UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

TITULACIÓN DE LICENCIADA EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS

English language students and their motivation to learn the language

TRABAJO DE TITULACIÓN

AUTORA: Segura Mariño, Adriana Graciela

DIRECTORA: Espinoza Celi, Verónica Soledad, Mgtr.

CENTRO UNIVERSITARIO SANTO DOMINGO

2017

Septiembre, 2017

Aprobación del Director del Trabajo de Titulación

Magíster.

Verónica Soledad Espinoza Celi

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de titulación: English language students and their motivation to learn the language, realizado por Segura Mariño Adriana Graciela, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, agosto de 2017

f) . . . .

Mgtr. Verónica Soledad Espinoza Celi

Declaración de Autoría y Cesión de Derechos

"Yo Segura Mariño Adriana Graciela, declaro ser autora del presente trabajo de titulación: English language students and their motivation to learn the language, de la Titulación de Ciencias de la Educación mención Inglés, siendo Verónica Soledad Espinoza Celi directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

Adicionalmente, declaro conocer y aceptar la disposición del Art. 88 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: "Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad"

f. ....

Autora: Segura Mariño Adriana Graciela

Cédula: 1721374104

Dedication

I dedicate this achievement to my parents and my family. I dedicate this work to those who have accompanied me, who have been my inspiration.

Acknowledgment

Thank you dear parents for your special support in all my steps. Thanks for believing in me. You have encouraged me to be better. I love you with my life.

Contents

List of graphs

Abstract

The research about English language students and their motivation to learn the language was conducted to learn the students' perceptions in relation to their motivation to learn English inside the classroom.

The qualitative and quantitative methods were applied to conduct this study. The sample was taken from a high school in Santo Domingo de los Tsáchilas and it consisted of one hundred students who belong to five different English classrooms with different teachers.

The process for the analysis of this research work consisted of collecting data through questionnaires and observation sheets which were described, explained and analyzed.

The findings show that most students have more intrinsic than extrinsic motivation to learn English as a Second Language. The factors that mostly motivate them are to improve the level of proficiency, the incentives provided by the teachers, and the types of activities. The factors that hinder them are related to the roles of teachers, because they do not reinforce the teaching learning objectives and the participation inside the classrooms.

Keywords: intrinsic motivation, extrinsic motivation, teaching approaches and methods, the roles of a teacher, English Language.

Resumen

La investigación acerca de los Estudiantes del idioma inglés y su motivación para aprender el idioma se llevó a cabo con la intención de conocer las percepciones de los estudiantes en relación con su motivación para aprender inglés dentro de las clases.

Los métodos cualitativo y cuantitativo fueron aplicados en este trabajo de investigación. La muestra fue tomada de un colegio en Santo Domingo de los Tsáchilas y estaba compuesta por cien estudiantes, quienes pertenecen a cinco clases diferentes de Inglés con diferentes profesores.

El proceso para el análisis de esta investigación consistía en recolectar información mediante cuestionarios y hojas de observación que fueron descritas, explicadas y analizadas.

Los resultados muestran que la mayoría de los estudiantes tienen más motivación intrínseca que extrínseca para aprender inglés como segundo idioma, los factores que principalmente les motivan son mejorar el nivel de competencia, los incentivos proporcionados por los profesores, y los tipos de actividades. Los factores que les obstaculizan están relacionados con los roles de los profesores, debido a que ellos no refuerzan los objetivos de enseñanza aprendizaje y la participación dentro de las aulas.

Palabras claves: motivación intrínseca, motivación extrínseca, enfoques y métodos de enseñanza, los roles de un profesor, idioma inglés.

Introduction

One of the main problems that Ecuadorian students face to learn English as a second language is the lack of motivation which can be intrinsic and extrinsic. Some authors argue that, among other factors, intrinsic and extrinsic motivation are essential to reach learning and teaching goals, and teachers have to be trained and prepared to face this issue in the classrooms.

Woolfolk (2007) argues that intrinsic motivation is the natural enthusiasm that students have in order to accomplish a purpose or face challenges. In education, this is essential because teachers do not need to propose incentives or punishments, since learners have their own desires to study or personal interests, and because this motivation increases the students' benefits and supports competence; however, this does not mean that the role of the teacher could be ignored or neglected; conversely, it is crucial to reinforce the intrinsic motivation and not to let external factors damage the process of learning. In addition, Woolfolk (2007) says that learners have extrinsic motivation when they do something in order to earn a grade, avoid punishment or please the teacher.

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

Previous researches related to this topic have been carried out; for example, Wong (2010) investigated about motivation orientations in learning English among Hong Kong Chinese students. The author mentioned that both extrinsic and intrinsic motivation are presented in students, but extrinsic motivation is stronger in all students. The limitation presented in this research was the number of participants, since it was not enough to make generalizations.

3

In the same way, Gkonou (2013) conducted a study to identify the principal causes of English language classroom anxiety. The author found that anxiety was related to the difficulty of the English language taught and the extent to which input was comprehensible by the learners.

Fernández (2014) also investigated about the levels of motivation in two groups of learners, a CLIL (Content and Language Integrated Learning) and a non-CLIL students. The author identified whether there is connection between motivation of EFL (English as a Foreign Language) students and receptive vocabulary size in each group. The author found that there was not any relation between vocabulary received and the degree of the general motivation. According to the author, it is necessary to carry out longitudinal studies to analyze the evolution of the relation of motivation and learning of vocabulary.

The results of this current research are important to understand the students' motivation in the English language teaching-learning process. With this understanding, educational authorities and teachers will know how to improve the processes and promote motivation inside the classrooms, and they will consider important aspects such as to plan a classroom with creative material in order to get better academic results with their students. Findings of this research could propose future researches associated with comparative analysis about the lesson plans that teachers perform, and the academic performance in different classes of English from different high schools in Ecuador.

Chapter I: Literature Review

Within the teaching-learning process, motivation is a key element, since it attracts the interest of a person to undertake an assignment that leads to obtain results. Therefore, in education, particularly in learning English as a second language, it is advisable to understand the difference between intrinsic and extrinsic motivation and their importance, so it is appropriate to identify what activities or strategies motivate students to learn English; furthermore, it is also necessary to know the definition of different approaches and teaching methods, and finally describe the different roles that teachers can perform, and the usefulness of each one to motivate students to learn English.

Motivation to Learn English

Woolfolk (2007) mentions that motivation can be described as an internal state that leads behavior, which can be encouraged for personal traits and situations; in addition, motivation includes how and why people begin an action to get a goal, how long it takes, how intensive it is, how persistent people are, and what they think and feel along the process. In the context of the language learning, Gardner (2010) maintains that motivated students show cognitive, affective, and behavioral characteristics; furthermore, they are willing to achieve a goal, and enjoy doing the activities.

There are two types of motivation such as: intrinsic and extrinsic. Woolfolk (2007) argues that intrinsic motivation is the natural enthusiasm that students have in order to accomplish a purpose or face challenges. In education, this is essential because teachers do not need to incentive or punish their students, since learners have their own desires and interests to study, therefore their motivation increases the students' benefits and supports competence.

In addition, Arnold (2005) suggests that it is acceptable to think students can have better process and results of learning when they are intrinsically motivated, since they have their own aims to learn a language, they see it as an enjoyment that accompanies the process, and they value the learning as their own reward, so they have more chances of success while acquiring autonomy.

Teachers should consider, apart of intrinsic motivation, the extrinsic one, which according to Woolfolk (2007) this is the behavior that students adopt because another person or situation is influencing the action, this is an external reason instead of an internal desire for learning; examples of this can be the desire of students to earn a grade, avoid punishment, please the teacher, or other reason; in this sense, it is believed that increasing extrinsic recompenses can reduce motivation in learners. However, Gardner (2010) argues that it is difficult to define if a behavior is intrinsic or extrinsic, the extrinsic one is important in terms of short-term retention, because that extrinsic motivation comes from the desire to get a reward or avoid a punishment, so this can be exploited in specific and difficult situations in classes in order to keep calm and progress. Of course, both intrinsic and extrinsic motivation are important in the classes, however if the objective is to get long-term benefits, intrinsic stimulus can be a better option, because students learn by themselves.

Activities or Strategies that Motivate Students to Learn English

In order to improve motivation in students, it is essential to consider some activities or strategies, for that reason, Woolfolk (2007) says that motivation can be studied from three perspectives: behavioral, humanistic and cognitive. In the behavioral view, we find two ways to motivate students; first, rewards, which teachers give them after a specific behavior, so these rewards can be attractive; and second, incentives, which can encourage or discourage some

behavior in learners. Regarding to the humanistic perspective, students develop internal means, such as sense of competence, self-esteem or autonomy. Finally, in the cognitive view, each person experiences a performance related with intrinsic motivation, because they seek to solve any situation by themselves. The aspects mentioned before are important to be considered, because when students repeat comportments constantly as a consequence from activities or strategies that motivate them, they create a habit.

On the other hand, Troike (2006) suggests that teachers select a strategy based on several factors, among them, age, sex, aptitude, the nature of their motivation, cognitive style, personality or culture. The strategy should be chosen according to the context, because there are more effective strategies than others. The author makes a review of a set of strategies, which are widely accepted in the theory of the Second Language Acquisition, these are related with: metacognition (deepening learning), for example making a previous review of a topic, determining aspects of input, rehearsing linguistic components, and monitoring the progress of learning; cognition (practicing the language), such as repeating a language model, translating from the first language, remembering new words of the second language, and guessing meanings of new concepts; and socialization/affection (interacting with other people), for example finding opportunities to interact with native speakers, working in pairs or in group to get feedback, asking questions, and giving explanations or examples.

Teaching Approaches and Methods

Richards and Rodgers (2008) argue that approaches and methods in teaching English as a Second Language are components that help to prepare programs, as those have allowed teachers to understand the evolution of this field, guided them in how they can apply good practices according each situation in the class, and provided them experience so that they can develop

skills like teachers. It is important to understand that both approaches and methods can be reviewed not as prescriptions for how to teach, but as a source of well-used practices, which trainers can adapt or implement based on their own needs. In a similar way, Elizabeth and Rao (2004) explain that an approach helps to accelerate the process of learning a language and to make more effective such process, through methods. They say methods can vary according the person, place and subject, which let teachers to know how to teach a particular topic or item; in other words, the method is a set of determined techniques. In the following paragraphs, the characteristics of several approaches and methods are defined.

Richards and Rodgers (2008) mention Communicative Language Learning is a method that represents the use of counseling-learning theory; its main representative was Charles A. Curran, a specialist in psychological counseling techniques to teach. This method endures the pressure to teach in the traditional sense, teachers need to be trained in techniques for students to get independence, so materials should not be conventional in this method, and teachers have to be very sensitive with certain situations that can occur in both first and second language. Elizabeth and Rao (2004) express that a person who is good at language is a person who know to communicate with others, this implies to know not only a large vocabulary, but also structures and functional grammar, and this is achieved when the person becomes independent in learning and depends not only on teacher, so he or she can express feelings, ideas or any information to others successfully in real situations.

Regarding to Cooperative Language Learning, Richards and Rodgers (2008) point out that it is an approach that is part of Collaborative Learning, and consists on developing skills of language through cooperativeness between students who can be from the same or different levels of proficiency. When this happen, the aim is to get students to learn of each other, so typical

activities in this approach are discussion groups or pairs and small groups of works. Therefore it can be understood that the interaction and participation are essential here; of course, activities can be helped by other methods and approaches of teaching. There is an important aspect to considerate; teachers may find it difficult, because they have to acquire certain roles in order to get the objectives. It is interesting to see that Norris and Ortega (2006) review this approach from other perspective, analyzing quantitative and qualitative studies. The quantitative ones have verified that cooperative learning has positive results, and the qualitative ones suggest a broader evaluation of the role for the approach. In different research works the importance of social interaction is emphasized; indeed, it is believed that interaction reinforced and guided the language learning, so in qualitative studies, researchers explain social relationships encourage the process of language learning more than teaching practice alone.

According to Richards and Rodgers (2008) Content-Based Instruction focuses to second language teaching, where teachers plan their classes around content that students have to learn, so the priority is the meaning in language. This approach has been widely used in language teaching, because it lets teachers to get unlimited opportunities in their classes so students get interest more in meaningful content, for that reason there are some activities that are used, such as audiovisual presentations, imitation, translation, explanation, among others. Furthermore, Stryker and Leaver (1997) propose that in Content-Based Instruction it is necessary students practice a lot about contents. Although this practice can be varied, the key objective is to get students become independent, so that they can produce real pieces of communication, not only reproduce a content studied in the class, this is how learners engage the learning process beyond the classes, thus the intrinsic motivation is reinforced. This position is very important, since students show what they really know and understand the content when they apply the language in a real context.

9

There is an approach which differs from previous one, this is Task-Based Language Teaching. Richards and Rodgers (2008) describe that focus has to be on tasks as the main tool for planning the language teaching. It is evident the great significance of tasks in classrooms as a mean to promote communication and the use of a really good language. In fact, tasks have been indispensable for teachers, regardless they can prefer different methodologies. It is also important to consider that it is necessary to make schemes for tasks, and evaluate the tasks performance. Robinson (2011) agrees with the description, and as a matter of fact, he highlights the advantages that tasks offer in the process of teaching in a second language; for example, the feedback on participants' production, the improvement of proficiency according to the results obtained, the encouragement in the acquisition of grammatical features, the progress in accuracy of production, and the motivation in students to learn.

Another method applied for teachers is the Grammar Translation, which according to Tiwari (2010) it has been so popular and important in teaching in some languages, but especially in teaching of English, and it has been widely used in some countries. This method consists on translate words, phrases, idioms or sentences helped of mother-tongue for a better comprehension. Therefore, it is required to develop an extensive vocabulary more than grammar, because the unit of teaching is "word" rather than "sentence". This does not mean that grammar is not taught, but students learn it deductively; nevertheless that learning method is limited to simply read or write and translate, without developing the others skills (listening and speaking).

Richards and Rodgers (2008) show the main features of the Grammar Translation Method and they match with Tiwari (2010) about reading and writing skills are the principal focus. They say the dictionary is also an obligatory tool, so memorization too. Furthermore, the accuracy is emphasized; hence the native language is indispensable, because it helps in explanation and

understanding of new knowledge of the second language. Because of that, we can accept the comparison between both first and second language is inevitable, although sometimes students can confuse in some aspects of the languages.

The last method to be described is the Total Physical Response (TPR) that regarding to Richards and Rodgers (2008) this was developed in 1977 by James Asher, a professor of psychology; the coordination of speech and action are necessary in TPR. Asher compares the process of learning a second language with the process of learning a native language, and proposes to follow that system to get different skills. In a similar way, Hall (2011) describes the TPR, explaining that children acquire comprehensive input when they learn their first language, and proposing that adults could follow the same way; for example, teachers can encourage motor skills through commands, so complex grammar can be acquired, and after the language is learned students can produce speech. Further, Hall (2011) adds that younger students are more willing to learn than adult people. If it is true that this method is functional in beginner's level, the utility in advanced level is still questioned, because there are people who prefer a more intellectual process of learning.

The Roles of a Teacher

Another topic that is analyzed in motivation is the role of the teacher. About that, Richards and Rodgers (2001) argue the method applied in a class of second language depends on teacher: sometimes teachers are the main source of knowledge and sometimes they are more passive than students. Since the teacher is the person who guides students, a teacher can take different roles, such as catalyst, consultant, model of learning and other ones. Therefore it is essential to consider not only the role, but also the degree of control a teacher has in the learning,

besides the degree to which a teacher can pose the content to be taught, and finally the level of interaction is needed between teachers and students.

The same authors mention there are many and varied relationships of students and trainers, symmetrical and asymmetrical. Symmetrical is when the interaction occurs like a treatment for colleagues, friends, or teammate, and as a matter of fact this kind of relations are proposed by contemporary methods; on the other hand, asymmetrical is more traditional because teacher is seen as a conductor or as a leader, so the relationship is more vertical than horizontal.

On the other hand, Woolfolk (2007) shows the roles of a teacher from other perspective. While it is understandable and acceptable that the most relevant task of teachers is to educate, he claims the role of a teacher goes beyond that, because it is normal and common that certain problems can occur in the process of learning, as personal or social difficulties. Therefore teacher must help students, since this is the person who shares many hours a week and knows how such problems can affect the development or results. It is clear that a good teacher needs to prepare in other aspects, such as psychology, to be able to help learners with very cautious and respectful.

Harmer (2007) expresses that it is very effective in a class of English that teachers lead the change from one activity to another, according the situations, in order to facilitate the process of learning to the students. This author describes and recognizes the value of the roles of a teacher.

According to Harmer (2007), the controller role is about to be responsible of a class and the activities prepared for it, in such class the teacher takes the lead role to give orders or instructions to students. This role is more accepted by teachers who consider that their job is to transmit knowledge of themselves. In that case, the objective would be inspiring students, but not everybody has this ability and charisma.

This role has certain disadvantages, but it also has several utilities. Like disadvantages, students do not have the opportunity to increase their own experience in learning through speech and participation, since they depend largely on the teachers and the focus on what they ask or tell them. However, this role is useful when educators need to give directions, orders to be improved, explanations or when they want to ask questions so learners can answer, because of these utilities, *controller* is the most common role in many educational contexts.

In addition, Harmer (2007) says that teachers play an important role in classes, like organizers. He explains that this role consists in organizing students and activities that must be developed successfully, this is possible when teachers give clear instructions and when they know how to control the development of such activities, because otherwise the class could become a chaos. In synthesis, to organize a class involves attracting the interest of students, give instructions, tell students to demonstrate their new knowledge, and finally make a feedback.

Those are the utilities of this role, as it can achieve the interest in students to meet educational activities and thus to achieve a good language learning, where all learners have the opportunity to participate. Therefore, it is important that teachers allow them to do a demonstration about the activities carried out, because it is appropriate to reinforce the understanding of new knowledge. This role is also useful because it lets to make a feedback, so teachers can understand what points were achieved and what could be improved. And on the other hand, teachers can know whether the students really enjoyed, or whether they really learned.

In terms of Harmer (2007), there is a role that teachers have to assume. This is assessor, which consists on indicating if students are learning the second language correctly, so tutors have

to offer a feedback in which they give students the grades, notifying if they can pass to the next level, and more information related to their progress.

This role is useful, because teachers can give students instructions and recommendations about how they can improve their performance. Teachers can clarify how and why students are being assessed in each work and this point is important to consider in each activity, because learners can have a clear idea about what they have to do, and how. Even, this creates the feeling in students that they are assessed fairly and equitably. In all cases, teachers have to be sensitive to some reactions that students can have, for that reason it is important to give a support, not only to communicate the grades.

Additionally, Harmer (2007) explains about other role of a teacher, which is called prompter. This role is necessary when students need some help in order to continue an activity that was interrupted because they lost the thread. In these cases teachers can support them through a discreet way; it is essential to keep in mind that to be prompter does not mean doing everything in place of the student, but teachers have to reinforce the creative thought of learners. For example, tutors occasionally could say key words or phrases, and ask questions that remember students how could they continue. Like in the assessor role, when teachers prompt, they have to be sensitive, because it is not recommended that learners feel they do not progress properly and therefore they need help. Tutors also have to be encouraging, but with discretion in order to get the interest in students for continuing and progressing the learning of the second language.

In a special way, Harmer (2007) makes a description about the role of a participant. In this role teachers get involved in the activities with students, for example in a role-play, discussions or in other ones. To be a participant is useful, because the typical image of educators is like

people who intervene in punctual moments, for example only to offer feedback, to correct errors or to give instructions. Thanks to this role, students can see in their teacher, as a person who is really interested in classes, and who enjoy and love to teach, because a tutor is not only a resource or a controller. However, it is required teachers to be careful when they are participants, because it is evident they know more than learners and dominate more the activities, but this can make teachers are perceived like authorities, and this is not recommended, because all participants should be heard with the same attention.

Also, according to Harmer (2007), students also need that their teachers fulfill the role of resource. This implies that tutors are able to answer questions about how to say or write a word or phrase in English. They also have to be able to give explanations about a certain topic or information about where students can find a good book, a good web site or any other resource.

There is a possibility that teachers can not solve some students' doubts, because a lack of knowledge about the topic; in that way it is acceptable that they can give the answers as soon as possible or later with a commitment to investigate. With this role, teachers encourage students to use materials in order to promote a more independent learning. It is good that educators have the predisposition to give information, but at the same time they have to think that students could become over-reliant in the process of learning.

Continuing with this author, Harmer (2007) explains that teachers assume the role of tutors, like a mix between the prompter and resource roles, when they work with a student or with small groups, giving to them directions about how they can make a long work, such as writings or debates.

When the group is big, a limitation to be a tutor is time, because in a tutoring a more intimate treatment is necessary. In spite of that it is possible to give a tutoring working in groups

or in pairs. Despite the limitations that may exist, the role of tutor helps to improve the atmosphere in a class, and learners can feel they are being supported.

The last role that Harmer (2007) exposes is observer. This means, as the word says, to look at students and what they do in different activities in classes but without distract them, because they do not have to feel that they are observed or controlled. Tutors can be observers, especially in oral communicative activities, because feedback can be richer in these cases. Even, it is useful to take notes about negative students' performance, but also about positive students' performance.

This role of observer can be accompanied by other ones such as controllers or organizers, and teachers who assume this position, not only they have to observe, but also to listen, to watch, and to absorb any situation so that they can create a good relationship between teachers and students. The purpose is not only to give feedback about students' performance, but also to judge if materials and activities were appropriated or not.

Motivation has been checked from bibliographic perspective, and it was very helpful in order to understand better the knowledge about it, in the same way, it is imperative to review the contribution of several researchers who have studied the motivation as a crucial element in the process of learning a second language.

Wong (2010) researched if in Hong Kong, Chinese students are more intrinsically or extrinsically motivated to study the English language and if there are differences in motivation between people with different genders. Learners researched were among 15 and 19 years old, studying from Grade 10 to Grade 12. There were 82 girls and 74 boys who had been studying English for more than 12 years. Techniques used were a questionnaire and an interview; all

students answered the first one, and after that the researcher chose randomly some of them for the interview.

The information founded is that students have both extrinsic and intrinsic motivation, but extrinsic motivation is stronger in all students. The reasons are the need for further studies and careers and the influence exerted by their parents, teachers and social pressure. Nevertheless, there is a difference between genders: women are who have more intrinsic motivation and men are who have more extrinsic motivation. For that reason, Wong believes that it is not a problem in a single-gender school. In other cases, this situation must be well analyzed, because it has implications for teaching pedagogy and teachers should try motivating strongly both girls and boys, because of that teaching approach should be very well chosen.

The same author, Wong (2014) held another study related to the previous one, she was worried in answer two specific questions. The first one was if students from newly arrived Hong Kong obtain more motivation to learn English as they progress into higher school grade level, and the second question was how the level affects those students in different dimensions and components of motivation.

Wong applied a deductive method, with the technique of questionnaire and ensured the instrument with a pilot test. The instrument had items related to certain motivation constructs such as language level, learner level and learning situation level, and it was written in Chinese to avoid confusion in learners. They were students of the 109 NAHK secondary school, 53 were girls and 56 were boys, they were aged 13-19 and had lived in Hong Kong for less than three years. All the participants work in a volunteer way.

The author concluded that learners do not obtain more motivation to learn English as they progress into higher school level, but she discovered that upper secondary school students have

stronger motivation than others, maybe because of extrinsic motivation, like further studies or career aspirations. For that reason, it is crucial the role of the teachers, because they can motivate learners centering on practical values of the language, considering that there are very different motivations between different levels.

Khodadady and Hassan (2010) are two researchers who have contributed with more knowledge in order to improve the comprehension about motivation to learn English as a second language (as a foreign language), and they not only studied motivation, but also anxiety in the process of learning. They analyze how those components relate between themselves, and identify which types of motivation are accompanied by anxiety, and determine if a model of foreign language (FL) based on FL anxiety and FL motivation are adequate enough in Iranian context.

As sample, there were 264 people who participated, and from them, 111 were male and 153 were female. They were at a lower and an intermediate level of proficiency of English. The instruments of investigation were designed based on books written by Richards, Hull and Proctor (2005). The researchers measured the four skills, reading, writing, speaking, and listening, according to the units that correspond at each level, so there were tests and reports of performances. The results of the study demonstrated that there are several kinds of Foreign Language motivation correlating with Foreign Language anxiety; this is, while students are more, less anxious they are.

About another research, Gkonou (2013) conducted an investigation focused on anxiety in English classes; its objective was to determine the extent in which anxiety can change through lessons, and to determine what are the principles causes of anxiety.

The research was qualitative, so the author investigated eight Greek students' diaries. Participants were studying English as a foreign language in private schools. Before that study was

conducted, the researcher trained the students in a session; 64 samples could be recollected and analyzed. The results of this study revealed the degree of anxiety changed over the time, so anxiety is related with the situation and it is an important variable in the process of learning a foreign language, even this element influences in language problems. The anxiety source is intern, for that reason teachers have to be careful and to plan classes and strategies according to the context, to the reality of each student.

On the other hand, Fernández (2014) worked on a study in which she searched about the level of motivation in groups of students who were in a Content and non-Content and Language Integrated Learning. She also searched the vocabulary size in English Foreign Language, and the relation between motivation and receptive vocabulary size in each group of students.

All students had studied around 839 hours of EFL, and their ages were from 10 to 14 years old. It is opportune to clear that all of them had Spanish as their first language.

Fernández (2014) did not found any relation between vocabulary received and the general motivation, on the other hand, she found a positive relation with the primary Content and Language Integrated Learning students. However, both groups were highly motivated, but it is interesting to understand why students learn more vocabulary when the objective is more practical than when there are tasks or tests. The researcher suggests complementing this study with a qualitative research.

Chapter II: Method

Setting and Participants

The study about English language students and their motivation to learn the language was carried out at a high school in Santo Domingo de los Tsáchilas province. The sample was taken from five different English classrooms with twenty students each one. The participants were students from first to third year of senior high school and with different English teachers per class. The total of the sample was one hundred learners between girls and boys.

Procedures

For the literature review, several books and journal articles related to the motivation to learn English as a second language were consulted. Before writing this section of literature review, the information of each theme and journal article was read comprehensively.

Bibliographic information allowed to understand the difference between intrinsic and extrinsic motivation and their importance. It was also possible to know how to identify the activities or strategies motivate students to learn English, the definition of different approaches and teaching methods, and finally the different roles that teachers can perform to reinforce motivation of students.

Journal articles allowed to obtain information about researches related with this investigation and to know the latest developments about motivation in different scenarios and contexts.

The qualitative and quantitative methods were applied. In order to carry out the field research, learners answered a questionnaire to know if the students like to learn English, if they feel motivated to learn the language in the classroom, if they like how their teachers teach, furthermore to know what aspects motivate them to learn English in the class, what activities

motivate them, what is the attitudes of their teachers, what are the roles of the teachers, and finally in what aspects students find difficult to learn the language.

During classes, researcher also filled sheets of observation and took notes about the institution, but it was important that researcher look closely if students felt motivated to learn English inside the classroom, recognize which activities motivated them, identify which were the attitudes of learners and teachers, look what were the roles of teachers and what aspects and activities motivated them, but also what aspects hampered the learning.

The analysis provided information to answer two research questions, these are: What do you think motivates students to learn English? And What do you think hinders students to learn English? Each question of questionnaire was collected, presented in graphics, described, explained and analyzed, including the information of the sheets of observation, and also the results were related with the information of the literature review.

Chapter III: Discussion

Description, Analysis and Interpretation of Results

In this section the results are presented, including the analysis of data, that has been obtained based on the surveys applied to students of English.

The results are presented in graphs, followed by the corresponding description and analysis, which are supported with the results of some observation sheets and with the information from the literature review.

What do you think motivates students to learn English?

Do you like to learn English?

Graph 1

Do you like to learn English?
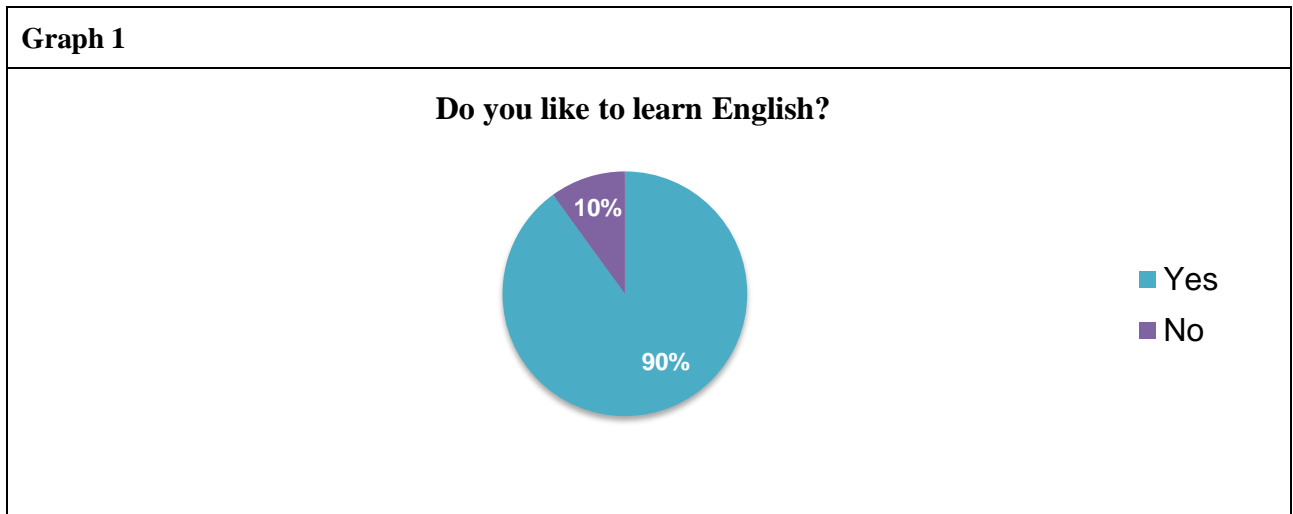
Author: Adriana Segura
Source: Student's questionnaires

From 100 high school students who were surveyed, 90% mentioned that they like to learn English, while 10% said they do not like to learn this language. This could be observed during classes, because students participated actively in them. This result shows that students have more intrinsic than extrinsic motivation, and this is positive, because as Gardner (2010) expressed, both intrinsic and extrinsic motivation are important; if the objective is to get long-term benefits,

intrinsic stimulus can be a better option, because students learn driven by themselves; however, extrinsic motivation has to be stimulated or promoted, because the motivation does not depend only on the student.

Do you feel motivated to learn English in the classroom?

Graph 2

Do you feel motivated to learn English in the classroom?
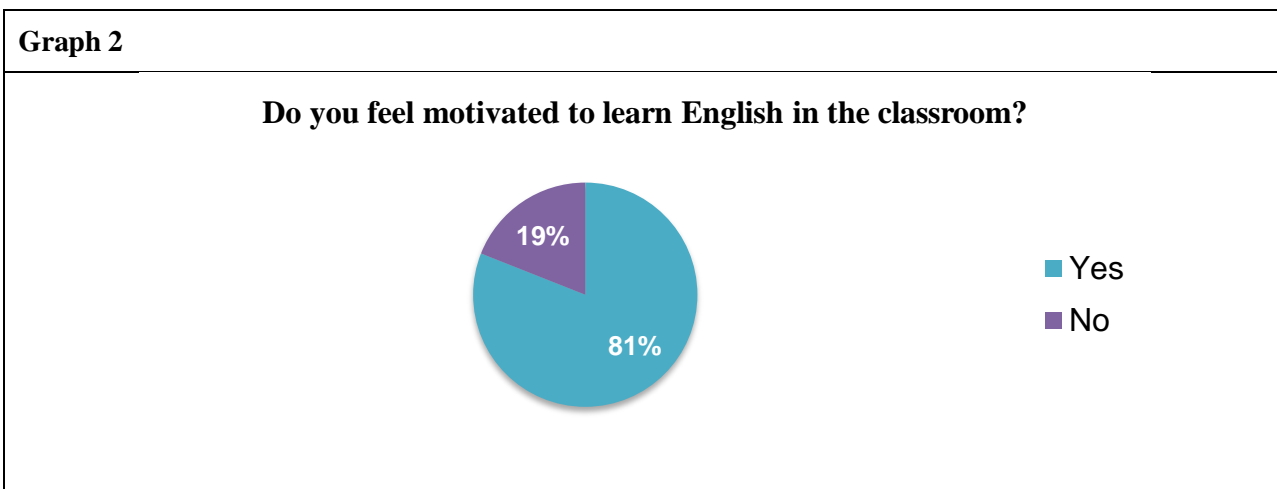
Author: Adriana Segura
Source: Student's questionnaires

Most respondents, 81% feel motivated to learn English in the classroom, while 19% of learners do not feel motivated to do so.

While the result shows something positive, the connotation is less positive, because comparing the results of this question with those of the previous one, it is understood that students like to learn English, but not all of them feel motivated to learn it in the classroom.

It is possible to confirm that although there is intrinsic motivation, there are some factors that can hinder the other one, the extrinsic motivation. In classes, the attitude of students was observed like a distracted attitude and this is not positive, since each student can influence in the others. Even, Woolfolk (2007) says that extrinsic motivation is the behavior students adopt because another person or situation is influencing the action.

Do you like how your teacher teaches English?

Graph 3

Do you like how your teacher teaches English?

- Yes
- No

17%

83%
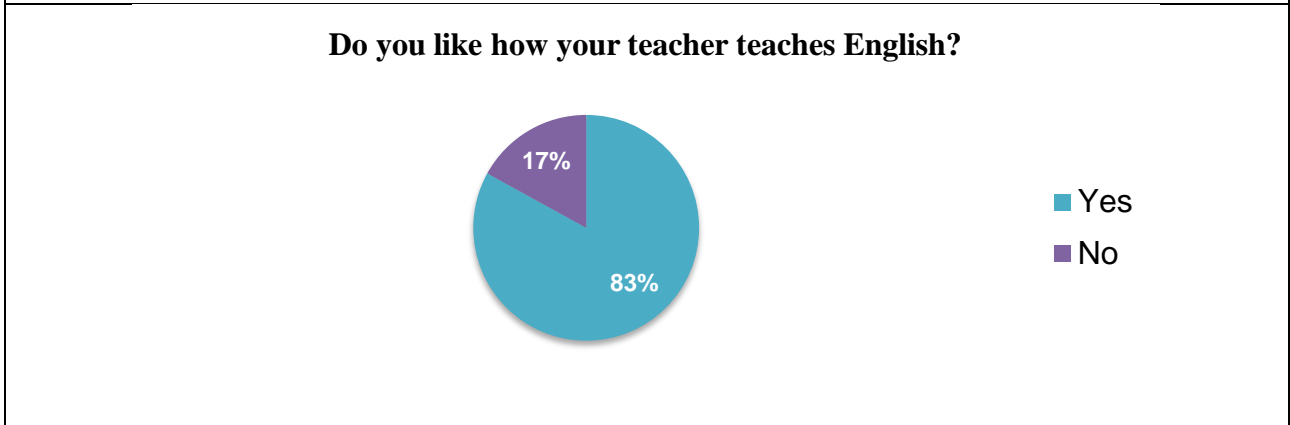
Author: Adriana Segura
Source: Student's questionnaires

In this case the results are similar to the results of the previous question, being 83% of students who like the way English is taught. Although the reasons are unknown, there is a 17% of students who do not like how the teacher teaches, this does not mean precisely that the teacher does not dominate the language, but perhaps the methodology is not appropriate. Therefore, maybe the problem itself is not the teacher, probably students like the idea of new teaching strategies or methods, where activities motivate them or take place outside the classroom.

In this point, it is important to consider what Woolfolk (2007) says that when students repeat comportment constantly as a consequence from activities or strategies that motivate them, they creat a habit. Also Gkonou (2013) found in his research that students can suffer anxiety, the degree of anxiety changes over the time, therefore this is related with the situation and it is an important variable in the process of learning a foreign language, even this element influences in language problems.

This result indicates that not only teachers are responsible for the teaching-learning process, also the authorities should be involved offering training and updating teachers´

knowledge with methodologies and strategies to be applied in classes and obtain good academic

results with students.

Do the following aspects motivate you to learn English?

Graph 4

Do the following aspects motivate you to learn English?

Author: Adriana Segura
Source: Student's questionnaires

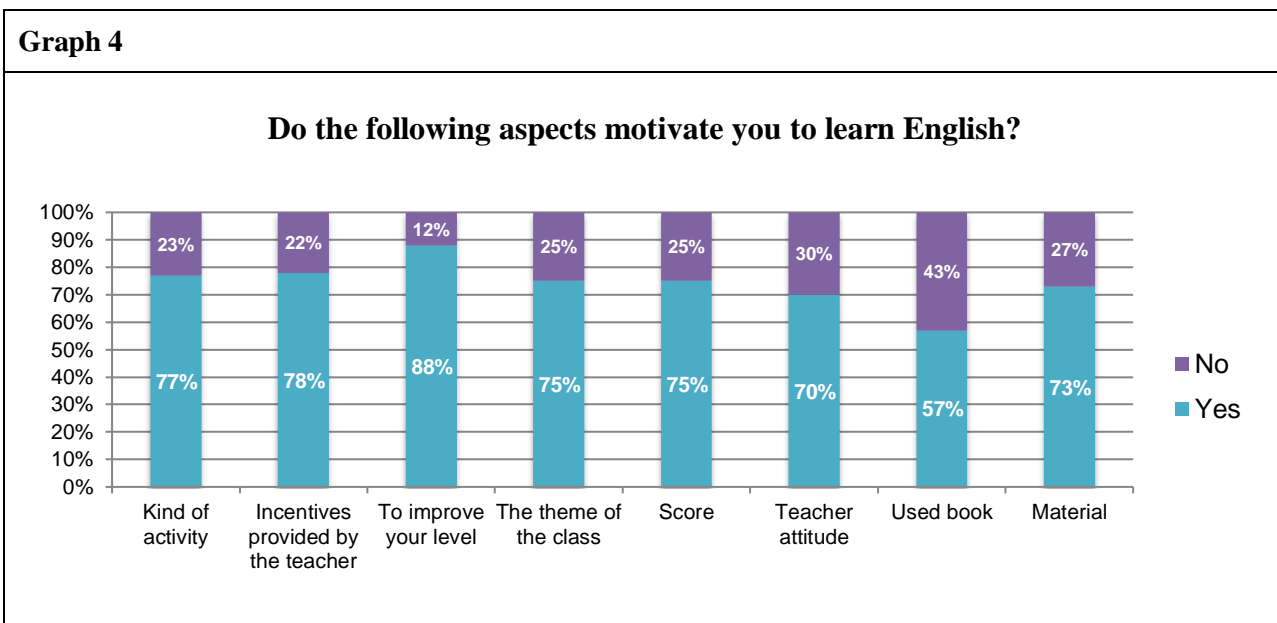With this question, it is possible to know which aspects motivate students to learn English

as a second language. In a 88%, to improve the level; in a 78%, the incentives provided by the

teacher; in a 77%, the kind of the activity; in a 75%, the score and the theme of the class; in a

73%, the material; in a 70%, the teacher attitude; and in a 57%, the used book.

As you can see, there are different aspects that motivate students to learn English, but

there are ones which help students to feel more motivated for example to improve their levels and

the incentives provided by the teacher, the kind of activity, the theme of the class, the score and

material; on the contrary, the aspects that motivate less the students are: the teacher attitude and

the used book.

The observation allowed me to realize the importance of the role of the teacher in the class, because he or she is a key element in the teaching of English, for this reason the factor of incentives provided by the teacher is one of the factors that motivates more or not to the students. Like Richards and Rodgers (2001) argued the method applied depends on teacher, this person guides students in different ways.

Although in this response we do not know why the teacher's attitude and the used book do not motivated so much students, later we can understand better how they perceive to the English teacher.

These results are essential as they provide information about which points have to be kept and which ones need to be improved or strengthened in the process of teaching and learning English. The three aspects that motivate more the students are to improve their level, the incentives provided by the teacher and the kind of activities. So, the first one is related with intrinsic motivation, as Woolfolk (2007) argues that is the natural enthusiasm that students have in order to accomplish a purpose or conquer challenges. But the second ones are related with extrinsic motivation; so in this point it is important to remember that Woolfolk (2007) says that in behavioral perspective of motivation, we find two ways to motivate students; first, rewards, which teachers give them after a specific behavior, so these rewards can be attractive; and second, incentives, which can encourage or discourage some behavior in learners.

The three aspects that motivate less the students are the material, the teacher attitude and the used book. According to Harmer (2007), students also need that teachers fulfill the role of resource. This implies even that tutors are able to use good books, good web sites or any other resource to improve the process of learning, but especially they need to assume all the roles of a good teacher, because their attitudes are crucial.

Then, it is necessary that students remember the importance of English and motivate them to improve their level. Teachers have to incentivate them through different and interesting activities. But the other aspects that were evaluated in this item are also like a rule, for example the themes of the classes have to be current and of common interest; on the other hand teachers have to put scores as a way of assessing progress, but not as a way of punishing; also they do not have to limit the materials or books which institutions establish, but they have to be proactive and make alternative ones, and finally the attitude has to be positive in other cases.

Do the following activities motivate you to learn English?

Graph 5

Do the following activities motivate you to learn English?
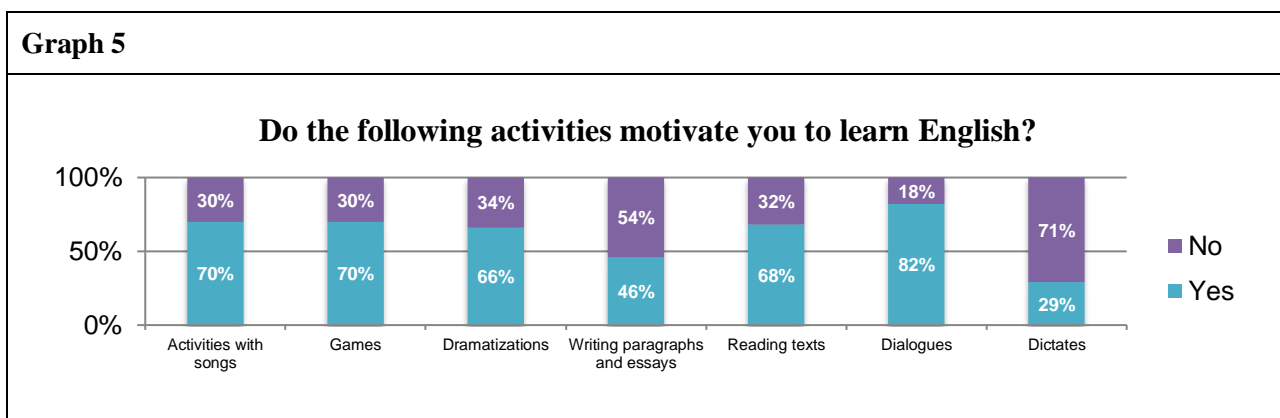
Author: Adriana Segura
Source: Student's questionnaires

This question has relation with the previous one; in this case, it seeks to identify which are the activities that motivate to learn English, so we can realize, that with 82%, the students like more the dialogues and followed by other activities, such as songs, games, reading texts and drama; on the contrary, the activity that students like less is dictations with 29%. Less than half of learners likes writing paragraphs.

In the observation, this information could be verified, since students were more enthusiastic with the activities in which they produced and participated more actively.

With this information, it is clear there are some methods than can be recomended to teach English and to get a better proficiency in the process of learning English, because like Richards and Rodgers (2008) say teaching approaches and methods guide teachers in how they can apply good practices according to each situation in the class.

Cooperative Language Learning, Task-Based Language Teaching, and Total Physical Response could help, those consist on developing skills of language through exercises and participation among students, then the interaction and participation are essential.

On the other hand, Troike (2006) suggests that the strategy should be chosen according to the context, because there are more effective strategies than others, and he points out it is important to find opportunities to interact with native speakers, to work in pairs or in group to get feedback, to ask questions, and to give explanations or examples.

What do you think hinders students to learn English?

What is the attitude of your teacher in class?

Graph 6

What is the attitude of your teacher in class?

Author: Adriana Segura
Source: Student's questionnaires

28
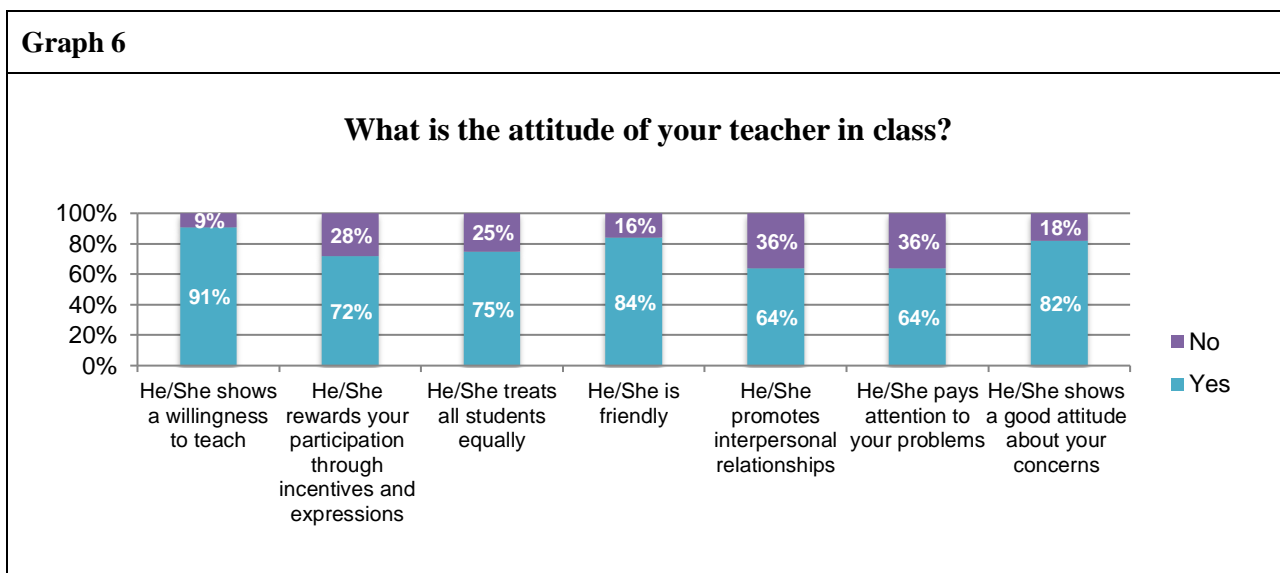
Most students have identified three attitudes of teachers, which are interrelated. These attitudes are the following: the teachers show a willingness to teach, the teachers are friendly and the teachers show a good attitude about the concerns. The following detected attitudes between 75% and 72% are: the teachers treat all students equally and the teachers reward the participation through incentives and expressions. Finally, there are two attitudes which have been less observed, these are: the teachers promote interpersonal relationships and the teachers pay attention to the problems.

Considering the results of the previous question, in which it is clear the importance of the interaction, there are some roles that teachers could adopt in order to get better results, for example to be an assessor, like Harmer (2007) explains, this role consists on indicating if students are learning the second language correctly, through a feedback in which students know the mistakes that they make and possible correct options and that way, they will be ready to continue for the next level; another role that is essential to be developed by teachers is to be participants, who get involved in the activities with students, then students can see how their teachers enjoy and take a special role in the process.

In general, it is important to remember, independently of the role, it is better when the trainers assume a symmetrical relationship, because in this case, the interaction between learners and teachers occurs like a treatment for colleagues, friends, or teammate, and this position can get better results than symmetrical relationships, because when teachers are more traditional, the role of the teacher and the methods have to be according with that relationship, which is more vertical, then students have to do conventional tasks and the intrinsic motivation is not reinforced.

As it is manifested by Richards and Rodgers (2008) who argued that it is important to note that sometimes teachers are the main source of knowledge and sometimes they are more

passive than students. Therefore it is essential to consider not only the role, but also the degree of control a teacher has in the learning.

The main way to check the attitude of a teacher is if he or she shows willingness to teach all time, even if the teacher do not feel good internally, this connects with the attitude about the learners' concerns and how friendly the teachers are. It would be a good idea to give the teachers recommendations before the beginning of classes, like giving rewards through incentives and expressions, to care students equally, to promote interpersonal relationships, and to pay attention to the problems, because although all of the aspects mentioned have been evaluated, they are also the characteristics that all good teacher should have.

What is the role of your teacher in class?

Graph 7

What is the role of your teacher in class?
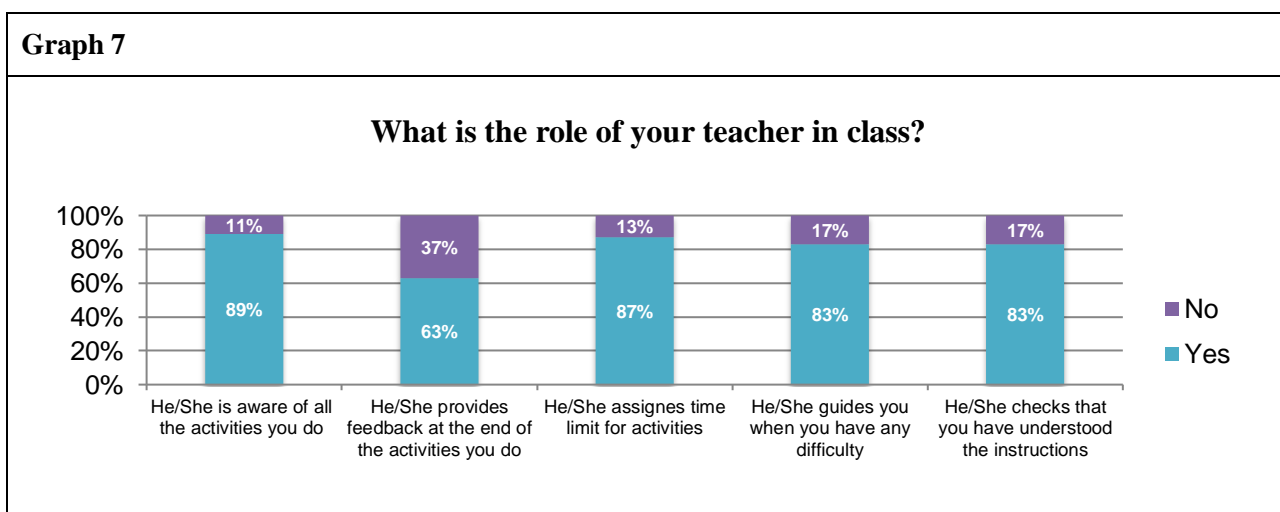
Author: Adriana Segura
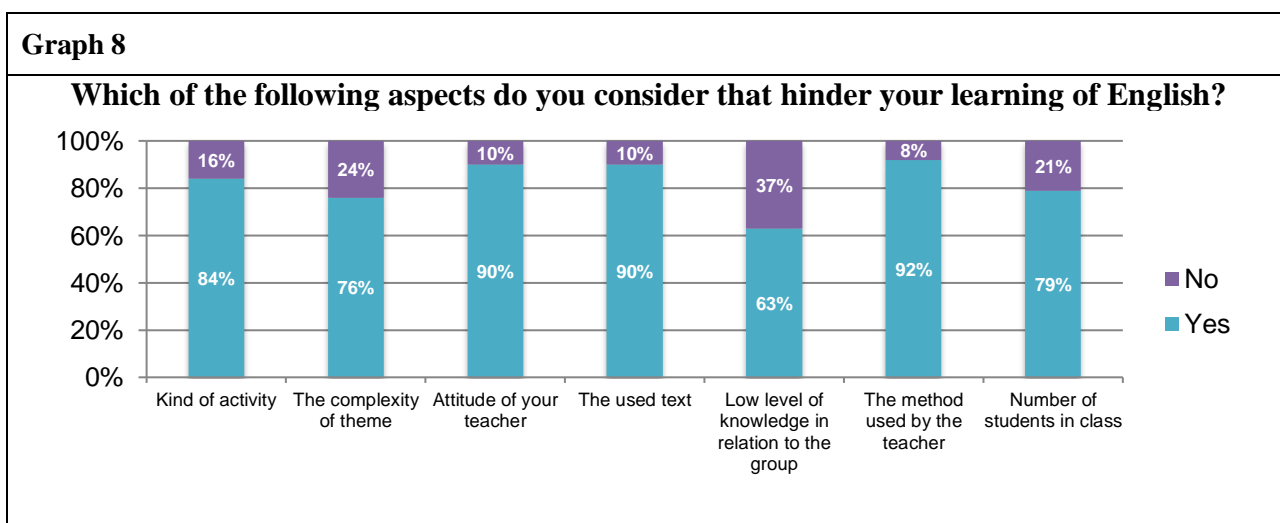Source: Student's questionnaires

In this question, more than 80% of the learners identified that teachers played the following roles: to be aware of all the activities the students do, to assign time limit for activities, to guide them when learners have any difficulty and to check that instructions are understood. The less observed role is teachers provide feedback at the end of the activities.

30

Results shown above are evident, because in classes, I could observe most of the trainers did not worry about the learners understanding or the scheduled activities for the class; moreover, they did not make feedback.

It is important to remember that Robinson (2011) highlights the advantages that tasks offer in the process of teaching a second language, specially the feedback on participants' production in order to help in the improvement of proficiency according to the results obtained.

Anew, according to Harmer (2007), there is a role that teachers have to assume. That is assessor, which consists on indicating if students are learning the second language correctly, so tutors have to offer a feedback in which they give students the grades, also notifying if they can pass to the next level, and give more information related to their progress. Feedback is an activity which can be done with other roles such as controllers or organizers. The objective is not only to give feedback about students' performance, but also to judge if materials and activities were appropriated or not.

Mark with an x which of the following aspects do you consider that hinder your learning of English. Explain the reasons in front of each aspect.

Graph 8

Which of the following aspects do you consider that hinder your learning of English?

Aspect	Yes	No
Kind of activity	84%	16%
The complexity of theme	76%	24%
Attitude of your teacher	90%	10%
The used text	90%	10%
Low level of knowledge in relation to the group	63%	37%
The method used by the teacher	92%	8%
Number of students in class	79%	21%

Author: Adriana Segura
Source: Student's questionnaires

31

The results of this question are interesting, because in the previous ones, most of them conveyed something positive and it was necessary to do a thorough deduction to make inferences and understand what motivates them and what hinders them to learn English.

In this case, all listed aspects were answered with high percentages that reveal they are obstacles in the process of learning. From highest to lowest , the aspects that are hampering are: the method used by the teacher with 92%, the attitude of the teacher and the used text with 90%, the kind of activity with 84%, the number of students in class with 79%, the complexity of theme and low level of knowledge in relation to the group with 63%.

About the method used by the teacher, which contains the highest percentage, the students said they do not like that, because they have the same activities in the classes like dictations and dialogues, and some teachers do not explain appropriately. Regarding to the attitude of the teacher, students indicated that some trainers are not friendly or patient, maybe because the same reason mentioned before, trainers do not explain appropriately, their attitudes are not good. Another obstacle according to students' perceptions is the text, due to they do no understand it and it contains topics which are repetitive. The kind of activity is also detected as a problem, because they do not like the proposed activities in class, due to they are difficult and students believe it is necessary to have incentives. There is another aspect that is a complication, like the number of students in class, since it entails some problems as the noise, lack of time, all them affect the learning-teaching process. About the complexity of theme, they said the teachers only speak in English, and then this is difficult for them. Finally, about the low level of knowledge in relation to the group, the students said that there is a bad communication between them, not all help in the activities, and teachers do not involve the students who have a low level of English in the activities.

Once again, it is verified the role of the teachers is key, because they decide the method and the kind of activities to be developed inside the classroom, while there are other aspects that could consider strong aspects, but they are not so, and those reflect that students like to learn English, but the problem of demotivation is not due to the number of students, or the level of proficiency, conversely students feel hampered by factors in which trainers are responsible.

These results reflect the importance to focus on anxiety like an aspect that relate with motivation. Anxiety can be observed in different senses. Khodadady and Hassan (2010) demonstrated that while students are more, less anxious they are; nevertheless, it is necessary to take into account the characteristics of each group of students. And Gkonou (2013) found that the degree of anxiety changes over the time, so anxiety is related with the situation. This author said this element influences in language problems and of course, in the motivation.

Conclusions

This research demonstrates that students have more intrinsic motivation than extrinsic one to study English as a second language. The learners want to learn the language by their own and intern reasons.

The aspect that mostly motivate the students is to improve the level of proficiency, which connotes an intrinsic motivation. Therefore, the following two aspects that were more mentioned are crucial to get a better level of proficiency, these are incentives provided by the teacher, and kind of activity.

The activities that most students prefer are dialogues, activities with songs and games; on the other hand, they like less dictations and writing paragraphs and essays. That is to say, students feel more motivated to learn English in the classroom when they have to participate in interesting or attractive activities for them, in which they produce and participate more actively.

This research shows that one of the most difficult aspects that affects the process of learning English comes from the teachers due to they do not reinforce the objectives and the participations inside the classrooms.

Eighty-nine percent of the learners identified that the most outstanding role of the teachers is to be aware of all the activities the students do, and sixty-three percent identified that the less outstanding role of the teachers is to provide feedback at the end of the activities.

Teachers do not consider the characteristics of their different groups, therefore they do not choose the strategies appropriately, for this reason students do not feel sympathy towards their teachers.

Recommendations

In order to reinforce the motivation to learn English as a second language, it would be appropriate to prepare different activities in each classroom to get attention and to make more productive the process of learning, considering students do not like repetitive and passive activities.

It is necessary to carry up a research with a deep comparative analysis of the lesson plans that teachers perform, in order to relate with the academic performance in different classes of English from different high schools.

It is important to reinforce the intrinsic motivation through extrinsic factors that depends on teachers, because the English language is usually a requirement to access to study and work, and because most of the students have motivation to improve their level.

High schools should train teachers on issues related with the roles, methodologies and learning strategies, because they have to know how to solve learning problems in different contexts, including when there are a big number of students in a classroom, because in this research, it was demonstrated that all these aspects influence in the motivation.

References

Arnold, J. (2005). *Affect in language learning*. New York: Cambridge University Press.

Elizabeth, M. and Rao, D. (2004). *Methods of teaching English*. New Delhi: Discovery Pub. House.

Fernández, A. (2014). Receptive vocabulary knowledge and motivation in CLIL and EFL. *Revista de Lingüística y Lenguas Aplicadas, 10, 23 – 32.*

Gardner, R. (2010). *Motivation and second language acquisition: The socio-educational model*. New York: Peter Lang Publishing, Inc.

Gkonou, C. (2013). A diary study on the causes of English language classroom anxiety. *IJES, 18, 51 – 68.*

Hall, G. (2011). *Exploring English language teaching: language in action*. London New York: Routledge.

Harmer, J. (2007). *How to teach English*. Harlow: Pearson Longman.

Khodadady, E. and Hassan, G. (2010). Exploring the Role of Anxiety and Motivation in Foreign Language Achievement: A Structural Equation Modeling Approach. *Porta Linguarum, 18, 269 – 286.*

Norris, J. and Ortega, L. (2006). *Synthesizing research on language learning and teaching*. Amsterdam Philadelphia, Pa: John Benjamins Pub.

Richards, J. and Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge New York: Cambridge University Press.

Robinson, P. (2011). *Task-based language learning*. Malden, MA: Wiley-Blackwell.

Stryker, S. and Leaver, B. (1997). *Content-based instruction in foreign language education models and methods*. Washington, D.C: Georgetown University Press.

Tiwari, S. (2010). *Teaching of English*. New Delhi: A P H Publishing Corporation.

Troike, M. (2006). *Introducing second language acquisition*. United Kingdom: Cambridge

University Press.

Wong, R. (2010). Carrot or stick? An investigation into motivation orientations in learning

English among Hong Kong Chinese students. *RBLA, 17, 71 – 87.*

Wong, R. (2014). Motivation to Learn English and School Grade Level: The Case of Newly

Arrived Hong Kong Students. *Porta Linguarum, 14, 37 – 50.*

Woolfolk, A. (2007). *Educational psychology*. Boston: Pearson Education, Inc.

Annexes

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

CUESTIONARIO DEL ESTUDIANTE

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

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

Datos Informativos:

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

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

1. ¿Te gusta aprender Inglés?

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

SI	NO
¿Por qué?	

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

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

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

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

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

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

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

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

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

   Indique al frente de cada aspecto las razones.

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

Gracias por su colaboración!

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

INSTITUCION:	
FECHA:	
AÑO DE EDUCACION:	

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

SI	NO
¿Por qué?	

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

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

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

Notas de lo observado en relación a esta pregunta

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

3. Actitud de los estudiantes en la clase

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

4. Actitud del profesor en la clase

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

5. Rol del profesor en la clase

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

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

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

Otras:

_____

_____

7. Los siguientes aspectos dificultan el aprendizaje del Inglés

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

Otros:

_____

_____