empathy towards the activity they are performing, in this case, learning English as a second language (Ryan & Deci, 2002).

Extrinsic motivation refers to motivation that comes from outside an individual; the motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. (Reeve 1996). When students are extrinsically motivated they just try to learn not because they like the subject or career, they look for the advantages it offers. Opposing to the intrinsic motivation, extrinsic motivation belongs to a wide range of behaviors which are means to an end, in this way, they can be tools to meet a goal, so that it is not the end in themselves, those behaviors are not isolated, and they are part of an objective.

However, some authors put forth a more complex typology of Extrinsic Motivation (EM) where some types of extrinsically motivated acts involve self-determination and choice. They identified four types of extrinsic motivations which vary in their degree of self-determination (Ryan & Deci, 2002).

The first type of extrinsic motivation is external regulation, which happens when someone is externally regulated; so acts are performed to attain a positive state or to avoid a negative end state, which are separated from the activity itself (Ryan & Deci, 2000).

The second type of EM is introjected regulation; it represents the first stage of the internalization process, where individuals take prompts from their environment and bring them inside themselves (Ryan & Deci, 2000).

The third type of EM is identified regulation. It happens when the reasons to engage in an activity are internalize exactly as the activity is judged valuable by the person, he or she

will perform the activity with a sense of choice and the behavior is said to be regulated through identification with the activity (Ryan & Deci, 2000).

The fourth type of EM is integrated regulation. Integration implies choice; choices to engage in some activities are not necessarily coherence with other self- structures. When such coherence is reached, the choice underlying behavior is in harmony with other structures within the identity (Ryan & Deci, 2000).

These four types of motivation are complemented by each other. Learners can be both interactively and instrumentally motivated or they can be motivated using one by one. Furthermore, motivation is dynamic in nature; it is not something that a learner has or does not have, but rather something that varies from one moment to the next depending on the learning context or task (Ryan & Deci, 2002).

Activities or strategies that motivate students to learn English.

There is particular interest in teachers for developing motivation in their students to learn; Brophy (1988) describes student motivation to learn as "a student tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them. Motivation to learn can be constructed as either general trait or situation-specific state" (pp.205–206). Teachers can make a positive contribution to students' motivation to learn when classrooms are places that students enjoy because the content is interesting and relevant to their age, level of ability obtaining in this way a supportive atmosphere.

Motivation to learn in a particular situation can be summarized in four questions: Can I succeed at this task? Do I want to succeed?, What do I need to do to succeed?, Do I belong? (Committee on Increasing High School Students' Engagement and motivation to learn, 2004) Teachers want students to have confidence in their abilities so they will approach learning with energy and enthusiasm. Also, students must value the importance of the task and the

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knowledge than the simple fact of finishing a task or participating to get a grade (Eccles & Wigfield, 1985).

Crookes and Schmidt (1991) say that levels of motivation for students increase in relation to pedagogical practices. They also claim that motivated students into the lesson are more able to learn effectively the subject, English in this case. It has been determined that teachers must make approaching activities which can lead to a higher level of interest in students even though they can meet difficulties in the process.

Students become demotivated for mistakes during the process of learning, this fact can affect the final result in their English acquisition but it is important to take into account that teachers must encourage students to assume what Clifford, (1990, 1991) said about mistakes in the classroom: everyone in the class should see mistakes as opportunities for learning

To avoid demotivation in students it is advisable to consider what Bergin (1999); Brophy and Kher (1986); Stipek (1993) One important thing is that the classroom must be relatively organized and free from constant interruptions and disruptions. Second, the teacher must be a patient, supportive person who never embarrasses students for mistakes. Third, the work must be challenging, but reasonable. If the task is too easy or too difficult, students will have little motivation to learn. They will focus on finishing, not on learning. Finally, the learning tasks must be authentic, and what makes a task authentic is influenced by culture.

Motivational strategies are methods and techniques to generate and maintain the learners´ motivation and promote the individual's goal-related behavior. In developing one's motivational repertoire it is not the quantity but the quality of the selected strategies that matters. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect. Key units in this process-oriented organization include: (Dörnyei, 2001, 28):

Creating the basic motivational conditions where teachers must adopt appropriate

behavior and establish rapport with the students, creat a pleasant and safe classroom atmosphere and creat a cohesive learner group (Dörnyei, 2001, 28):

Generating initial motivation. Focus on 'integrativeness', on the anticipated intrinsic pleasure of learning, on instrumental incentives; make the curriculum relevant for the learners, increase the learners' expectancy of success (Dörnyei, 2001, 28):

Maintaining and protecting motivation. Help learners to set appropriate (proximal and specific) sub goals for themselves, increase the quality of the learning experience and the learners' self-confidence. provide regular experiences of success, reduce classroom anxiety, promote favorable self -conceptions of foreign language learning competence, create learner autonomy, adopt an active socialising role (by the teacher), raising the learners' awareness of motivation maintenance strategies and emotion, motivation and environment control (Dörnyei, 2001, 28):

Encouraging positive retrospective self-evaluation. Promote attributions to effort rather than to ability, increase learner satisfaction (Dörnyei, 2001, 28):

Motivational strategies, even those which are generally the most reliable, are not rock-solid golden rules, but rather suggestions that may work with one teacher or group better than another, and which may work better today than tomorrow (Dörnyei, 2001, 30).

The concept of all these strategies is based on the idea that teacher behavior and beliefs significantly affect students' motivation for learning a foreign language. For this reason, strategies in motivating language learners should be seen as an important aspect of motivation toward learning a foreign language. Therefore, several research studies constructed and summarized motivational techniques for teachers in classroom application (e.g., Alison and Halliwell, 2002; Brown, 2001; Chambers, 1999; Williams and Burden, 1997).

In this way, Building Confidence and Positive Expectations is one purpose in the class

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where no amount of encouragement or ''cheerleading'' will substitute for real accomplishment According to Woolfolk (2007) there are some steps to ensure genuine progress:

Being work at the students' level and move in small steps. It is important for teachers and students that the syllabus will be developed; in some cases, this is a straitjacket because teachers focus their attention just in it, and they do not care if students understand. It is recommendable that this process will be given after students will have understood the content.

Make sure learning goals are clear, specific, and possible to reach in the near future. When long-term projects are planned, it is good to divide the work into subgoals and help students feel a sense of progress toward the long-term goal. In this way teachers have more chances to reward their development and keep students motivated (Woolfolk, 2007).

Stress self-comparison, not comparison with others. Every student is a complete world and he or she has own and different ways to learn, so it is impossible to compare them. When teachers maintain a respectful environment taking advantages on the individual skills, students will see the progress they are making by showing them how to use self-management strategies (Woolfolk, 2007).

Communicate to students that academic ability is improvable and specific to the task at hand. In other words, the fact that a student has trouble in algebra does not necessarily mean that geometry will be difficult or that he or she is a bad English student. (Woolfolk, 2007).

Teaching approaches and methods

Teaching approaches and methods constitute the support for getting effective educative results because applying them in class students will feel a good environment and they will be motivated to learn. The most common approaches and methods are explained bellow.

The first current approach is the Communicative language learning. It is best considered an approach in language teaching that starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as communicative competence. It refers to a diverse set of principles that reflect a communicative view of language and language learning. It can be used to support a wide variety of classroom procedures. That such exercises enable learners to attain the communicative objectives of the curriculum, engage the learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. (Richards & Rodgers, 2001).

Another method is the Cooperative language learning; Johnson, Johnson, and Holubec (2002) define it as a term used for collection of strategies in which students work together to accomplish a group task. The group task is structured so that each member of the group is expected to perform an assigned task. Because of the embedded structure of the unique task assigned to each member of the group, cooperative learning is much more effective than ordinary group work usually done in classroom situations. Appropriate training and structure is introduced into the process. This approach is especially effective for English language learners because the students have more opportunities for verbal interactions in small groups. They are encouraged by the other members of the group and can participate at their ability level (Kagan, 1989).

Cooperative learning activities must be preceded by some team building for the members to understand the value of working together and get to know each other's strengths. In addition, teachers must make their expectations clear if cooperative learning activities are to be successful. Cooperative learning provides an opportunity for communication, planning, research, and oral and visual presentation in the classroom. Quality group cooperation does not occur overnight, however. Taking the time to build teams, monitor the group interactions,

and debrief after the activity are all vital pieces of the cooperative learning process. The groups are not just learning content but valuable interpersonal interaction skills, as well. Because there is a definite task to accomplish and support is provided, English learners have a greater opportunity to access the learning (Richards and Rodgers, 2001).

Content- based instruction is other method used for teaching English. According to Brinton, Snow, and Wesche (1989), this method is the integration of content learning with language teaching aims. More specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material. It is the teaching of content or the information of the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught (Krahnke, 1987: 65). This approach contrasts sharply with many practices in which language skills are taught virtually in isolation from substantive content. When language becomes the medium to convey informational content of interest and relevance to the learner, then learners are pointed toward matters of intrinsic concern. Language takes on its appropriate role as a vehicle for accomplishing a set of content goals. In content-based instruction, language learning is typically considered incidental o the learning of content. The objectives in this approach are stated as objectives of the content course. Achievement of content course objectives is considered as necessary and sufficient evidence that language learning objectives have been achieved as well (Richards and Rodgers, 2001).

An interesting method is Task- based language learning (TBL), which refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some of its proponents, eg: Willis (1996) presents it as a logical developing of communicative language teaching since it draws on several principles that form part of the communicative language teaching movement from the 1980. In TBL, the emphasis is on the task rather than the language. For example, students perform real- life task such as getting

information about bus timetables, or making a presentation on a certain topic. After the task has been completed, they can analyze structures or vocabulary they have used and work on any imperfections that have arisen, correcting grammatical mistakes of thinking about aspects of style. In other words, instead of language study leading to a task, the task itself is the main focus and jumping- off point for (possible) subsequent later study (Richards and Rodgers, 2001).

Regarding to the total physical response method, Asher (1982) claims that it is an approach to second language acquisition based on first- language acquisition. In first - language acquisition, children listen and acquire receptive language before they attempt to speak, they develop understanding through moving their bodies, and they are not forced to speak until they are ready. In total physical response, the teacher gradually introduces commands, acting them out as she or he says them. Initially, the students respond by performing the actions as the teacher demonstrates them. Gradually, the teacher's demonstrations are removed and the students respond to the verbal commands only. Although the total physical response strategy is generally used with young children or English language learners who had very little English knowledge, it can be used to introduce new procedures and vocabulary at almost any level.

Neurolinguistic programing is a collection of techniques, patterns and strategies for assisting effective communication, personal growth and change, and learning. It is based on a series of underlying assumptions about how the mind works and how people act and interact. Revell and Norman (1997). It has four main key principles lie at the heart of NLP O'Connor and McDermott (1996), they are: goals, rapport, sensory acuity and flexibility. Revell and Norman (1997) present a set of presuppositions that guide the application of NLP in language learning and other fields. The idea is that these principles become part of the belief system of the teacher and shape the way teaching is conducted no matter what method the teacher is

using: Mind and body are interconnected, the map is not territory, There is not failure, only feedback, knowing what you want helps you get it, the resource we need are within us, communication is nonverbal as well as verbal, among others.

Finally, the grammar translation method, explains why it focuses mainly on the written form at the expense of the oral form. It was designed according to the *faculty psychology approach* which was very popular during the 18th and 19th century (Rhalmi, 2009).

This method aims to help students understand their native language better through grammar analysis and translation. This technique makes students develop a deep knowledge of the target written language; in this method, it is common to use translation, memorization of vocabulary, rules, grammatical paradigms, and verb conjugations. The most important in this method is to get the correct answer, otherwise, the teacher gives the correct answer. Students use their mother tongue as a tool to learn. With this method active participation of students is reduced. Perhaps, Omaggio (1986) points out, the type of error correction that this method requires can actually be harmful to the students' learning processes: "students are clearly in a defensive learning environment where right answers are expected" (Omaggio,1986: 91).

The roles of the teacher

The educative process has as important characters students, parents, and teachers; these ones are directly related to students' results during the learning stage. There have been different researches on effective teaching focused on the personal qualities of the teachers themselves. Results revealed some lessons about three teacher characteristics: knowledge, clarity, and warmth. Woolfolk (2007) says that within the classroom teachers' role may change from one activity to another. If they are fluent at making these changes their effectiveness as teachers is greatly enhanced. They have used different types of roles in order to develop the activities in class; all roles, after all, aim to facilitate the students' progress in

some way.

As Dörnyei and Murphey (2003) explain, the success of classroom learning depends on how students develop their social relations in class, what the classroom environment is, how effectively students cooperate and communicate with each other, and what roles the teacher and learners play.

For many authors, the base for an effective learning process is the quality of interactions between teachers and students, for example, for Brown and Douglas (2007) teachers can play many roles in the course of teaching and this might facilitate the learning. Their ability to carry out this effectively will depend on a large extend on the rapport they establish with their students, and on their own level of knowledge and skills.

According to Harmer (2007), the term 'facilitator' is popular to describe a particular kind of teacher, one who is democratic, autocratic, and one who fosters learner autonomy through the use of group work and pair work and by acting as more of a resource than a transmitter of knowledge. Harmer also states that it makes more sense to describe different teacher roles in more detail and say what they are useful for, rather than make value judgments about their effectiveness in terms of their 'facilitator' credentials'. Some of the most common teacher's roles are the following:

Teachers' role can be as controller, it is when the teacher is in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups. Controllers take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom (Harmer, 2007).

Teachers can be interactive, it means that the teacher is fully aware of the group dynamics of a classroom. As Dörnyei and Murphey (2003) explained, the success of classroom learning is very much dependent on how students relate to each other, what the

classroom environment is, how effectively students cooperate and communicate with each other, and what roles the teacher and learners play.

As Instructional Specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies (Marzano 2001); explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

Teacher can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way" (Larner, 2004, p. 32). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

Teachers also must be learners; among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve (Harmer, 2007).

Assessor is one of the things that students expect from their teachers; it is an indication of whether or not they are getting their English right. This is where teachers have to act as an assessor, offering feedback and correction and grading students in various ways. Students need to know how and for what they are being assessed (Harmer, 2007).

Teachers are prompter, which means that teachers want to help students when they don't know some words; using this role, teachers are keen to encourage to students to think creatively rather than have them hang on our every word. When teachers prompt they need to do it sensitively and encouragingly but, above all with discretion otherwise there is a risk of taking initiative away from the student (Harmer, 2007).

Teachers are Participants. There are good reasons why teachers might want to take part in a discussion. When it goes well, students enjoy having the teacher with them, and for

the teacher, participating is often more instantly enjoyable than acting as a resource. The danger of teacher as participants, of course, is that they can easily dominate the proceedings. It is due to the fact that even in the most democratic classroom, the teacher is still frequently perceived of as 'the teacher' and tends to be listened to with greater attention than his or her students. It takes great skill and sensitivity to avoid this situation (Harmer, 2007).

In addition, some activities are inappropriate for teachers to take on any of the roles which are suggested so far. In some cases where students are involved in a piece of group writing, or that they are involved in preparation for a presentation they have to make to the class, the students may have need of their teacher as a resource. Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity about that activity or they might want information about where to look for something – a book or a web site for example. This is where teachers can be one of the most important resources students may have (Harmer, 2007).

Another teachers' role is as Tutor. It means when students are working on longer projects, such as pieces of writing or preparations for a talk or a debate, teachers can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situations teachers combine the roles of prompter and resource and act as tutors. (Harmer, 2007).

Finally, teachers must be observer. They want to observe what students do (especially in oral activities) so that they can give students useful group or individual feedback. When observing students teachers should be careful not to be too intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down all the time (Harmer, 2007).

Motivation in class has been one of the most important topics in the educative process that is why there have been several researches about motivation in class. In the following

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paragraphs information about previous studies about this topic is going to be presented.

The first study is the one carried out by Wilson and Gardner (2009), whose purpose was to investigate student's motivation and achievement in English and their relation to teacher motivation and strategy use in the classroom. The strategies used by the teachers in the EFL class, included in the questionnaires, are based on the EFL teaching experience of one of the authors and on classroom observation; the researchers made the distinction between traditional and innovative strategies. The conclusion of this research was that the criteria for selection should include personality attributes and motivation to become a teacher as well as knowledge of the subject matter. Faculties of Education should offer only enough places to satisfy projected needs in the near future, as this would make the career more competitive; thus raising the status of teachers as the authors claim is the case in Finland and Korea.

Another study is the one conducted by Carrió and Mestre (2013). The objectives of this study were first, to discuss the role that motivation has in language acquisition as a specific variable at higher education level. Second, to check whether the specificity of the courses had some effect in the student's motivations, and thirdly, to study whether the introduction of technology, by means of self-defined activities and the recreation of an on-line world improved students' capacity to use English language in a variety of real-life contexts. During the classes, group A used a specific handbook as classroom material with references to the economic and social environment of engineering (English for Engineering, CUP); meanwhile, group B used on-line material which mixed grammatical and cultural contents. The activities carried out by this group of students included the selection and completion of online activities as well as the participation in a software program which invited to the recreation of an on-line world. The motivation shown by students of both groups was contrasted in order to determine whether integrative motivation (which can be measures by means of the positive attitudes shown by students toward the target language and culture) and

instrumental motivation (assessed by the gain-related motivation) had played a relevant role in the students instruction considering the different materials used in their acquisition of a second language. As conclusion it is said learners who prefer instrumental motivation are provided with no opportunity to use the target language to communicate collaboratively and therefore, no chance to interact with members of the target group. The students who prefer integrative motivation can interact with the rest of the class and communicate in Internet with native English speakers.

Another study was carried out by Abdelrahim (2012), which was designed to measure motivation among English language learners at Islamic University-Faculty of Arts. The researcher has selected the descriptive method because it is relevant to the present study. To conclude, what cannot be disputed is the fact that motivation is an important variable when examining successful second language acquisition. It should be realized that making learners recognize a real need to accomplish learning goals and providing them with the motivation to learn is one of the best steps we can take to facilitate effective learning. Thus, future researches in Sudan are needed to shed more light on motivation to learn from different perspectives as only the iceberg has been discovered.

Ching-Mei, and Tsui-Ping (2012) conducted a study to determine perceptions, in terms of English learning, do successful EFL learners have about motivation and to know how motivation takes place and influence successful EFL learners' English learning journey. The research employed a qualitative approach. Data were collected using semi-structured interviews. Each interview session lasted about ninety minutes. After the research they conclude: the present study reveals the process of motivation to successful foreign language learning outcomes. More specifically, this study was undertaken in order to understand how motivation took place to produce successful learning outcomes for college EFL students in Taiwan. A major finding is that the effect of motivation can be observed. The results also

indicate that the transformation of motivation is time-consuming. It can be reasoned that successful long-term learning outcomes requires time and motivation to work effectively and efficiently together. But, it remains unclear why certain people develop interests at the first place and continue to transform interest into long-term motivation.

Finally, Hasan (2006) in his study about Motivation among learners of English in the secondary Schools in the Eastern Coast of the UAE set that everybody needs to have motivation and a reason for action. The purpose of his study was to examine the students' integrative and instrumental motivation for learning English in the UAE state secondary schools; additionally this study aimed to recognize factors affecting students' motivation. This study employed a mixed method design which includes both quantitative and qualitative research methods, the participants were 100 male students who have been studying English as school subject for more than eight years. The data revealed that students had a higher degree of instrumentally than integrativeness, contrary to the findings of other related studies which had difficulties with the language aspects.

METHOD

Setting and Participants

This research was carried out at a private institution located in Latacunga. All the information that was gotten comes from students of eighth, ninth, and tenth years of Basic Education and first, second, and third years of Senior High School. The Sample consisted of 20 students from 5 different English classrooms.

Students had a good level of English. They received sixteen hours per week of English classes. The classes were divided in two subjects, the first was English, in which they developed their communicative skills, and the second was one of the following subjects Science, History, Geography, Reading or Academic Writing, International Exams preparation, one per year

Procedures

There were important steps to carry out this investigation; the first step was the bibliographical research, which had the scientific basis related to the research topic; this task let to determine several facts that are directly involved with motivation during the learning process.

The general approach of this study was Qualitative and Quantitative. The collected data were explored, explained, described, and analyzed.

The second step was to obtain all the sample data; through this activity, it was easy to determine the students' needs and possible teachers' mistakes in the class. The main instruments used were a students' questionnaire and an observation sheet, which was conducted through direct observation of the class. After gathering the data, it was easy to continue with the third step; in this step it was possible to do the tabulation of the results and make a very serious analysis concerning to the investigation problem.

For the process of tabulation of the written material, it was taken into account the frequency of the answers and the percentages obtained in each question; after this process, it was important to carry out the analysis of each question in a determined context. Finally, conclusions and recommendations based on the results obtained were established.

DISCUSSION

Description, Analysis and Interpretation of Results

This section presents the results obtained from the students' opinions regarding to motivation in class, which was obtained from the survey applied and observations done. The analysis was made according to the frequency of answers and its percentage and also by taking into account students' opinion.

What do you think motivates students to learn English?

Do you like to learn English?

Graph 1
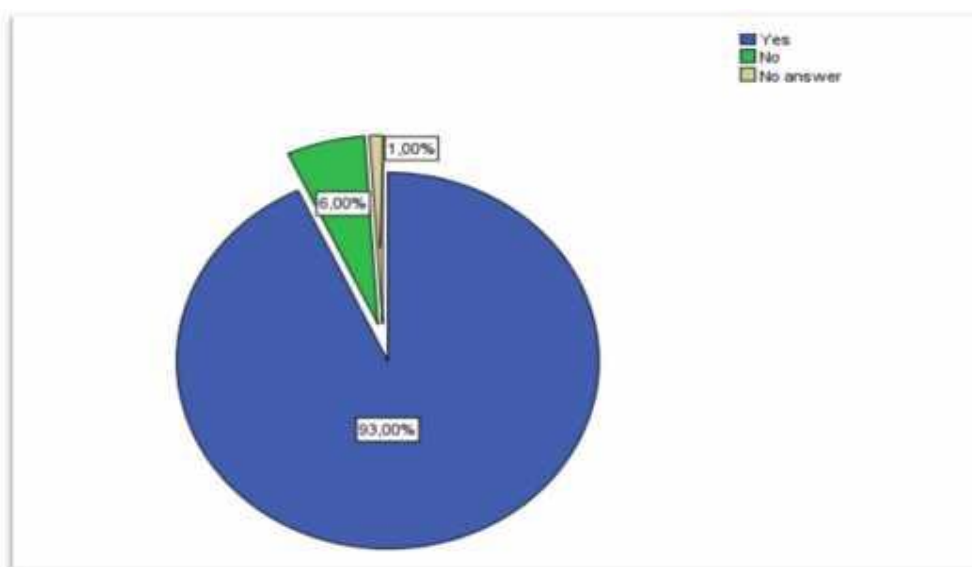
Authors: Abril Devin – Pérez Vanessa
Source: Students' questionnaire

The highest percentage of this question was 93% of students who say that they like to learn English, 6% of them do not like to learn this language, and 1% do not answer to this question; these results help to determine the students acceptance of the English language learning in this school, and it is possible to realize that most of them have a positive attitude towards the target language.

This real fact was demonstrated during the class observation, where students actively participated in the tasks and conversations that teachers performed in class. It was also noticed that students from senior high school had a fluent management of the language. So students could easily communicate their ideas and opinions with their teacher and classmates. It was obvious their interest to participate during the class.

According to Stipek (2002), interests increase when students feel competent, so even if students are not initially interested in a subject or an activity, they may develop interests as they experience success.

There is a high percentage of effectiveness in class when students are interested in learning or participating, so it is important to create an environment where students can develop naturally their communicative skills. Teachers must take into account that the intrinsic and extrinsic motivation are very important in this process because both can help students to develop their communicative competences.

Otherwise students who said that they do not like English represent a minimum percentage; however, according to the observation, it was noticeable that they were afraid to make mistakes when they participated in the activities. They said not to feel secure because they have come from other schools where English was not as important as in this new institution.

Are you motivated to learn English in class?

Graph 2
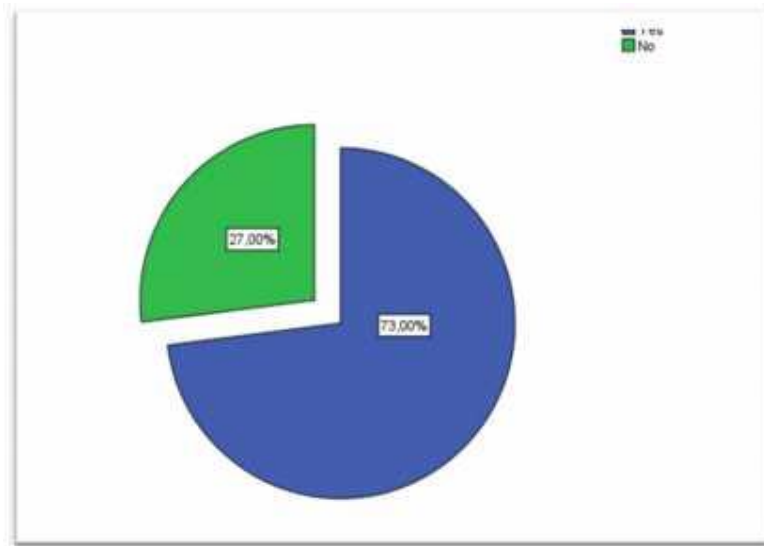
Authors: Abril Devin – Pérez Vanessa

Source: Students' questionnaire

The graph above shows that 73% of students feel motivated to learn English because their teachers use different strategies in the class and they feel confident using the language, while 27% of students do not feel motivated to carry out this activity because they are new in the Institution and they have not studied English since the elementary education.

These results demonstrate that students are extrinsically motivated due to all the external motivation they receive from their teachers.   It was noticed that most of the teachers observed caught students' attention and it is because from the beginning of the class to the end of it they used different activities in order to motivate students; these activities were dynamic, which engaged to the entire group to develop cooperative learning. It was also seen that when these activities were performed students automatically changed their attitude and got interested in the activity; so the teacher took advantage of the context to develop in a better way the contents focused for class.

On the other hand, 27% of students did not feel motivated to learn English due to the teacher's attitude in front of the class and also because of the type of activities that their teacher chose to develop in class; students argued that they would love that their teacher uses

some videos, songs, talk shows, instead of activities from the textbook.

Based on the observations carried out, it can be said that in some occasions teachers were reluctant to motivate students and sometimes they felt angry themselves; this attitude made students feel afraid of their teacher and so of using the language, which affects to the students' learning process.

In this concern, Brophy (1988) describes student motivation to learn as "as a student tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them. Motivation to learn can be construed as both a general trait a situation-specific state" (p.205-206).

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

Graph 3
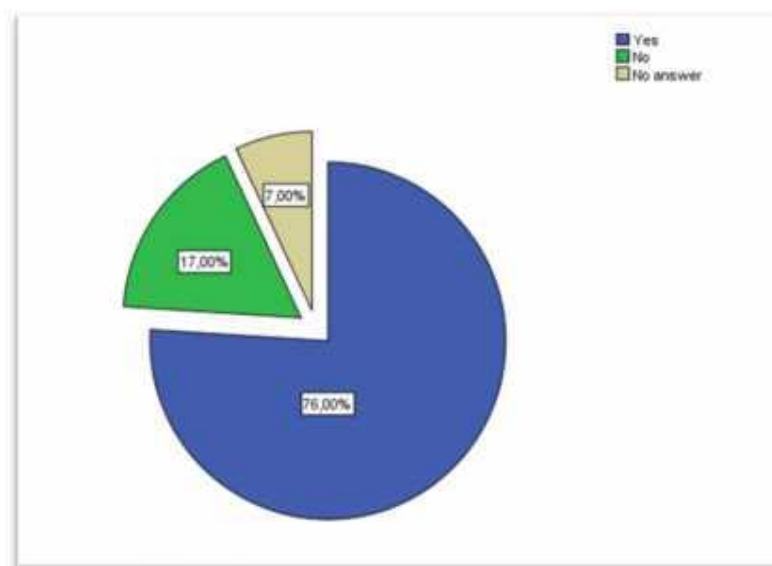
Authors: Abril Devin – Pérez Vanessa
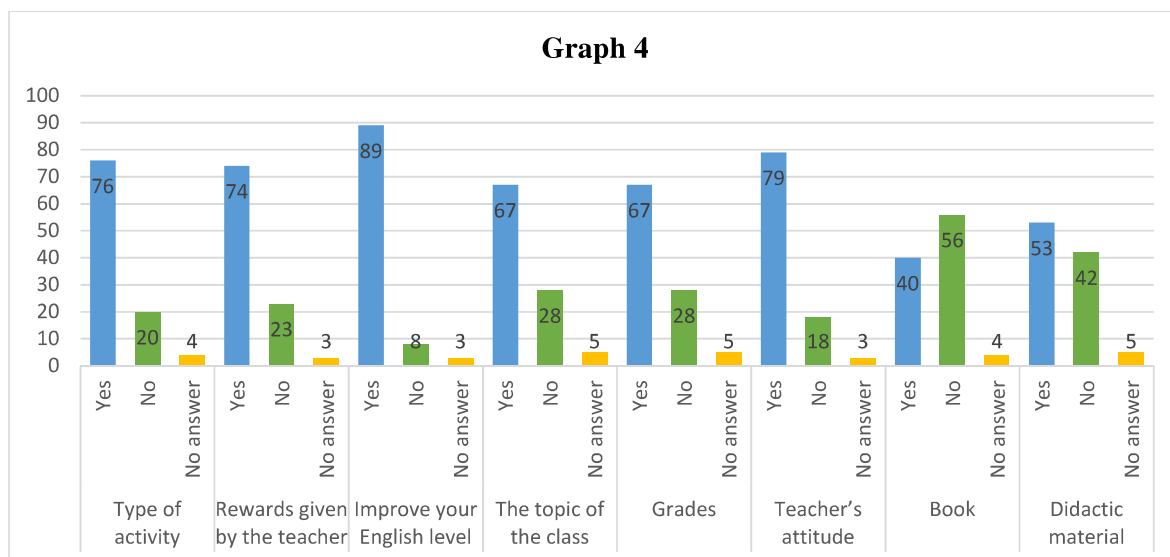
Source: Students' questionnaire

English is a process throughout students can discover and develop many cognitive and meaningful competences, according to the type of guide they have in class; in this sense,

teachers have a great responsibility performing this vocation. In this research, the results are positive because 76% of students like their teacher's way of teaching and it is mainly because they use different activities such as: dramatizations, projects, laboratory practices according to the subject they are learning among others; these activities made the class a moment in which students wanted to participate and use the English language.

It was also found that 17% of students do not like their teachers' way of teaching because teachers did not perform their activities with the convincement of doing it well, or they confuse their personal facts with the professional ones and bring their problems to the class; when this happens students use to receive teachers' problems instead of teachers' help. During one of the observations, it was observed that teacher came upset to the class, she was not concentrated in the activities at the beginning and one of the students did not bring his book so she turned a little aggressive and all the student were afraid, after that it was difficult to change the environment. Teaching is a highly personal act. What the teacher is personally and how he/she feels affects what happens in the classroom. (Mattaliano, 1979)

Finally, 7% of students are insecure about this fact, because sometimes the class turned very interesting but other times classes were boring. This situation becomes confused because students answered to this question according to how they feel with the learning strategy that teachers apply, this fact was determined during the observation; teacher made a participative and creative activity and all students felt very comfortable, but when the teacher applied a writing activity students felt bored. Since students achievement is influenced by different factors and also teachers' actions, it is important to identify students' perceptions of teachers' teaching styles and help students to relate these actions to their own learning style; in this way students can develop easily their abilities to set learning strategies (Riding & Rayner, 1998).

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

Graph 4

Authors: Abril Devin – Pérez Vanessa

Source: Students' questionnaire

Graph 4 shows the results obtained about the aspects that motivate students to learn English in class. Most students indicated that the aspect that motivates them to learn English in class is for improving their English level; this is possible because these students are aware of the importance of learning English and improving their level Students have learnt English since primary years, and for this reason, they feel well identified with the language and this was reflected in the participation of students in class during the observation.

According to the results obtained, it can be said that for students the type of activity has a meaningful importance since 76% of them answered that they feel motivated depending on the activity they have to carry out, 20% of them said that the type of activity does not motivate them, and 4% of them did not answered. These results determine that a significant percentage of students do feel motivated with the activity they have to carry out in class; this fact was confirmed in the observation performed because it was noticed that students participated in active and creative tasks such as science projects, geography presentations, talk

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shows, role plays, games among others.

In this concern, Lightbown and Spada (2006) claim that teachers can give a positive contribution to students' motivation to learn by using interesting and relevant contents to their age and level of ability, where the learning goals are challenging, manageable, and clear, and where the atmosphere is supportive and non-threatening.

It was also found that 74% of students consider that they feel motivated to learn English because of rewards, 23% do not agree, and 3% do not answer. It was observed that students like to be motivated in class with a reward. It was also noticed that teachers took this process with much concern during the class because students did not get bored to receive a reward even though the reward was the same in one hour class. It was also seen that teachers changed the activities and rewards for different groups of students, in this way students kept motivated; this catches students' attention, there is more concentration and more participation.

Rewards are related with extrinsic motivation; in this regard, Olsen and Peggy (2015) say that extrinsic rewards for students are tangible rewards given by teachers to students to motivate them and reinforce performance and behavior. They are extrinsic because they come from outside the student rather than inside.

To improve the English level is another aspect that motivates students to learn English. It was found that 89% of students agree with this fact; in the observations performed, it was noticed that students were clear that English opens different opportunities in different fields and at any time of their lives; so they actively participated in the class because they wanted to improve their English level; on the contrary, 8% of students do not think that this aspect can motivate them in order to learn this language, and finally, the 3% of students do not answer. It can be said that these results are very hopeful because it is clear that students are aware about the importance of English in their lives, and they are taking advantage of the opportunity they have to learn this language in their formal process of studies. During the research, it was

possible to talk with some students about this topic and it was found that they were extrinsically motivated by the desire to study in other countries; for this reason, they need to learn English as a tool of communication. So it is confirmed that extrinsic motivation is created by external factors such as rewards and punishments (Woolfolk, 2007).

One of the essential things that need to be considered during the teaching process is the topic that is going to be developed in the class. According to the results, 67% of students found the topic as a motivational aspect, 28% of students do not consider the same, and 5% do not answer to this question. In the observations done, it could be seen that students were more motivated while the teacher presented interesting topics inside the subjects they received such as: legends, historic narrations, natural phenomena, fashion tendencies, extreme sports, tourist places, reading maps among others; in this sense, it is important to understand that "teaching a language can be seen as imposing elements of another culture into students own life space. In order to learn English, students need to develop an English identity" (Dörnyei 2001, p.14); and these students have that identity which has been developed by teachers during the educative process through their creativity to get students' interested in learning. It could be noticed that when teacher realized that students got a little bored he related the topic with the real life and he started to ask questions in possible real situations so students started to participate with their opinions. Through this experience, it is possible to say that teachers need to consider students' likes or dislikes in order to develop the topics in the class.

It was also obtained that 67% of students feel motivated by grades, 28% do not feel the same, and 5% do not answer. Most students feel motivated by grades because they are used to approve the course in general terms, however, grades could be used to keep students interested in class even if this interest reflects extrinsic motivation. Gardner (1985) had mentioned that when teachers or researchers assess a student's level of development in the second language, they focus in a complex way on the combination of structural knowledge

and skill and often, too, communicative competence, with this affirmation, and with the results of the observation it could be said that students who participated in this investigation had an integral assessment process in which it was presented the feedback in order to help students to clarify their doubts. According to Nunan (1999), assessment, as a subcomponent of evaluation, refers to "the tools, techniques, and procedures for collecting and interpreting information about what learners can and cannot do" (p.85). This process is essentially important to increase students' confidence in order to avoid anxiety when they are being evaluated

It was found that 79% of students totally agree that teacher's attitude is an aspect that highly motivates them to learn English in class, 18% do not agree with this fact, and 3% do not answer. According to these results, it can be said that students need to have a nice attitude from the teachers in class in order to perform activities well, to feel comfortable with the learning process, and to have a good learning environment.

Based on the observation performed, it can be said that students felt good because their teachers showed good professional and personal competences in order to keep the entire class interested in learning, for example, they demonstrated caring and kindness. This can become the key to make students notice teacher's interest in each member of the group. It was also noticed that teachers had a good connection with students; that was why the process was carried out with more responsibility of both parts. According to Gerber (2008), the most important strategy, yet often the most difficult to carry out, is to be positive from classrooms to playgrounds, during school and after. There is always an optimistic way to respond to a circumstance. A positive attitude is the change agent that will create positive classrooms and schools that produce happy and successful students.

Regarding to the text book used, it was found that 56% of students agree that its use does not motivate them to learn English, there was 40% of students who said that books are

motivating tools in class, and 4% did not answer. To analyze these results, it was very useful a saying by Umberto Eco: "Texts are lazy machines that ask someone to part of their job". Nowadays there are a wide quantity of updated books which can be helpful for teachers and interesting for students; but at the same time, the way in which they are used in class is not often appealing for students. This fact was clear in class because during the class observation, it could be noticed that students felt bad when teacher asked to use the textbook. For a moment, the environment changed, but there were some commands that teacher gave so the students' attitude changed and they started to work. It could be realized that everything in class depends on how teacher manages the textbook in order to make it more learner-friendly.

About the didactic materials, it was found that 53% of students do feel motivated with didactic material used by the teacher, 42% students disagree, and 5% did not answer. These results were verified during the class observation due to teacher used some postcards and multimedia resources which called students interest to participate.

In another class observation, it was seen that teachers used costumes and accessories in order to carry out a dramatization about a historic topic. Students were very motivated in participating and helping to partners to carry out correctly this activity. As Cerda, (2011) claims that a great motivated English teacher defends "the idea of using realia (bringing newspapers, postcards, cinema posters, and brochures directly from any other country) can help to motivate student"

Do the following activities motivate you to learn English?

Graph 5
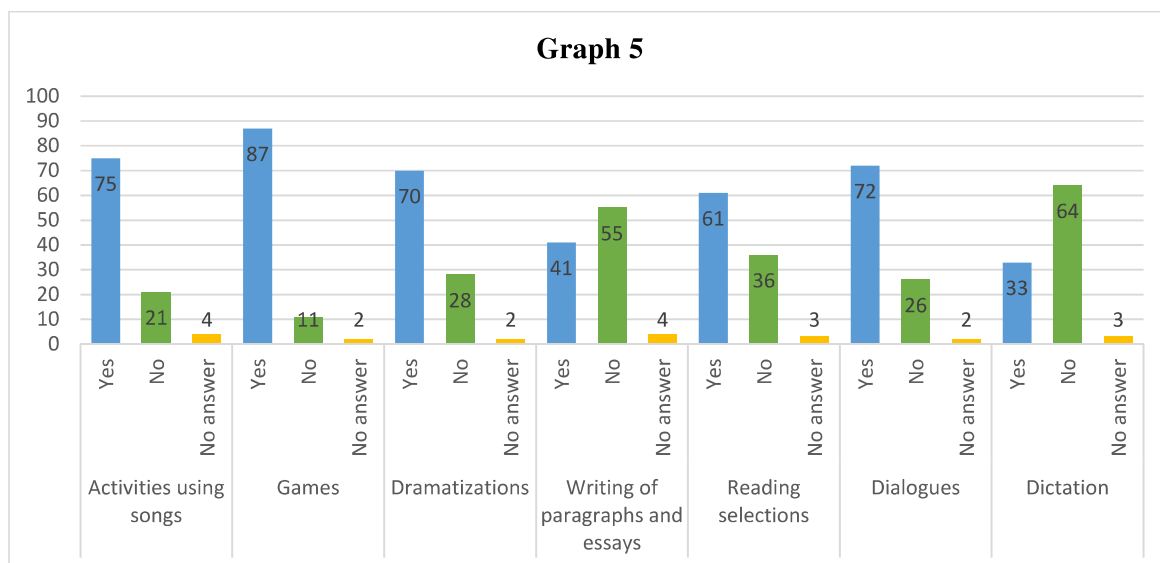
Authors: Abril Devin – Pérez Vanessa

Source: Students' questionnaire

The students' survey had different activities in order to know which ones were used to motivate them to learn English. To continue they will be analyzed in the following paragraphs

Regarding to activities using songs, it has been found that 75% of students agree that songs motivate them to learn English, 21% of students do not agree, and 4% of them do not answer. It was confirmed during the class observation that songs do motivate students because they were very happy to listen to a song and carry out the activities with it. Teacher used modern songs which students like, this is a key to use this activity. Montesori (2000) considers that music is an activity that results very stimulant for kids and it can be taken advantage to awake their curiosity or to develop their creative thought.

About playing games in class, it was found that 87% of students say that this activity really motivates them, while 11% of students do not agree with this fact, and 2% do not answer. There is a great percentage in which students enjoy playing games in the class because when people are playing they forget worries or other facts from outside that may interrupt the concentration in the activity. Games offer students a fun-filled and relaxing

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learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way (Uberman 1998); this fact was observed in the class, students' attitude changed after a game, even if the game was fast. Teacher used small games to call students' attention and it worked effectively.

Games are also motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language (Prasad 2003). It means, these actions generate a meaningful context for language use. The competitive environment makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs.

Regarding to dramatizations, it was found in the survey that 70% of students think that this activity motivates them to learn English, 28% disagree, and 2% do not answer. Comparing with the observation done, it can be said that students enjoyed participating in a dramatization especially if the topic was closer to the real life; teacher asked the participation of all students so they organized the group very well to perform the drama.

Vargas (2000) says that the school theater or dramatization is a valuable element that is produced inside the teaching-learning process focusing to impart and set knowledge in the student who through the theater can have or display experiences which help the knowledge setting. It was also noticed that students could practice using the language and sometimes real life experiences, which made students feel comfortable communicating their opinions and desires in English.

About writing of paragraphs and essays, 55% of students do not agree that this activity motivates them to learn English, 41% of students agree, and 4% did not answer. Based on the observation done, it is possible to say that students do not like to participate in writing activities. When the teacher asked them to perform one of these activities they did not accept in a good way; it was also noticed that students started to ask questions about vocabulary to

the teacher instead of using dictionaries, the students' reaction could determine their feeling regarding to the activity; according to Ellis (1994), one way to motivate L2 learners is to design challenging tasks that present students with opportunities for communication and self-direction. In this way students will develop their autonomy at the moment of writing a task.

Concerning to reading, it was obtained that 61% of students found reading motivating enough to learn English, especially when they read something interesting for the class or something they have to give opinions, 36% do not agree with this activity, and 3% do not answer. Based on the observation done, it can be said that students felt motivated to read especially when they are going to use this information for doing another activity, in that sense they used skimming and scanning in order to understand the text better.

Adopting the ability and predisposition of students to read more is an important instructional objective for a number of reasons. Many studies have shown a correlation between the amount of time students spend reading and the variety of texts they read with greater reading success and vocabulary growth (Anderson & Nagy, 1992).

In relation to dialogues in class, it was found that 72% of students like to perform dialogues in class as a clear way to use the new vocabulary or structures, 26% of students do not agree, and 2% do not answer. Comparing these results with the observation in class, it can be said that teacher used the sample dialogue to ask students contextualize the information and perform the dialogue; students applied the new knowledge and set it with the oral practice.

This practice is focused by several authors, for example Scott (2009), who sets that dialogic teaching is characterized by comparatively lengthy interactions between a teacher and a student or group of students in a collaboration and mutual support environment. These interactions can arise to build understanding, explore ideas, and practice thinking through and expressing concepts. During these interactions teachers intentionally model and openly teach

strategies for reasoning, enquiry and negotiation, among others.

Relating to dictation as a motivating activity, it was obtained that 64% of students believe that dictation does not motivate them to learn English because this activity is very difficult for them especially when dictations are made with native speakers voice; it was noticed during the observation that students got nervous when the audio was reproduced, but teacher repeated three times the same information which turns easier to write down the information.

Davis and Rinvolucri (1988) claim that by changing the dynamics of dictation--that is, by brainstorming a variety of answers to the questions of who dictates to whom, who chooses the text, how long the text should be, how the dictating voice should sound, how much the listener should write down, and who corrects the dictation--new life can be breathed into an old-fashioned technique. In this sense, it can be determined that dictation is a good technique to motivate students, but results depend on the way teachers apply it in class.

What is your teachers' attitude in class?
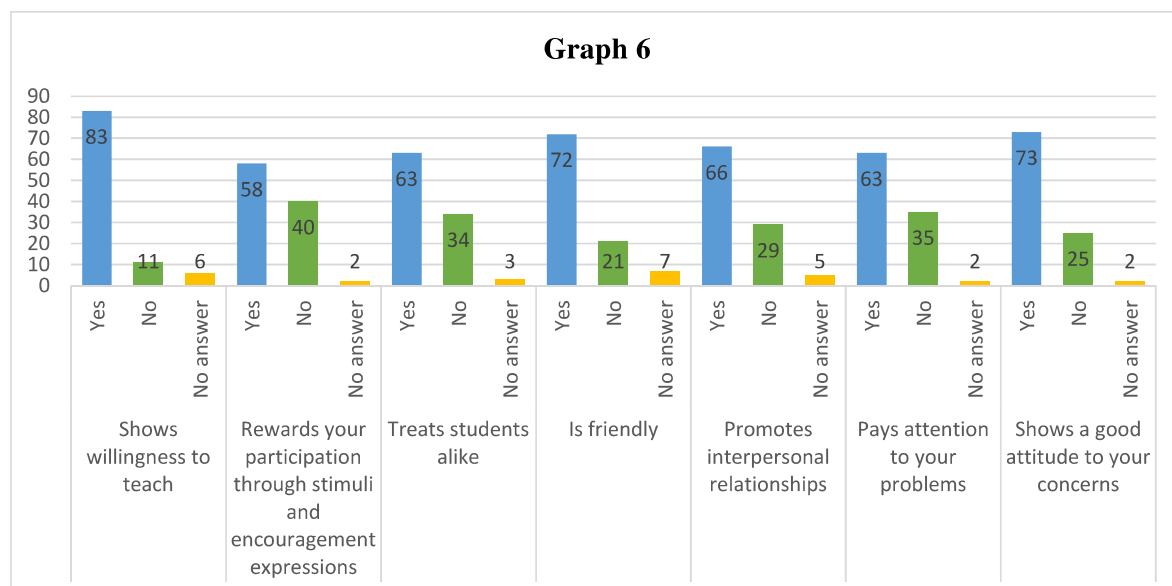
Authors: Abril Devin – Pérez Vanessa

Source: Students' questionnaire

Regarding to the teachers' willingness to teach in the class, it was found that 83% of students perceive a real awareness in teachers to do their best effort to convey their knowledge; however, 11% of students do not agree and 6% do not answer. Based on the observation done, it can be said that students feel comfortable during the English class because teacher is very dynamic and every time carries out an activity to get students' attention and participation. Students show satisfaction because teacher is enthusiastic about teaching.

Teachers' willingness to teach is related to the attitude of teachers in class. Hartjes (2008) says that if teachers have a positive attitude they will believe and act as if all students will be successful in their class. If teachers have a positive attitude there are no losers in their classroom despite what they have might have heard.

Since stimuli in the classroom is very necessary to maintain motivation in students to achieve their goals, it was found that 58% of students are rewarded through stimuli and encouragement expressions, 40% of students believe that they are not rewarded enough by the teacher, and 2% of them give no opinion, which shows off that probably the methodology used by the teacher to stimulate the group is not efficient, so that the teacher is supposed to improve this aspect in order to obtain better results in the teaching – learning process.

Based on the observation performed, teacher in class used some encouragement words to students, but there was a moment when teacher got upset and his attitude changed. This fact is real for any teacher because people do not always is in good mood, anyway teachers must emphasize in this fact because depending on the teachers' attitude are the results in students.

Hoffman (2009) examined the use of rewards through an elementary teacher's perspective. When surveyed on their use of rewards, the majority of teachers were in favor of using rewards to motivate students. Teachers who used rewards for behavior management also tended to use rewards for academic achievement, with the highest frequencies of rewards

being verbal or written praise and prizes. Other types of rewards included class privileges, homework passes, extra credit, and verbal or written praise to parents.

Referring to friendship, it is important to say that 72% of students think that teachers have friendly attitude, 21% said that teacher is not friendly, and 7% do not answer to this question. On the observation done, it can be said that, these results are true because most of students had a good relation with teachers and they built a good work environment. Teachers focused to students in a dynamic way by respecting their differences and trying to do a collaborative work in order to obtain more participation in class.

Jones (1995) proposes that academic achievement and student behavior are influenced by the quality of the teacher and student relationship in this sense, it is mandatory that teachers develop a comfortable setting in which students feel confident and free to be part of the educative process.

Interpersonal relationship is the base of a successful class so that the promotion of this aspect is very essential in the class; it was found that 66% of students said that teacher promotes interpersonal relationship, 29% disagree, and 5% do not answer.

It is quiet complicated to deal with the problems of every student; in this regard, it was found that 63% of students believe that their teacher pays attention to their problems, 35% disagree, and 2% did not answer. Results of the observation were clear to understand that teachers had a good relation with students because they have personal interviews with students during their free time, where they can have feedback or talk with students.

Demonstrating caring is one of the most powerful ways to build positive relationships with your students (Kerman, 1980). When teachers' actions and words are honest for their students, they are creating a deep connection in the class relations, in this sense, students want to perform well for teachers and enjoy coming to school.

Regarding teacher attitude about concerns, it was obtained that 73% of students agree

that their teacher shows a good attitude to their concerns, 25% did not agree, and 2% did not answer to this question. During the observation, it was found that the teacher performed a good attitude when a student has concerns in front of any situation; what it was observed was that the teacher used alternative techniques to calm down the entire class and when it was necessary to students individually too.

Kerman and colleagues (1980) in their work on teacher expectations argument that teachers usually do more "delving and rephrasing" for students for whom they have high expectations and less for students for whom they have low expectations. It is important that teachers transfer to all their students that they have high expectations for their success, and one way to do this is by giving more hints and clues to all students.

There must be a lot of concerns in students to get to know as a teacher so a teacher has to inquire as much as possible to know students interests in order to base their motivation on it to make students work better.

What is the role of your teacher in class?
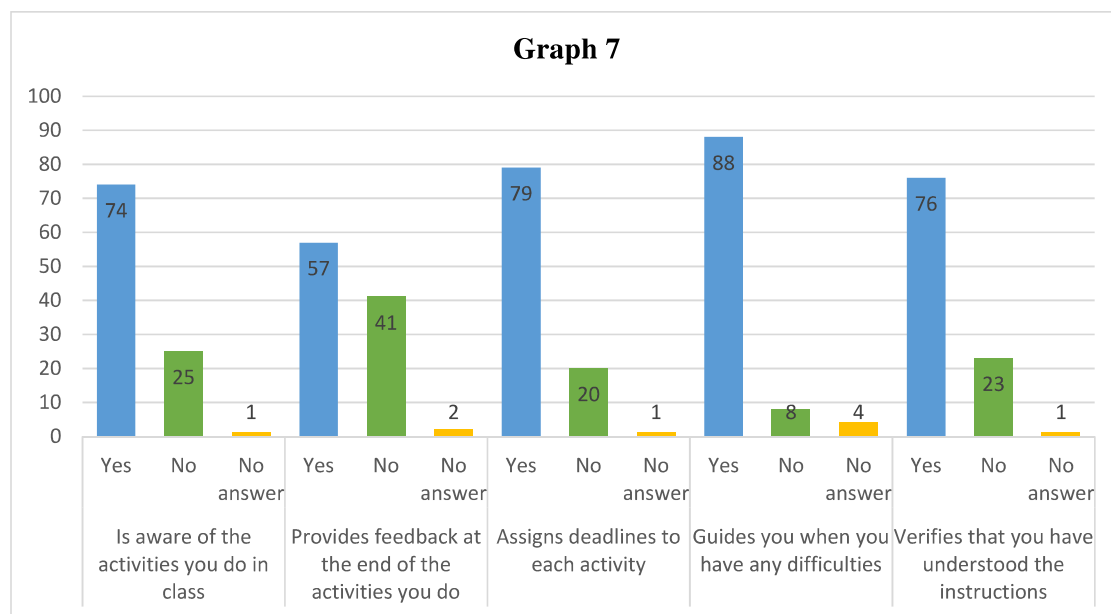
Authors: Abril Devin – Pérez Vanessa

Source: Students' questionnaire

The first aspect considered in this question was related with the teachers awareness of the activities performed in class by students, it was found that 74% of them agree, 25% do not agree, and 1% do not answer to this question.

Teachers in class have a strong responsibility because the most important objective is that students develop their communicative skills, in this sense they have to be aware about the individual and group educative process in order to have effective results.

Based on the observation, it can be said that teachers managed the class in a very dynamic way, they had a good control and they were helping to students individually, as a result students felt comfortable to ask for reinforcement.

Relating to feedback, it was obtained that 57% of students consider that their teacher provides feedback at the end of each activity, 41% disagree, and 2% did not answer. Contrasting with the observation results, it can be said that teacher carried out a good feedback process because after explaining something he asked for practice and after the practice he reinforced the information to the group; after this first moment of the class, teacher asked to make individual exercises and he helped students individually with a personal explanation; so students were clear about the context and motivated to perform more practice.

Results of this question can be contradicted because of feedback misunderstanding on students part, maybe they do not know exactly what is this topic about ; in this regards, Ramsden (1992) claim that feedback is part of the overall dialogue or interaction between teacher and learner, not a one way communication. With this definition, it is clear that teachers can give feedback in the class interaction, if they are attentive to students they will recognize the students' needs and teachers will help them.
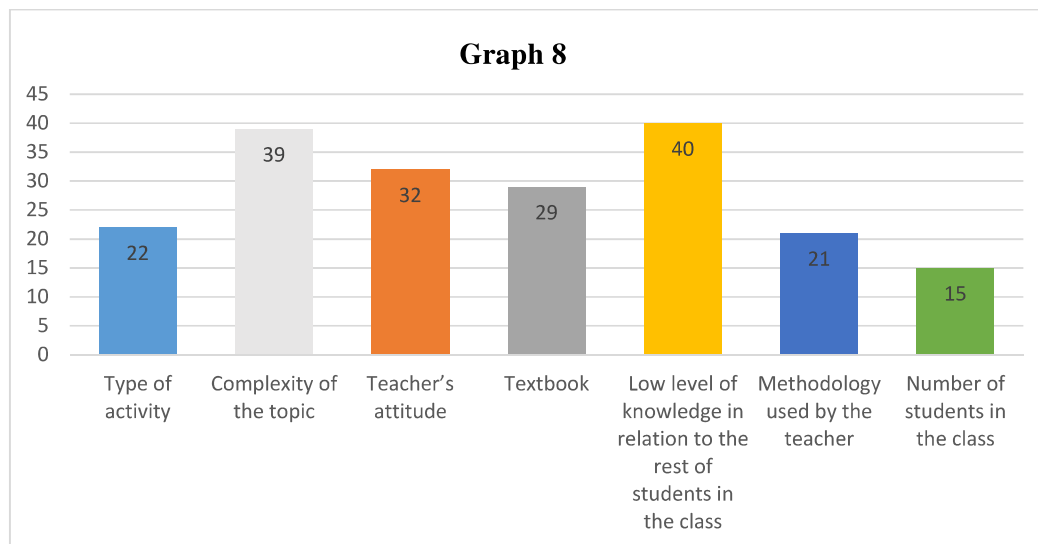
Deadlines are necessary to maintain order and discipline on any task, so that the 79% of the students consider that the provision of deadlines has been appropriate; however, 20% of

them seem to complain for the establishment of deadlines and 1% did not answer. Observation was useful in order to know the process inside the class and how teachers worked according to the students' pace, but in some classes the students were very fast at doing an activity but there was a group of students who were slower and they sometimes got desperate about this. After talking with teachers about this situation, they told us that slower students are those that have come to the institution in this year and they do not have the same level of English knowledge as the rest of students. Nunan (1996) declares that teachers require setting the time that will take each activity.

Concerning to the guidance of teachers when students have any difficulty, it can be said that 88% of students receive this guide, which is very good for the learning process as for motivation for students work in class, 8% do not agree, and 4% did not answer. Based on the observation, it is good to say that teachers had good contact with students in class, they walked around the class asking if something was misunderstood, when they found someone who was in problems they just provided some help.

Finally, it was also found that 76% of students say that their teacher verifies that all of them have understood the instructions, 23% disagree, and 1% did not answer. This could be proved through the observation results, where it was found that teachers, after giving the instructions, used different strategies to prove the students' understanding. For example, teachers used repetition to verify if the information was gotten. Another activity used by teachers to verify instructions was based on questions and answers to students, according to the answers teacher realized if the information was understood. Also teacher asked to a student to explain to the class what they are going to do.

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

Graph 8

Bar chart showing values: Type of activity 22, Complexity of the topic 39, Teacher's attitude 32, Textbook 29, Low level of knowledge in relation to the rest of students in the class 40, Methodology used by the teacher 21, Number of students in the class 15.

Authors: Abril Devin – Pérez Vanessa

Source: Students' questionnaire

Every class is diverse because it is composed by different kind of people who come to study and they bring different costumes, habits, and learning styles. With this question, it is pretended to determine the aspects that hinder the English learning and their reasons according to students' point of view.

It was found that 40% of students have answered that the main aspect that hinder their English learning is their low level of knowledge in relation to the rest of students in the class; this happens because some students have come from other institutions, where they received six hours of English per week in contrast to the rest of students who have studied sixteen hour per week since pre-school. So the students' level is completely different and there is a huge lack of knowledge.

With this real situation there are two problems; the first one is that new students feel demotivated to learn English because they do not understand the class and they feel bad when they have to participate in class because they do not know how to answer to their teacher and classmates' questions ; on the other hand, the old students feel frustrated because they cannot advance more, they say teachers must repeat basic things of the language and they cannot go

beyond.

As a result of this situation, the second aspect that makes English learning difficult is the complexity of the topic, where 39% of students think that topics are difficult to understand because the institution has chosen the contents to be developed according to its English program and of course they chose the book which they have to work with. In addition, in this high school students receive eight hours of English learning and eight hours of other subjects such as History, Geography, Science, Academic Writing, Reading, Exams preparation.

Regarding to the teachers' attitude, it was found that 32% of students totally agree that their teacher's attitude hinder their English learning. They indicated that sometimes teacher comes angry or there is no respect in the class between teacher and students; so students lose interest in learning English. If teachers' attitude is negative also the activities that they propose are going to be an obstacle to carry out the class. Based on the observation, it can be said that students react to the teachers' attitude, it means teacher is the base of equilibrium in the class, everything depends on how teacher manages that class.

The relation between teacher and students must be built in a confidence environment in this way both parts will feel comfortable and open to carry out any activity; this can help them take conscience about what they are doing in the educative process and if there is any mistake or misbehavior they have to recognize it and solve it on order to continue being connected in a relation that permits to get the goals of both parts.

Another aspect that constitutes a difficulty to learn English is the textbook; 29% of students find this aspect negative in the learning process. This fact was proved in the observation because students felt comfortable when they were participating in class but when the teacher asked them to open their textbooks, students showed a different attitude and the environment turned boring.

According to Richard and Rodgers (2006), textbooks are designed in such a way that

their tables of contents suggest a gradual development of language forms and functions, going from the most basic to the most complex. All textbooks have nice and organized information and activities to carry out in class, but their usage depends on the teacher, so the textbook can be as good as the teacher uses it; the problem is when teachers consider the textbook as the only resource for the class so students feel demotivated to learn or participate.

Teachers use different types of activities in the class, in this research it was found that 22% of students consider that these activities hinder the English leaning, they said some opinions about this; the most common was that they do not understand what teacher says in the class so they feel lost because the rest of students perform the activities very fast but they do not. Another point of view was that sometimes the activities are very demanding and they have to speak or write or read a lot and they are not able to do them as fast as their classmates do it. In this concern, Nunan (1996) says that experienced teachers are able to pick up from students that indicate their levels of interest or boredom so they can recognize when they must change the activity.

Regarding to methodology used by the teacher, it was found that 21% of students say that it could be an aspect that hinders the English learning; also, students say that sometimes teacher only speaks to the whole class and that information is very extended and at the end of the class teacher says that the next class they are going to be evaluated. Students do not participate, they only receive the information. Another reason is that students do not understand the activities they have to perform in class. Based on the observation, this fact could not be proved because teachers in the observed classes used active methods to develop the activities.

Methodology is a set of methods, rules, or ideas that are important in science or art: a particular procedure or set of procedures (Learners'dictionary, 2015) According to this definition, it is possible to say that teachers must use appropriate methodology in order to

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develop students' communicative skills.

Finally, regarding to the number of students in class 15% of students say that this aspect hinders them to learn English, although the classes of this high school have maximum 25 students, which is very recommendable number to work.

According to Squire (1987), groups from fifty to one hundred fifty are considered large classes, which means that the groups of this institution have a very comfortable number of students to work with.

CONCLUSIONS

One of the main aspects that motivates students to learn English is their desire to improve their level, when the students' level is improved by the constant enhancement of the requirements with a clear purpose the results are completely effective; in this way, it is gotten a better understanding, a better performance of the language, and it also helps to get a better mental development.

The attitude of the teacher in and outside of the classroom plays a great deal on students' motivation and interest to learn this language because there is an implicit relation between teachers and students that helps to motivate students in the educative process.

Rewarding students' participation, it is one of the aspects that motivates students to learn English, this type of extrinsic motivation is very useful in order to get students interest and intrinsically get the objectives of the class.

The guidance and help of teachers to students spread a great amount of confidence to develop their English skills in a comfortable environment where they feel part on the entire group.

The aspect that hinders students to learn English is the different level students have in the classroom, which increases low learners' frustration because they do not understand new topics very well, so they feel bad because they cannot go even with the students with higher knowledge.

The complexity of topics is an aspect that hinders students to learn English because they do not understand the content so they cannot participate or perform some activities, which demotivate students to learn English.

Textbooks have become another obstacle to lose motivation in learning English because classes get boring, especially if the textbook is the only source teachers use to develop their classes.

RECOMMENDATIONS

Teachers should set a motivation planning after determining the type of group, students' strengths and weaknesses in order to use different activities that motivate the group to learn English.

In order to improve the English level teachers should determine differences among students and help them according to their specific knowledge, this activity will make students feel interested in learning and they will not feel frustrated.

It is recommendable that teachers stay in constant training in motivational techniques and application of innovative strategies which help students to be interested in learning English, in this way teachers can get better individual and group results.

Regarding students' different level of knowledge, it is recommendable that the institution proposes a classification of students into different levels, this will help them learn and develop their English skills according to their knowledge.

Teachers should use active teaching techniques in class to awake the intrinsic motivation to learn English due to this kind of motivation makes students develop more meaningful learning.

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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:

_____
_____
_____
_____
_____