



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITTLE:

TEACHING METHODOLOGIES APPLIED BY TEACHERS AND THE MOTIVATION OF THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 8th, 9th AND 10th YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2012 – 2013

Thesis previous to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization

AUTHOR: Alexandra Elizabeth Rivera Celi.

DIRECTOR OF THESIS: Dra. Mg. Sc. Carmen Dávila

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CERTIFICATION

Dra. Mg. Sc. Carmen Enith Dávila Vega

PROFESSOR OF THE UNIVERSIDAD NACIONAL DE LOJA

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Autor: Alexandra Elizabeth Rivera Celi.

Firma: 

Cédula: 1105153215

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Firma: 

Autor: Alexandra Elizabeth Rivera Celi.

Cédula: 1105153215

Dirección: Malacatos

Correo electrónico: flaquita_bella156@hotmail.com

Teléfono: 2673625 **Celular:** 0968094014

DATOS COMPLEMENTARIOS

Director de tesis: Dra. Mg. Sc. Carmen Dávila

Tribunal de grado: Lcda. M. Sc. María Augusta Reyes Vélez

Lcda. M. Sc. Rosa Paola Moreno Ordóñez

Lcda. M. Sc. Karina Alexandra Celi Jaramillo

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The author

DEDICATION

From the bottom of my soul, I want to dedicate this work, first to God who inspires my spirit to the conclusion of my thesis. To my family who always gave me all the support to finish it with success. Also to my teachers who with patience shared their knowledge.

Alexandra

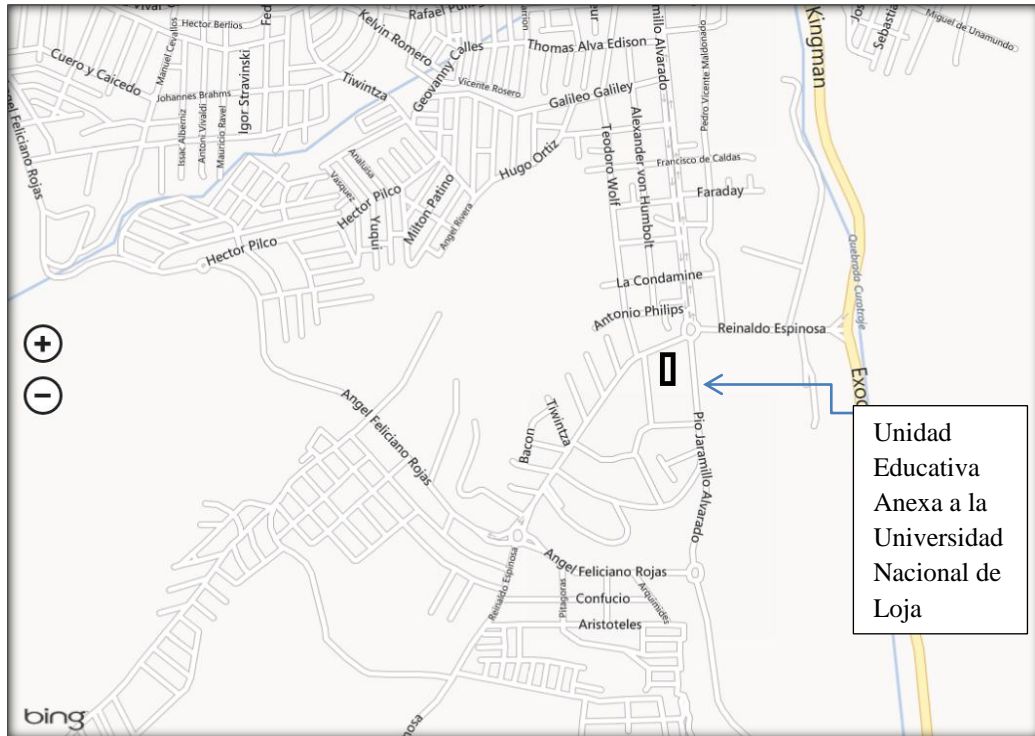
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a. TITLE

**TEACHING METHODOLOGIES APPLIED BY TEACHERS AND THE
MOTIVATION OF THE ENGLISH LANGUAGE LEARNING WITH
STUDENTS OF 8th , 9th AND 10th YEARS OF GENERAL BASIC
EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD
NACIONAL DE LOJA”. ACADEMIC YEAR 2012 – 2013**

b. ABSTRACT

The present research work entitled: **TEACHING METHODOLOGIES APPLIED BY TEACHERS AND THE MOTIVATION OF THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 8th, 9th AND 10th YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2012 – 2013**, has been established with the purpose of analyzing if the Teaching Methodologies applied by teachers motivate the English Language Learning.

To carry out this research, the Scientific, Analytic, Synthetic, Historical and the Statistic Methods were used. The survey was used as the main instrument to gather information and was applied to 5 teachers and 120 students.

The main results of the research show that the teachers are not applying appropriate methods to encourage students to learn the English Language. They use the Grammar Translation Method in English class and also it is evident that teachers do not use a wide variety of techniques and material to get students motivated.

RESUMEN

El presente trabajo de investigación titulado: **LAS METODOLOGÍAS DE ENSEÑANZA APLICADAS POR LOS PROFESORES Y LA MOTIVACIÓN DEL APRENDIZAJE DEL IDIOMA INGLÉS CON LOS ESTUDIANTES DE 8vo, 9no Y 10mo AÑOS DE EDUCACIÓN GENERAL BÁSICA EN LA “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. AÑO LECTIVO 2012- 2013**, fue establecido con el propósito de analizar si las Metodologías de Enseñanza aplicadas por profesores motivan el aprendizaje del Idioma Inglés.

Para llevar a cabo la investigación se utilizaron los métodos científico, analítico, sintético, histórico y estadístico. La encuesta fue el principal instrumento para obtener información. Esta se aplicó a 5 profesores y 120 estudiantes.

Los principales resultados de la investigación muestran que los profesores no están aplicando métodos apropiados para motivar a los estudiantes a aprender el Idioma Inglés. Ellos utilizan el método de Gramática –Traducción en las clases de inglés lo cual, evidencia que los profesores no utilizan diversas técnicas y material para mantener motivados a los estudiantes.

c. INTRODUCTION

Motivation is a fundamental support to generate energy, enthusiasm, or interest. Energy and desire to learn is derived from the strength of the individual and the environment.

Motivating students helps them focus on their studies better, and understand how they should approach a particular subject and clear their doubts. Also, motivating students is to make them aware of their strengths and weaknesses. A good motivation can help students reach their goals. There are many students, who lose interest in their studies due to lack of motivation, attention to detail and guidance from their teachers.

English Language Learning constantly faces many problems with students of schools and high schools, because of the use of traditional methodologies, like the “Grammar Translation Method” which mostly emphasizes on studying grammar and translating words into their own language. This, consequently make students unable to develop the listening and speaking skills and reduces their motivation to learn the English language.

For these reasons, the problem that motivated the researcher to develop this research work was to know: **How do Teaching Methodologies applied by teachers motivate the English Language learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012- 2013?**

The sub-problems linked with the main problem were: **What are the Teaching Methodologies applied by teachers to motivate the English Language Learning and How do teachers motivate English Language Learning with students of 8th, 9th, and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja.” Academic year 2012-2013?**

The specific objectives related to the present research were: **To identify the Teaching Methodologies applied by teachers to motivate the English Language Learning and to establish what strategies teachers use to motivate the English Language Learning with students of 8th, 9th, and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012- 2013.**

In addition to the main problem, the general hypothesis was about: **The Teaching Methodologies applied by teachers contribute to the students’ motivation in the English Language Learning with students of 8th,9th, and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja.”Academic year 2012- 2013.**

During this research work the researcher applied the following methods: the first one was the **Scientific Method**, which was the theoretical base to support and reinforce the investigation; the **Analytic Method** was used to get information and describe the obtained results from the applied instruments, and also to organize the information according to the hypothesis and the indicators that are in each one

of the variables; the **Synthetic Method** was used to analyze the most outstanding evidence observed during the research, which facilitated the understanding of the object of study; the **Statistic Method** was used to represent the data graphically.

This research contains the following parts:

First, the **summary** in which the theme, the general objective, the description of methods, procedures, population, the main outcomes obtained, and the conclusions are briefly presented. Then, the **introduction**, which starts with the contextualization of the main researched problem. In addition, it mentions the general problem and sub-problems, specific objectives, general hypothesis and a brief description of the methodology applied and the presentation of the thesis work in all its parts. Next, it presents the **revision of literature** which includes a summary of the main points of the theoretical frame. Also, it includes the **materials and methodology** used during the research process, where the methods, techniques and instruments that have been used in the research process are described. Then, **analysis and interpretation** of the results obtained in the research is presented in the form of tables and graphs. After, the **discussion of the results**, which presents the verification of two specific hypotheses. Finally, it includes the **conclusions** and the **recommendations** that were made through logical and detailed analysis of the gotten outcomes.

d. REVIEW OF LITERATURE

METHODOLOGY

“Methodology is the study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in “how to teach” are methodological” (Dictionary, 1999).

METHOD

“Method is defined like procedures to obtain a specific object, because its Greek composition is formed by META which means way, and THODOS which means direction. Therefore, Method is constituted in the way, direction, strategy of a science, and the process that helps to discover the nature of the study object” (Merriam, 2012).

METHODS FOR TEACHING ENGLISH

1. GRAMMAR TRANSLATION

“It is a way of teaching in which students study grammar and translate words into their own language. They do not practice communication and there is little focus on speaking” (Antipolis, 2010).

TYPICAL TECHNIQUES

Translation of a Literary Passage: Translating a text from target language to

native language.

Antonyms/Synonyms: Finding antonyms and synonyms for words or sets of words

Cognates: Learning spelling/sound patterns that correspond between L1 and the target language.

Memorization: Memorizing vocabulary lists, grammatical rules and grammatical paradigms.

Fill in the blanks: filling in gaps in sentences with new words or items of a particular grammar type.

Use words in sentences: students create sentences to illustrate that they know the meaning and use of new words” (Richards & Rodgers, 2001).

ADVANTAGES

“The target language is quickly explained in GTM. Translation is the easiest way of explaining meanings and phrases from one language into another.

Teacher and students are easy to communicate/it does not need native language. Students will not have much difficulty in responding to questions on the mother tongue.

The students can easy to understand because of grammatical lessons. With the grammar translation method students will have the ability to translate even difficult texts from their native language into English” (Richards & Rodgers, 2001).

DISADVANTAGES

- “The Grammar Translation Method may make the language learning experience uninspiring and boring.
- The Grammar Translation Method may also left the students with a sense of frustration when they travel to countries where the studied language is used (they can’t understand what people say and have to struggle mightily to express themselves at the most basic level)
- This method neither approaches nor encourages the students’ communicative competence” (Richards & Rodgers, 2001).

2. DIRECT METHOD

“The direct method, sometimes also called natural method. It was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful ‘everyday’ language is taught” (Krause, 2012).

ADVANTAGES

- “The target language is used and the learning is contextualized.
- It was one of the first methods to introduce the teaching of vocabulary through realia” (Brown H. , 2000).

DISADVANTAGES

- ✓ There are many abstract words (love, success, freedom, etc.) which cannot be interpreted directly in English and much time and energy are wasted in making attempts for the purpose.
- ✓ The method ignores the written work and reading activities and sufficient attention is not paid to reading and writing.
- ✓ In larger classes, this method is not properly applied and teaching in this method does not satisfy the needs of individual students” (Brown H. , 2000).

TYPICAL TECHNIQUES

- ✓ Reading aloud of literary excerpts, plays or dialogues
- ✓ Practice conversation about real situations
- ✓ Dictation of text in the target language
- ✓ Exercises to evaluate spaces complete intuition of rules or vocabulary”
(Brown H. , 2000).

3. AUDIO LINGUAL METHOD

“Audio Lingual Method is the teaching method which emphasizes the speaking and listening skill. It makes the students can pronounce and listen well” (Larsen, 2010).

ADVANTAGES

“It aims at developing listening and speaking skills which is a step away from the

Grammar translation method” (Richards J. C., 2010).

DISADVANTAGES

- Little attention is paid in communication
- Not developing language competence, lack of effectiveness
- Learners having little control over their learning” (Richards J. C., 2010).

TYPICAL TECHNIQUES

Dialog Memorization: the lesson begins in a dialog or short conversation which is later memorized either through mimicry or applied role playing.

Transformation Drill: students are asked to transform sentences of one form into another form.

Question and Answer Drill: Students are required, in such a drill, to answer questions and ask others as accurately and quickly as possible.

Repetition drill: It is used to teach conversations/ dialogs. It simply consists of Ss. repeating lines of a given dialog as accurately as possible” (Richards J. C., 2010).

4. TOTAL PHYSICAL RESPONSE

“TPR (total physical response) is a method of teaching language where the teacher uses physical movement and gives commands to students in the target language, and students respond with whole- body actions” (James J. , 2010).

ADVANTAGES

- “It is fun and easy
- It does not require a great deal of preparation on the part of the teacher.
- It is a good tool for learning vocabulary” (James J. , 2010).

DISADVANTAGES

- “It is not a very creative method. Students are not given the opportunity to express their own views and thoughts in a creative way.
- It is limited, since everything cannot be explained with this method. It must be combined with other approaches” (James J. , 2010).

TYPICAL TECHNIQUES

“Using commands to direct behavior: The use of commands requiring physical actions from the students in response is the major teaching technique.

Visualization: lets students to form mental images, encourages creativity and helps them relax.

Role play: Students perform a role using the target language” (James J. , 2010).

5. COMMUNITY LANGUAGE LEARNING (CLL)

“It is an approach in which students work together to develop what aspects of a

language they would like to learn. It represents the use of counseling- learning theory to teach language” (Karya, 2012).

ADVANTAGES

- “The counselor allows the learners to determine type of conversation and to analyze the language inductively.
- It is a good method to practice speaking and listening” (Karya, 2012).

DISADVANTAGES

- “The counselor- teacher can become too nondirective. Students often need direction.
- Translation is an intricate and difficult task” (Karya, 2012).

TYPICAL TECHNIQUES

“Tape recording student conversation: This is a technique used to record student-generated and giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning.

Reflective listening: The students relax and listen to their own voices speaking the target language on the tape. Another possible technique is for the teacher to read the transcript while the students simply listen, with their eyes open or shut.

Human Computer: A student chooses some part of the transcript to practice pronouncing. The student is ‘in control’ of the teacher when he tries to say the word or phrase” (Karya, 2012).

6. COMMUNICATIVE APPROACH

“The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language” (British Council, 2011).

ADVANTAGES

“Interesting: To start the lesson with “Today we are going to learn about the Present Perfect Simple”, instead of to start the lesson with “Today we are going to learn how to do a job interview in English”. “Present Perfect Simple” will frighten students, but students will interest in practicing English for a good job interview.

Useful: The curriculums of communicative approach usually have clear and specific main topics (situations) to cultivate learners’ communicative and social competence.

Confident: Teachers encourage students to express a lot. Errors are considered natural” (Brown H. D., 2000).

DISADVANTAGES

Evaluation: “Communicative Approach” is aimed at training students' listening and speaking, so it relatively ignores the training of reading and writing. Therefore, it is hard to evaluate every aspect of English ability.

Limited instructional hours: Role-play games and simulations involve a lot of conversations and discussions. Thus it may not be very suitable for a large class.

Losing control: Since the activities require the full participation of the students and minimum participation from the teacher, the teacher may fear that he may lose control of the class.

Introverted students: Speaking will obstruct shy people for communication. If the character of students is introverted, teaching development will be a tough problem” (Brown H. D., 2000).

TYPICAL TECHNIQUES

- “Use of authentic material
- Dialogues are used around communicative functions, such as socializing and giving directions.
- Dramatization of scenes proposed by the students or the teacher” (Brown H. D., 2000).

MOTIVATION

“The motivation consists in arouse the students’ interest, stimulate the willingly to learn and direct the efforts to they achieve their defined goals. Moreover, motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Marion Williams and Robert Burden suggest that motivation is a “state of cognitive arousal” which provokes a “decision to act”, as a result of which there is “sustained intellectual and/ or physical effort” so that the

person can achieve some “previously set goal”. A student motivated has a positive attitude to get attention and enthusiasm to learn more this subject. The teacher plays a very important role in motivation; this can be done by building good teaching students relationship in an appropriate and constructive way” (Harmer, 2007).

Importance of Motivation

According to Cofer & Appley (2000), “Motivating students helps them focus on their studies better. Students understand how they should approach a particular subject and get their doubts cleared. The aim behind motivating the students is to make them aware of their strengths and weaknesses. Good motivation can help students fix their goals in life. There are many students, who lose interest in their studies due to lack of motivation, attention and guidance from their teachers”

Motivation in the Classroom

“The classroom is a place where students spend most of their time. So, the values learned in the classroom will always remain with the students. All teachers want their students to excel in life and motivating the students is one of the important ways to help achieve this goal. There might be some students in the classroom who are extremely self-motivated and do not require inspiration from someone else; while others would require an extra push” (Cofer & Appley, 2000).

For Díaz (2000), “teacher is who stimulate the interest of the students in the class. It is permanent and should be present during all the whole learning process. The

motivation has to be a constant concern by the teacher to keep students motivated before, during and at the end of the class”

Before a class:

- **keep a positive attitude**
- **Make learning meaningful:** to motivate students to learn include didactic materials and ideas that will be meaningful to them.
- **Prepare the contents and activities of each section:** A teacher that improvises in class is automatically detected by the students, thus, they feel discouraged.

During a class

- **Stimulate curiosity:** Students will be more motivated to learn new material when they are curious.
- **Using examples:** when the teacher give examples the students can relate to it with the context, their experiences and values.
- **Vary the elements of the task to keep the attention:** the teacher should apply a diverse of learning strategies to the students to be motivated to learn.
- **Organize activities in groups**

At the end:

- **Assessment:** tests should let to detect the failures of the teaching learning process, to the teacher and the students can deepen and correct them.
- **Trying to increase confidence:** to deliver positive messages to students.

- **Give personal confidential assessment:** It is preferable that teachers give the tests scores in an individual form providing them with the necessary information about the failures and successes” (Díaz, 2000)

TYPES OF MOTIVATION

1. **“Intrinsic Motivation:** It means that the individual's motivational stimuli are coming from within. The individual has the desire to perform a specific task, because its results are in accordance with his belief system or fulfills a desire and therefore importance is attached to it.
2. **Extrinsic Motivation:** it means that the individual's motivational stimuli are coming from outside. In other words, our desires to perform a task are controlled by an outside source” (Nilson, 2004).

STRATEGY

“Strategies include all approaches that a teacher may take to actively involve students in learning. These strategies drive a teacher's instruction as they work to meet specific learning objectives. Effective instructional strategies meet all learning styles and development needs of the learners” (Ken, 2004).

STRATEGIES FOR MOTIVATING STUDENTS

“Become a role model for student’s interest: Teacher develops activities according to the student’s interests and their attitude is positive. The role of the

teachers has to be clearly, encouragingly, supportively in every classroom and deliver their presentations with energy and enthusiasm.

Get to know your students: It is a favorable motivational strategy, where students want their teachers to know who they are, but they also appreciate when teachers have some understanding of their characters. In addition, when teachers display a strong interest in students' learning and a faith in their abilities they will inspire their personal loyalty to the teacher.

Use examples freely: teacher shows examples to clarify the concepts or techniques before to continue with other lesson.

Use a variety of student-active teaching activities: The activities encourage and make the students active participants in learning.

Teaching by discovery: Students find as satisfying as reasoning through a problem and discovering the solution.

Cooperative learning activities: It is a form of active learning where students work together to perform specific tasks in a small group.

“Set realistic performance goals: Goal setting is an important component of students' motivation, and achievement in academic settings. A goal is an outcome that one is consciously trying to perform or attain. Goals can exert positive effects in achievement settings by directing learners' attention to important activities and away from distractions and by mobilizing their effort and persistence directed toward goal attainment. These goals should be aligned to their purpose, their

beliefs and values, and they should be comfortable with them, so that, they do not have to force themselves in fulfilling them.

Place appropriate emphasis on testing and grading. Tests should be a means of showing what students have mastered, not what they have not. Give everyone the opportunity to achieve the highest standard and grades.

Give students as much control over their own education as possible. Let students choose paper and project topics that interest them. Assess them in a variety of ways (tests, projects, presentations, etc.) to give students more control over how they show their understanding to teacher” (Ken, 2004).

HOW TO MOTIVATE STUDENTS TO LEARN ENGLISH

“The students learn better when the teacher encourages daily them with positive phrases to praise the work of the students increasing their self-esteem and reliability. The necessity to achieve the self-motivation and self-esteem of the students should always be present in the mind of the teacher” (Garrido, 2012).

MATERIAL TO MOTIVATE STUDENTS

“Flashcards: A flashcard is a set of cards bearing information, as words or

numbers, on either or both sides, used in classroom drills or in private study to motivate students to learn. Flashcards have vocabulary, images, formulas or any subject matter that can be learned via a question and answer format. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition.

Videos: Watching videos will also help you improve your English, by helping you to hear what it sounds like and also helping you to learn new words. You can start watching with subtitles on, but you will learn more with the subtitles off. Once you have a basic vocabulary, try to keep the subtitles off and focus on listening for the words you do know and guessing the words you don't know from what is happening on the screen.

Sing songs: Learning and singing songs is another good way to make your English better. This will help you learn the sounds of English (rhymes will help your pronunciation). It will also help improve your vocabulary. Find a song you like, learn it, and learn what the lyrics mean” (King, 2013).

Select other Contents: “Students find interesting when teachers select some contents and present them in a way that capture their attention, for example: through visual documents. Teachers activate the curiosity and the interest of the students in the study of content when it shows relevance and present new information related to experience and previous knowledge” (Marién, 2013).

Games to use in English Class: A good game always makes learning English easier. Games help to bring the class together and make the classroom a place of fun and laughter. Whether the class plays quiet team games together, having fun while learning helps the lesson to stick.

Spelling Games: These help with English by teaching vocabulary, reading and speaking aloud. A spelling relay is an active, lively game played in teams.

Grammar Games: it include simple games on greetings and more complex games to teach the use of adjectives, gerunds or conjunctions for more advanced students.

Online Games: Many free games are available online that can help students of all ages learn English. Online Games are specifically designed to build vocabulary skills and to motivate people to learn through fun practice in spelling, phonics, and vocabulary.

Simon Says: This game can be played with young students, as well as adults. It consists to mention "Simon says..." followed by a command, such as "touch your nose" or "turn in a circle"

Crosswords and Word Search: Word search puzzles can be used to help students learn to recognize new vocabulary. They are often perceived as being a recreational activity” (King, 2013).

e. MATERIALS AND METHODS

DESIGN OF THE RESEARCH

This present research work was based on the theoretical- empirical study, which permits to analyze the kind of Teaching Methodologies applied by teachers and the Motivation of the English Language Learning with students of 8th , 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-2013.

METHODS

To develop this research work it was necessary to use the following methods:

- **Scientific Method:** It was the theoretical base, in which the research is supported and reinforced; and let develop a set of procedures oriented to discover, demonstrate and verify the knowledge that the science states in a systematic way about the researched object.
- **Analytic Method:** was used to get information and describe the obtained results in the applied instruments and also to organize the information according to the hypotheses and the indicators that are in each one of the variables.
- **Synthetic Method:** was used to analyze the most outstanding evidence observed during the research, which facilitate the understanding of the study

object.

- **Historical Method:** It allowed investigating the general resources of the learning to this way determine the influence in the English Language Learning.
- **Statistic Method:** This allowed the analysis or statistical representation of data.

TECHNIQUES AND INSTRUMENTS

- **Empiric Observation:** This was based on the observation or experience. It constitutes a useful instrument for obtaining the most quantity of information. This technique allowed researchers establish relations among the events that emphasized characteristics and identified events and phenomenon.
- **Surveys:** it was used to gather information about individuals. Its aim was to collect the opinions of the survey taker.

PROCEDURES

- **Tabulation :** The tabulation was used to present statistical data in tables or charts
- **Organization:** It allowed classifying the questions that served to prove every hypotheses and keeping in mind the variables as a guide that helped to prove or reject them.

- **Description:** Then the data was organized; it was described in statistic tables that showed the frequency and the percentage of the obtained indicators in the applied instruments.
- **Graphic Representation:** After to describe the data, it was represented graphically and it facilitated the interpretation and the analysis of each question.
- **Interpretation and analysis:** After the information was presented in tables and graphs, it was interpreted according to the obtained percentages and it was analyzed taking into account the theoretical frame and the hypotheses.
- **Hypothesis verification:** The verification of the hypotheses were established through a deductive hypothetical process reinforced with the logical analysis of the field investigation whose final results were expressed in a descriptive way.
- **Formulation of conclusions and elaboration of the report:** At the end of the research the conclusions were written according to the results of the investigation and these were useful to give some recommendations to the authorities and teachers at the “Unidad Educativa Anexa a la Universidad Nacional de Loja” in this way to contribute with the solution of the problem of this present research. The final report was designed through chapters that let the understanding of the theory and the results.

POPULATION AND SAMPLE

The population was constituted by 595 students of 8th , 9th and 10th years of General Basic Education, due to it is considered as a big population, it was necessary to take a sample of students. Therefore, the research work was carried out with a sample of 120 students.

Regards the teachers' population it was necessary to work with all of them, because it is a small population who are 5 in total.

The sample results are detailed in the next chart:

VARIABLE	POPULATION	SAMPLE
Students of 8 th years of General Basic Education	236	48
Students of 9 th years of General Basic Education	185	37
Students of 10 th years of General Basic Education	174	35
TOTAL	595	120
Teachers' population	5	5

f. RESULTS

TEACHERS AND STUDENTS' SURVEY

HYPOTHESIS ONE:

The Teaching Methodologies applied by teachers significantly motivate the English Language Learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-2013.

1. What methods do you use for teaching English? Mark with an x

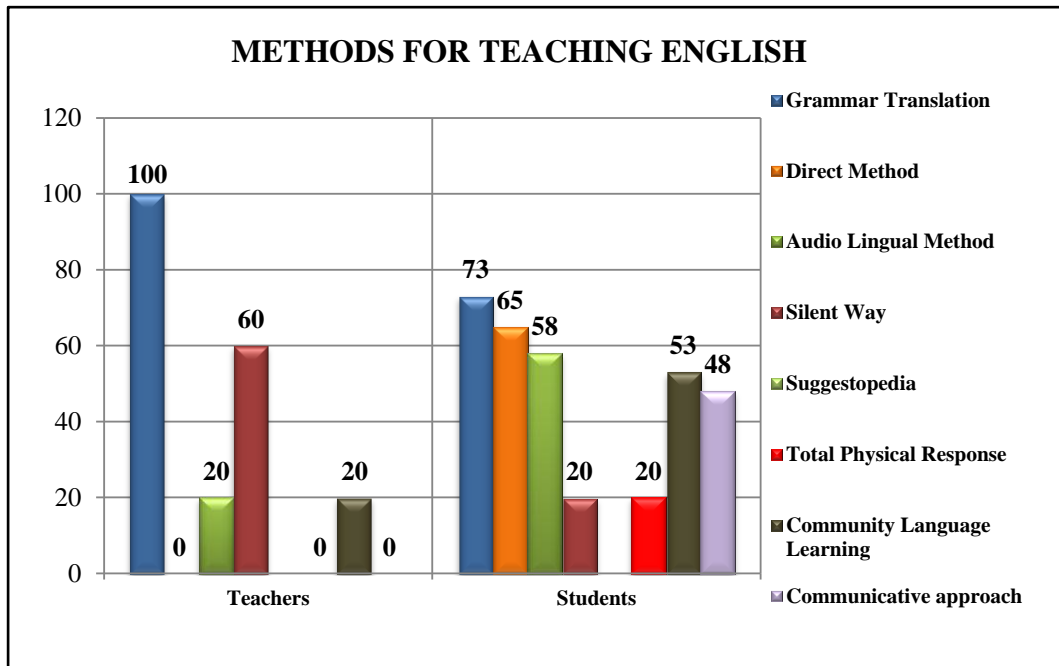
a) Table 1

METHODS FOR TEACHING ENGLISH	Teachers		Students	
	f	%	f	%
Grammar Translation Method	5	100	87	73
Direct Method	0	0	78	65
Audio Lingual Method	1	20	70	58
Silent Way	3	60	24	20
Suggestopedia	0	0	0	0
Total Physical Response	0	0	24	20
Community Language Learning	1	20	64	53
Communicative approach	0	0	58	48
Others	0	0	0	0

Source: Teacher and students' survey

Author: Alexandra Rivera

b) Graph 1



c) Logical analysis

The results show that all teachers and many students mention that the most commonly used method for teaching English is the Grammar Translation. This method just develops two skills (reading and writing), because learners only study grammar and translate words into their own language, which means that they are not exposed to a real life English language practice. Thus, teachers leave aside the other methodologies such as: the Total Physical Response, the Community Language Learning, and the Communicative Approach, which develops the rest of skills to motivate students' learning. In addition, these methods force students to use physical movements, work together and be involved in real communication. The no uses of these discourage them to learn.

2. What are the most common techniques that you use in English class to motivate student's learning? Point them out.

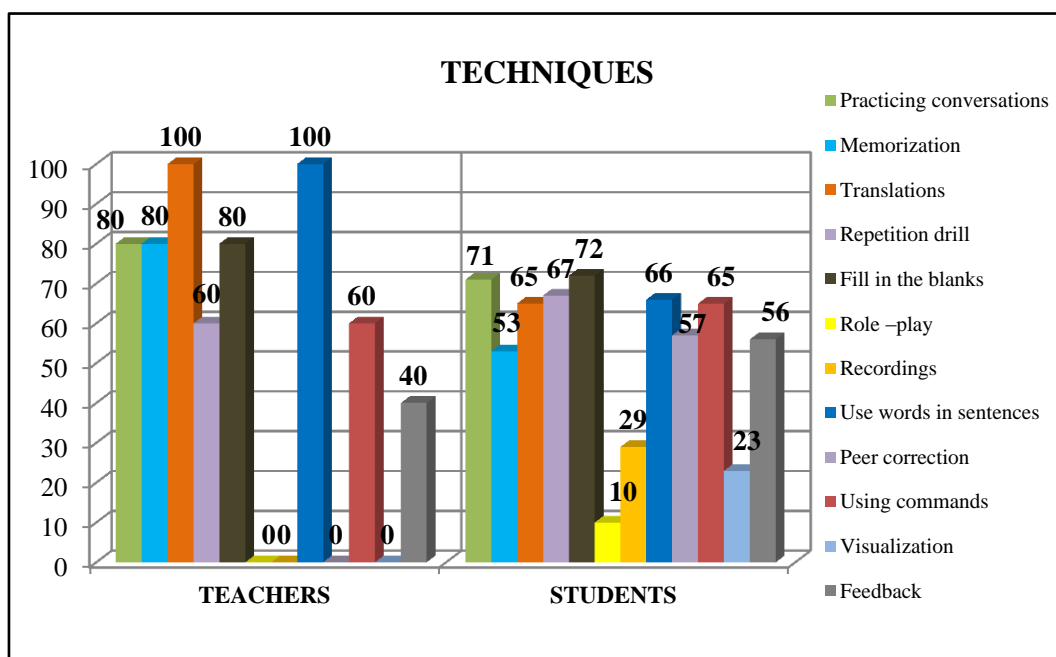
a) Table 2

TECHNIQUES	Teachers		Students	
	f	%	f	%
Practicing conversations	4	80	85	71
Memorization	4	80	64	53
Translations	5	100	78	65
Repetition drill	3	60	80	67
Fill in the blanks	4	80	86	72
Role –play	0	0	12	10
Recordings	0	0	35	29
Use words in sentences	5	100	79	66
Peer correction	0	0	68	57
Using commands	3	60	78	65
Visualization	0	0	28	23
Feedback	2	40	67	56

Source:Teacher and students' survey

Author: Alexandra Rivera

b) Graph 2



c) Logical analysis

According to the results, all the teachers say that the most common techniques to motivate students to learn are *translations* and *words in sentences*. However, many students point out “*fill-in-the-blanks*” and *practicing conversations*. The techniques applied by teachers are not enough, because there are other ones that also need to be used such as: using commands, visualization, repetition drill, role play, and peer correction, since, each ones accomplishes indispensable functions to learn the English language. For that reason, the variation of teaching techniques from activity to activity and from day to day, helps students to be active in learning. As a result, when teachers do not use a variability of these techniques, it limits the English language learning.

3. Which of these methods do you consider the most important to motivate the students to learn the English Language?

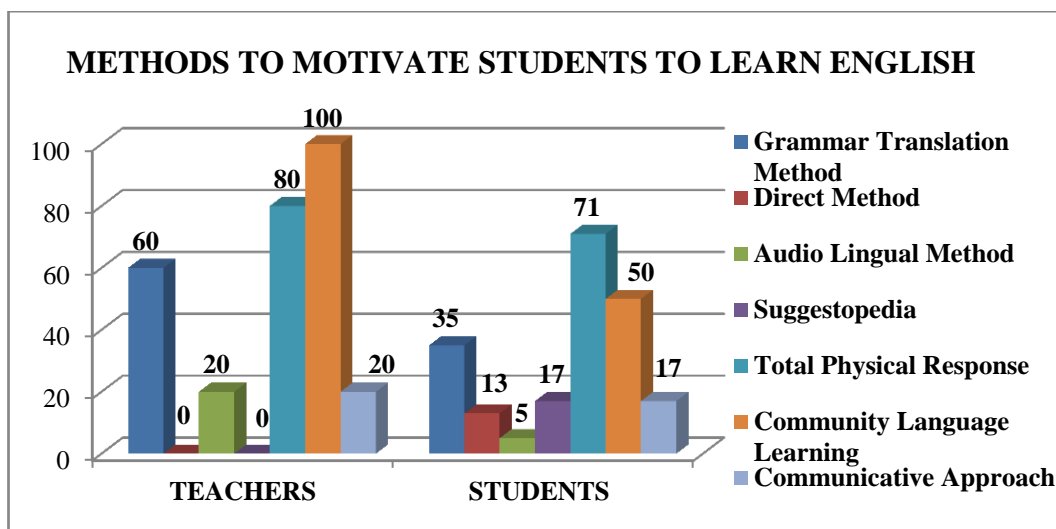
a) Table 3

METHODS TO MOTIVATE STUDENTS TO LEARN ENGLISH	Teachers		Students	
	f	%	f	%
Grammar Translation Method	3	60	42	35
Direct Method	0	0	15	13
Audio Lingual Method	1	20	6	5
Suggestopedia	0	0	20	17
Total Physical Response	4	80	85	71
Community Language Learning	5	100	60	50
Communicative Approach	1	20	20	17

Source: Teachers and students' survey

Author: Alexandra Rivera

b) Graph 3



c) Logical analysis

As the data indicates, all the teachers consider that the most important method to motivate students to learn English is the *Community Language Learning*, whereas most of students prefer the *Total Physical Response*. Teachers are aware of the fact that these methods help students to learn, but they are not applying them in their English class. However, it is stated when teachers vary their teaching methodologies in the classroom, it has a profound impact on learner comprehension, which implies that some students learn better while hearing, some while seeing and others through movement. Therefore, the lack of using diverse methodology means that students are not as motivated as they could be.

HYPOTHESIS TWO: The strategies used by teachers motivate the English Language Learning with the students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-2013.

4. What strategies do you use to motivate students to learn English in the classroom?

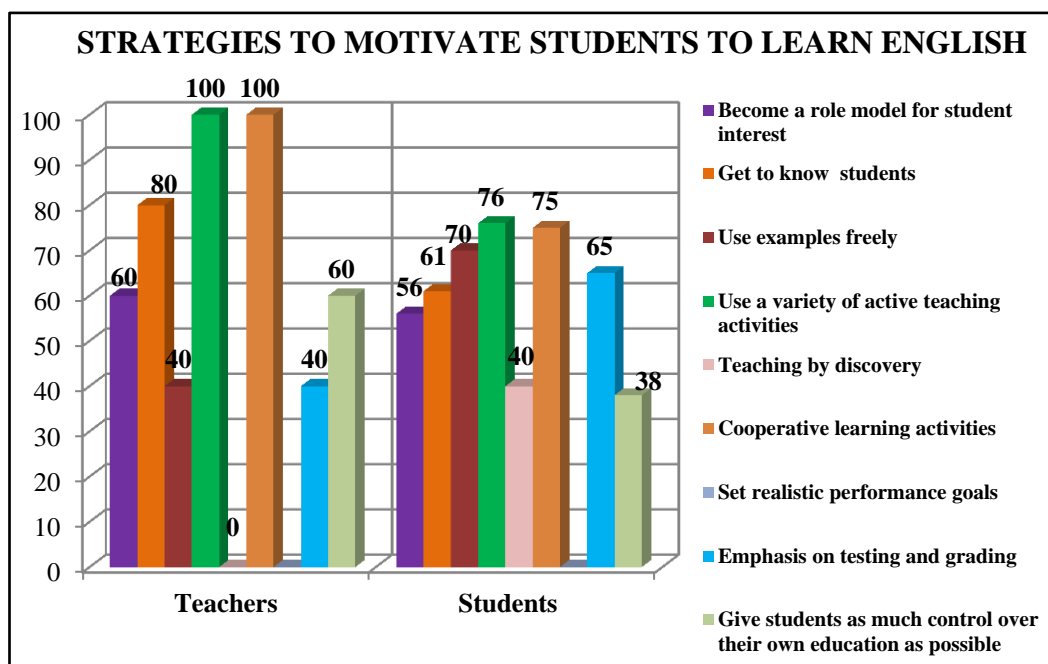
a) Table 4

STRATEGIES TO MOTIVATE STUDENTS TO LEARN ENGLISH	Teachers		Students	
	f	%	f	%
Become a role model for student interest	3	60	67	56
Get to know students	4	80	73	61
Use examples freely	2	40	84	70
Use a variety of student- active teaching activities	5	100	91	76
Teaching by discovery	0	0	2	40
Cooperative learning activities	5	100	90	75
Set realistic performance goals	0	0	0	0
Emphasis on testing and grading	2	40	78	65
Give students as much control over their own education as possible	3	60	45	38

Source: Teachers and students'survey

Author: Alexandra Rivera

b) Graph 4



c) Logical analysis

The acquired results confirm that all teachers choose these strategies to motivate students to learn English: *use a variety of student- active teaching activities* and *Cooperative Learning Activities*. In the same way, most of students also state the same appreciation. Both of them benefit students to be involved in English class. According to ken (2004) “*the use of a variety of teaching activities encourages and makes students active participants to learn the English language. Cooperative learning activities it is a form of active learning where students work together to perform specific tasks in small groups, which contribute each other’s learning*”. So, when teachers select suitable strategies, these motivate students to get a good academic performance in the English Language.

5. Point out the special phrases that you use for motivating students to work.

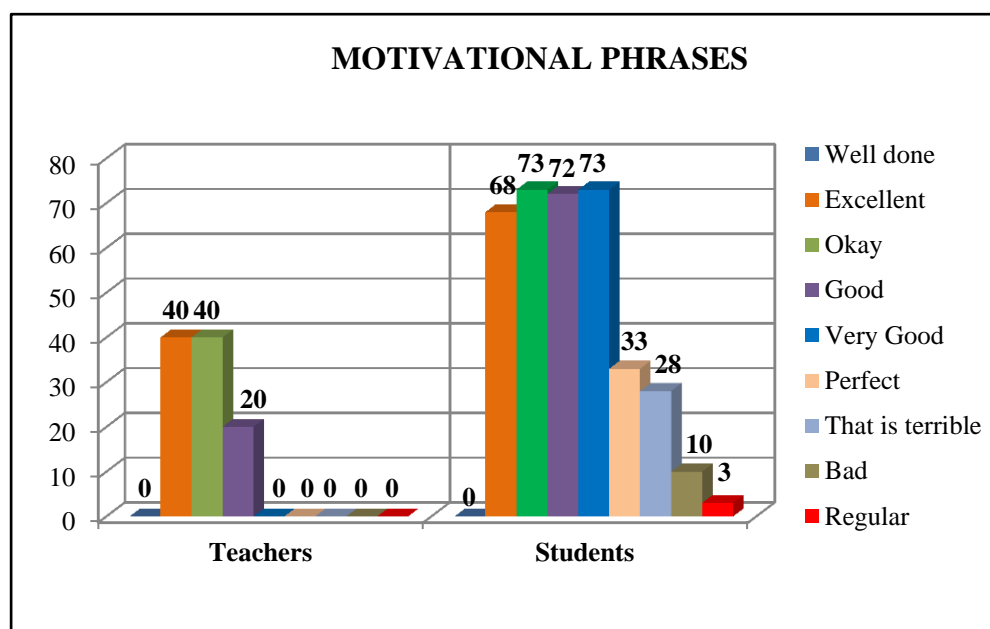
a) Table 5

MOTIVATIONAL PHRASES	Teachers		Students	
	f	%	f	%
Well done	0	0	0	0
Excellent	2	40	82	68
Okay	2	40	87	73
Good	1	20	86	72
Very Good	0	0	88	73
Perfect	0	0	40	33
That is terrible	0	0	34	28
Bad	0	0	12	10
Regular	0	0	4	3
Others	0	0	0	0

Source: Teachers and students’ survey

Author: Alexandra Rivera

b) Graph 5



c) Logical analysis

As it can be seen that several teachers indicate that the special phrases for motivating students to work are: *excellent* and *okay*. Meanwhile, many students express that their teachers employ the phrases *okay*, *good* and *very good*. According to Garrido (2012) “*Students learn better when teachers encourage them daily with positive phrases to praise their work. This increases their self-esteem and reliability. For that reason, the necessity to achieve the self-motivation and self-esteem of the students should be always present in the mind of the teacher*”. Therefore, the expressions used by teachers to correct the student’s work are good strategies, which let them to actively participate in English language learning.

6. What material do you use to motivate the students to learn English Language? Mark them.

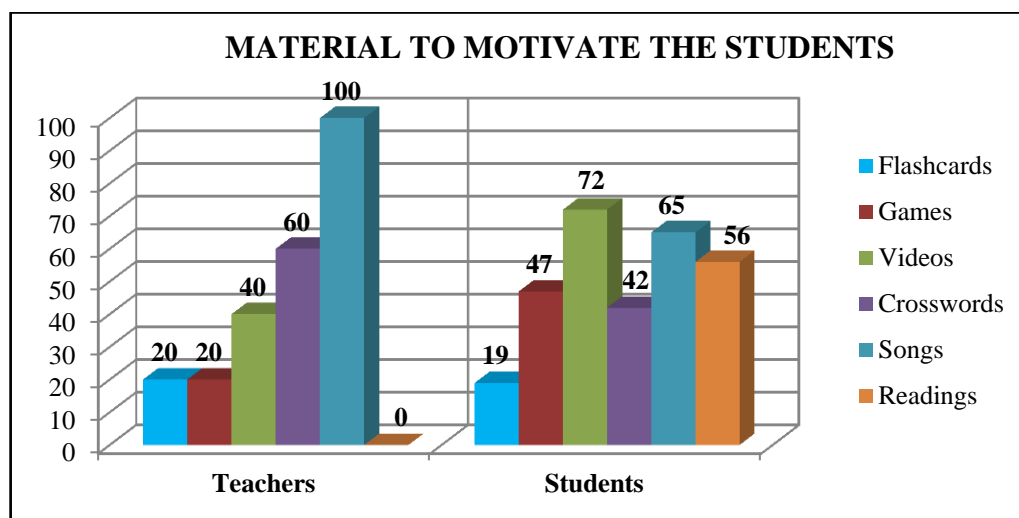
a) Table 6

MATERIAL TO MOTIVATE THE STUDENTS	Teachers		Students	
	f	%	f	%
Flashcards	1	20	23	19
Games	1	20	56	47
Videos	2	40	86	72
Crosswords	3	60	50	42
Songs	5	100	78	65
Readings	0	0	67	56
Others	0	0	0	0

Source: Teachers and student's survey

Author: Alexandra Rivera

b) Graph 6



c) Logical analysis

Regarding outcomes, all teachers opine that the material which they use to motivate students to learn the English Language is the **songs**. However, many students manifest that their teachers use **videos**. These materials are suitable in the English language learning. Besides the use of them, flashcards, crosswords and games can also be applied. According to King (2013) “*Songs let students learn*

*the sounds of English (rhymes will help their pronunciation). **Videos** benefit students to hear what it sounds like and also helping them to learn new words. **Games** always make learning English easier because when students have fun, they assimilate English in an effective way. **Flashcards** contain vocabulary and imagines that motivate students to learn. **Crosswords** help students recognize new vocabulary and they are often perceived as being a recreational activity”* Hence, the use of different materials enhances and encourage students to participate in learning the English language.

7. Do you think that some English contents you select motivate your students to learn English? Why?

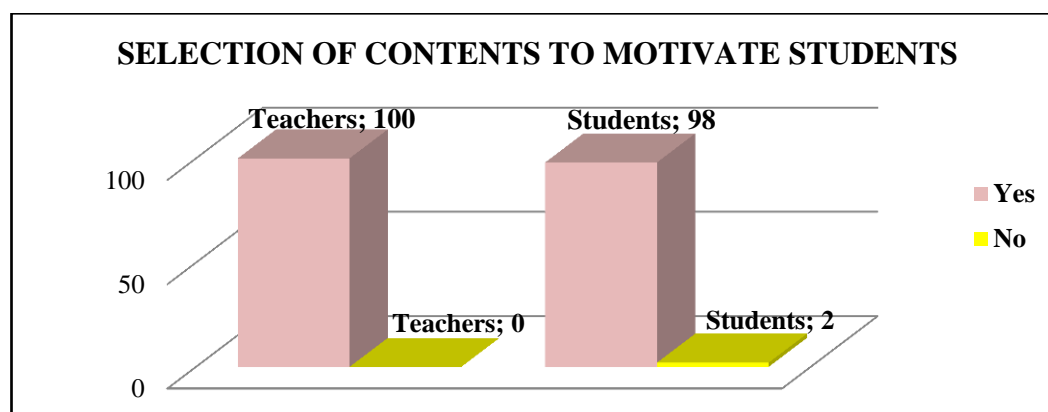
a) Table 7

SELECTION OF CONTENTS TO MOTIVATE STUDENTS	Teachers		Students	
	f	%	f	%
Yes	5	100	117	98
No	0	0	3	2
TOTAL	5	100	120	100

Source: Teachers and students' survey

Author: Alexandra Rivera

b) Graph 7



c) Logical analysis

The analysis of the results shows that all teachers express that they select some English contents to motivate their students. In the same way, the majority of students maintain the same consideration. According to Marién (2013) “*Students find lessons interesting when teachers choose some contents and present them in a way that captures their attention. For example, through visual documents. When contents are relevant and contain new information, teachers activate the curiosity and interest of the students*”. For that reason, the selection of other themes is also a good strategy to teach English. Thus, when teachers choose other topics according to the students’ interest, motivate them to learn more about the English Language.

8. How often do you motivate the students to learn the English Language?

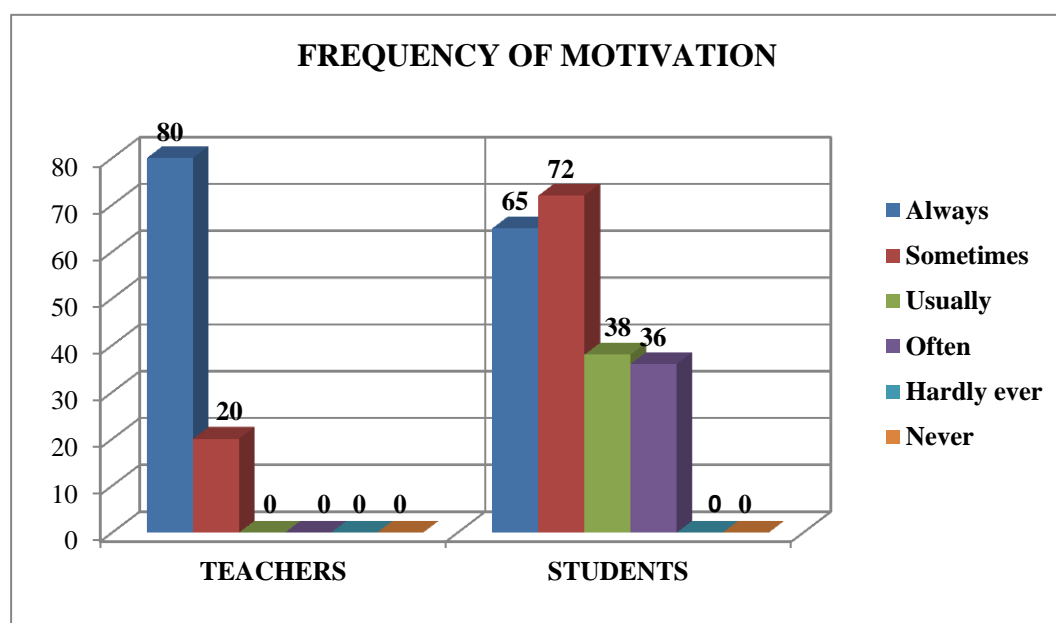
a) Table 8

FREQUENCY OF MOTIVATION	Teachers		Students	
	f	%	f	%
Always	4	80	78	65
Sometimes	1	20	86	72
Usually	0	0	45	38
Often	0	0	43	36
Hardly ever	0	0	0	0
Never	0	0	0	0

Source: Teachers and students’ survey

Author: Alexandra Rivera

b) Graph 8



c) Logical analysis

Based on the results, most teachers say that they always motivate their students to learn the English Language. However, many students state that teachers only sometimes motivate them. Daily motivation is fundamental to help students focus on their studies better. According to Díaz (2000) “*the best teachers are those who stimulate the interest of their students in the classroom. The motivation has to be a constant concern by teachers to keep students encouraged before, during and at the end of the class*”. Consequently, the permanent motivation helps students to be interested in the subject during the whole learning process.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement

The Teaching Methodologies applied by teachers significantly motivate the English Language Learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-2013.

b) Demonstration.

The first hypothesis has two variables: the independent one, which is: the Teaching Methodologies and the dependent variable, which is: significantly motivate the English Language Learning.

In question number **ONE** about the methods used for teaching English, 100% of teachers and 73% of students say that the Grammar Translation Method is used for teaching English. This means that teachers are not applying other methods such as: Total Physical Response, Community Language Learning and Communicative Approach, which limits the English language learning.

In question number **TWO** which is the most common techniques used in English class to motivate students, 100% of teachers say that they use: translation and usage of words in sentences. But, 72% of students express that teachers use “fill-in-the-blanks” and practicing conversations. Therefore, this shows that the

application of motivational techniques by teachers is not enough to encourage students to learn English during the class.

In question number **THREE** dealing with the most important methods to motivate students to learn the English language, 100% of teachers mention the Community Language Learning and the Total Physical Response. On the other hand, 71% of students manifest that the Total Physical Response. It shows that teachers are not using diverse methods to motivate students to learn the English Language.

Decision

According to the analyzed results, the hypothesis number one is **not accepted**, which states: “The Teaching Methodologies applied by teachers significantly motivate the English Language Learning”, because of the following reasons: teachers apply the Grammar Translation Method to teach English and leave aside other ones and they are not using a wide variety of techniques that motivate students to learn the English language.

HYPOTHESIS TWO

a) Statement

The strategies used by teachers motivate the English Language Learning with

the students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-2013

b) **Demonstration**

In this hypothesis, the independent variable is: the Strategies used by teachers and the dependent one is: motivate the English Language Learning.

In question number **FOUR** refers to the strategies to motivate students to learn English in the classroom, 100% of teachers and 76% of students indicate: student-active teaching techniques and also cooperative learning activities. Both strategies are good to motivate students, which contributes in the English language learning.

In question number **FIVE** regarding to the special phrases for motivating students to work, 40% of teachers say that they use: excellent and okay, and 73% of students state the phrases okay and very good. It can be seen that the positive expressions applied by teachers motivate students to learn in class.

In question number **SIX** concerning the material to motivate students to learn English language, 100% of teachers indicate songs and 72% of students choose videos. Both of them are excellent material. This shows that the application of materials by teachers is suitable because it increases the interest of students to learn the English Language.

In question number **SEVEN** dealing with the selection of contents to motivate students to learn English, 100% of teachers say that they select some English

contents, and 98% of students say that their teachers select the contents from other books. It can be notice that the contents chosen by teachers encourage students to actively participate in English Language Learning.

In question number **EIGHT** is relating to the frequency of motivation, 80% of the teachers say that they always motivate students to learn English. On the other hand, 72% of students express that teachers sometimes motivate them in class. This indicates that teachers stimulate the interest of the students to learn the English Language, which help them to be constantly motivated.

Decision

Based on the analyzed results, the hypothesis two which states: The strategies used by teachers motivate the English Language Learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-2013, is **accepted**, due to the strategies applied by teachers are helpful for students. It makes them be interested in working in English class. Also, they employ materials to motivate students in class and they select other contents from other books to encourage students to learn the English Language.

h. CONCLUSIONS

After the analysis of the obtained results from the instruments applied to teachers and students, the researcher establishes the following conclusions:

- The Teaching Methodology applied by the teachers is traditional, this is because most of the time they use the Grammar Translation Method to develop the English class.
- Teachers do not use a wide variety of techniques on the English language teaching, since they only use the typical ones such as: translations, words in sentences, fill in the blanks, and practicing conversations. Therefore, if teachers always keep the same techniques, students get bored, and do not increase the learning for knowing something new.
- Teachers apply suitable strategies in their English classes. The strategies that they use are: cooperative learning activities and a variety of student- active teaching activities. These ones arouse the interest of students and make them active participants. Hence, this contributes on the English language learning.
- The materials that teachers commonly use to motivate their students in class are: songs and videos, which are suitable to catch the students' attention on the English language learning.

i. RECOMMENDATIONS

- Teachers should not be limited by only using the Grammar Translation Method; they should use the Total Physical Response because it helps students to employ physical movement when they give commands in English, The Audio Lingual Method which emphasized the teaching of listening and speaking before reading and writing, The Communicative Approach involves real communication, and the Community language learning allows students to work together in class to develop aspects of the language they would like to learn.
- Teachers should use diverse techniques such as: memorization, repetition drill, using commands, role play, and visualization; because there is not a single way to teach English. Nowadays, teachers have to their disposal a variety of internet sources, which allow getting innovative ideas on the importance and application of techniques as a support to improve the teaching. Thus, it will improve the students' interest, and will allow them to have a good academic performance on the English language learning.
- Teachers should continue using appropriate strategies such as: cooperative learning activities, and a variety of student- active teaching activities, because both of them promote the active learning and fosters respect and friendships among diverse groups of students. In fact, the more diversity in a team, the

higher the benefits for each student. Therefore, these strategies help teachers to increase the motivation of their students in a pleasing way.

- Teachers should emphasize on employing different materials regarding students' interest. Despite the use of songs and videos, which are excellent material to practice the second language, they also should encourage their students taking into account the following materials: flashcards, games and crosswords, due to these contain images, which allow students to learn a lot of vocabulary. Thus, this will support to work in class with enthusiasm.

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ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME:

**TEACHING METHODOLOGIES APPLIED BY
TEACHERS AND THE MOTIVATION OF THE ENGLISH
LANGUAGE LEARNING WITH STUDENTS OF 8th, 9th
AND 10th YEARS OF GENERAL BASIC EDUCATION AT
“UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD
NACIONAL DE LOJA”. ACADEMIC YEAR 2012 - 2013**

Thesis project previous to obtain
the Licentiate's Degree, English
Language specialization.

AUTHOR:

Alexandra Elizabeth Rivera Celi.

Loja- Ecuador

2013

a. THEME

**TEACHING METHODOLOGIES APPLIED BY TEACHERS AND THE
MOTIVATION OF THE ENGLISH LANGUAGE LEARNING WITH
STUDENTS OF 8th, 9th AND 10th YEARS OF GENERAL BASIC
EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA
UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2012 -
2013**

b. PROBLEM STATEMENT

◆ BACKGROUND

The “Unidad Educativa Anexa a la Universidad Nacional de Loja” was created on September 28th 1970 as a center of teaching practice. Thenceforth, this academic institution helps the community with an extension which is called “Motupe”. The institution is forming trained students with scientific and technical knowledge in the usage of the English Language at different levels of education such as: Beginning, Basic and Bachillerato.

The Ministry of Education, accepting the request of the authorities at that time, authorized the first-year basic cycle, from the academic year 1971-1972, by Resolution N° 95 on January 29, 1972, and its first Headmaster was the Lic. Mario Enrique Jiménez.

This institution is working hard to accomplish the expectations of the society. The institution develops academic activities according to the programmed, in order to improve the teaching-learning process.

Nowadays this Institution has a main authority which is the Dr. Rolando Elizalde Córdova; but the teachers’ staff is not enough. They are 5 teachers in total. Also, it has a students’ population of 1182.”¹

The name of the “Manuel Cabrera Lozano” high school was changed by “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Dr. Miriam González

¹ HERRERA, F, CARRION, ELIZALDE, SARANGO 2006. Revista de difusión académico- científica de “ Manuel Cabrear Lozano”EducativeUnitpag 9

Serrano, Zonal Coordinator of Education, Zone 7, by agreement No. 002-20-07-11 authorized the conformation and operation of this “Unidad Educativa” in the city and province of Loja, in its three educational levels: Beginner, Elementary and Secondary Education, from the year 2011 – 2012.

MISSION

“The mission is to train competent students of General Basic Education and Bachillerato, with a high grade of competitiveness and humanity; and, knowledge and learning to contribute as a center of teaching practice.

VISION

The vision is the learning of values, social justice, conservation and development of the environment; also, dignity, freedom, responsibility, and so forth. For this, the institution has teachers of high quality and with a good infrastructure in order for the development of the human being”².

♦ CURRENT SITUATION OF THE RESEARCH

At the present time, the Learning of the English Language is very important and indispensable language, in some countries it is considered like the main vehicle of the knowledge and it has been converted like a necessary factor of the professional development of people. English is the world information, because it is used in newspapers, magazines, billboards, announcements, signs, internet, etc.

²WEBSITE: <http://www.unl.edu.ec/educativa/unidades-anexas/colegio-universitario-manuel-cabrera-lozano/>- Dec-12-2012.

Also this language is spoken in hotels, business centers, tourists attractions, etc; for this reason, is essential to learn this language to people can communicate each other.

In the learning of any language, as well as any kind of learning, the motivation is a crucial issue, because it determines the interest and energy of the students will put to the subject, and if you persevere to meet the goals or not. It is a complicated phenomenon that includes many components as student's effort, the need for achievement or success, curiosity, desire for new experiences and stimulation, etc. The teacher is obliged to do everything possible to activate these components in students.

According to the current education system and considering that the goal of foreign language teaching is: "that the students acquire communicative competence", like future teaching professional, focus in the methodology not only to teaching vocabulary and grammatical expressions but also teaching strategies that lead students to learn independently. But above all teachers must get them interested and possess positive attitudes toward a second language. In other words teachers should train students as to be aware of how they learn and how they can improve the way to learn. In this regard, is essential that teachers know the learning strategies considering their students as individuals with their own learning styles, skills and motivation.

That is how, the necessity to research the theme entitled: **TEACHING METHODOLOGIES APPLIED BY TEACHERS AND THE MOTIVATION**

OF THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 8th, 9th AND 10th YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2012 – 2013 is born.

♦ RESEARCH PROBLEM

Nowadays, despite the importance of the English Language and the significance of the Methodology, in most Educational Institutions of this city especially the public high schools do not give a high importance to this foreign language.

“It is important that teachers learn to use a variety of teaching methodologies in order to cater for the range of learning needs and requirements that are present within most class environments. If the English teachers apply different teaching Methodologies and motivate the students in English class, the students are going to improve their performance and will pay more interest in the English subject”³.

Referring to methods about the Learning of the English Language, the teachers do not employ them in their classes; moreover, they have little knowledge about methods. The unique methods that the teachers employ in their classes are: Grammar Translation Method, Direct Method and the Communicative Approach Method.

On the other hand, there is not motivation in the students to improve their knowledge and their desire to study and learn the English Language; teachers

³WEBSITE: <http://ehlt.flinders.edu.au/education/DLiT/2004/13DLT/TeachMethodologies.htm>- December 13-2012

should create a dynamic environment using different activities that reinforce the topic studied, because these are important in the formation of the student for good understanding of the English Language. If the teachers apply different activities in their classes; they will be supporting the student`s efforts and interest in the subject and will improve it, no doubt, that interest and the assessment of their attitudes will impact positively on their level of English skills. Success leads to success.

For all of these reasons written above; the problem of this project is: **how do Teaching Methodologies applied by teachers and the Motivation influence of the English Language Learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012- 2013?**

♦ DELIMITATION OF THE RESEARCH

TEMPORAL

This research work will be developed in the academic year 2012- 2013. It will be addressed to the students of 8th, 9th and 10th years of General Basic Education and the collaboration of the five English Teachers.

SPATIAL

This Educative Institution is placed in the south of Loja city, at Universidad Nacional de Loja.

OBSERVATION UNITS

It is necessary to include in the present project to the following people:

- English teachers.
- Students of 8th, 9th and 10th years of General Basic Education.

◆ SUBPROBLEMS

- What are the Teaching Methodologies applied by teachers to motivate the English Language Learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa anexa a la Universidad Nacional de Loja”. Academic year 2012-2013?
- How do teachers motivate the English Language Learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa anexa a la Universidad Nacional de Loja”. Academic year 2012-2013?

c. JUSTIFICATION

The theme about: **Teaching Methodologies applied by teachers and the motivation of the English Language learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa anexa a la Universidad Nacional de Loja”. Academic year 2012 – 2013** is justified because in the last decades the education in Ecuador has had problems by the bad management of the methodologies, and in the high schools the students have a lot of problems to learn the subjects and mainly the English Language.

The education in this country does not only depend on the bad management of the methodologies, but also depends on the desire and enthusiasm of the students to learn this subject, for that reason, the learning of English language should be motivated and guided in a correct way, for the teachers trying to capture the attention of the students in class.

In the **scientific** point of view, it is necessary to carry out this research project to get enough information to give some theoretical elements that will let to state some alternatives of the solution to the problematic found around them.

Since the **institutional** point of view, it is so essential to carry out the present research project because the teaching methodologies is an important process in the English Language Learning, also the use of all kind of methodologies will help to students to change their performance during the English classes, and in that way motivating them in the learning of the subject.

Like a **social** point of view, it is a problem that is linked with this “Unidad Educativa Anexa a la Universidad Nacional de Loja” and it takes an important sample of 120 students and five English teachers.

This research is also **pertinent**, because it is a relevant theme that can help the English teachers in the teaching of the English language through an introduction of Teaching Methodologies that let them to improve the English Teaching Learning Process.

Finally this project is a necessary requirement to obtain the Bachelor’s degree in Sciences of Education, English language specialization.

d. OBJECTIVES

- GENERAL OBJECTIVE

To analyze if the Teaching Methodologies applied by teachers motivate the English Language Learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-2013.

- SPECIFIC OBJECTIVES

- ✓ To identify the Teaching Methodologies applied by teachers to motivate the English Language Learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-2013.
- ✓ To establish what strategies teachers use to motivate the English Language Learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012- 2013.

e. THEORETICAL FRAME

FIRST VARIABLE: Teaching methodologies

INTRODUCTION

The use of the correct methodologies to achieve the attention of the learners is a priority during the English Learning Process, in this researcher work there is a compilation of all the methodologies that teachers should apply to get better results at the end of the English classes.

During the English classes the teachers should to start to motivate the students, of this way to capture the attention of the students. Sometimes they should to speak about the importance of learning the English language, in other cases explain to students how this subject can open doors to other countries, of this way the teacher is encouraging to the students to learn this English Language.

Nowadays there are lots of methods and techniques that may help the teacher to present the class; these methodologies should be selected taking into account the level, the experience, the contents and the purpose of each one of the students.

DEFINITION OF METHODOLOGY

“Methodology is the study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in “how to teach” are methodological.”⁴

⁴WEBSTER'S New World College Dictionary, 1999. International Dictionary of the English Language, Third Edition, Unabridged, W. A. Neilson, T. A. Knott, P. W. Carhart (eds.), G. & C. Merriam Company, Springfield, MA

METHOD

Method is defined like procedures to obtain a specific object, because its Greek composition is formed by META which means way, and THODOS which means direction. Method is constituted in the way, direction, strategy of a science, the process that helps to discover the nature of the object of the study.

METHODS FOR TEACHING ENGLISH

GRAMMAR TRANSLATION

DEFINITION

“The Grammar-Translation method had been defined and described as follows:

- **British Council:** A way of teaching in which students study grammar and translate words into their own language. They do not practice communication and there is little focus on speaking. A teacher presents a grammar rule and vocabulary lists and then students translate a written text from their own language into the second language.
- **Boggles world EFL glossary:** A dull, dry, and ineffective teaching method completely devoid of theoretical justification. The method has its roots in the teaching of Latin. The method focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjugations. Its focus is on accuracy and not fluency. Emphasis is on form and not on meaning. Paragraphs are dissected for form, while students and teacher could care less if the paragraph actually has anything

worth saying. Another problem with this method is that most of the teaching is done through explanation in the learner's first language”⁵.

CHARACTERISTICS

- ✓ Classes are taught in the mother tongue, with little active use of the target language.
- ✓ Much vocabulary is taught in the form of lists of isolated words.
- ✓ Long elaborate explanations of the intricacies of grammar are given.
- ✓ Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- ✓ Reading of difficult classical texts is begun early.
- ✓ Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- ✓ Little or no attention is given to pronunciation.

TYPICAL TECHNIQUES

- ✓ **Translation of a Literary Passage:** Translating target language to native language.
- ✓ **Reading Comprehension Questions:** Finding information in a passage, making inferences and relating to personal experience.
- ✓ **Antonyms/Synonyms:** Finding antonyms and synonyms for words or sets of words.

⁵ANTIPOLIS Sophia, 2010. Learning and Teaching Foreign Language. Available in: http://unt.unice.fr/uoh/learn_teach_FL/affiche_theorie.php?id_activite=102- (searched December 13-2013, 10h30)

- ✓ **Cognates:** Learning spelling/sound patterns that correspond between L1 and the target language.
- ✓ **Deductive Application of Rule:** Understanding grammar rules and their exceptions, and then applying them to new examples.
- ✓ **Fill-in-the-blanks:** Filling in gaps in sentences with new words or items of a particular grammar type.
- ✓ **Memorization:** Memorizing vocabulary lists, grammatical rules and grammatical paradigms.
- ✓ **Use Words in Sentences:** Students create sentences to illustrate that they know the meaning and use of new words.
- ✓ **Composition:** Students write about a topic using the target language.

ADVANTAGES

“The target language is quickly explained in GTM.

Translation is the easiest way of explaining meanings or words and phrases from one language into another. Any other method of explaining vocabulary items in the second language is found time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language. Further, learners acquire some sort of accuracy in understanding synonyms in the source language and the target language.

Teacher and students are easy to communicate/it does not need native language

Teacher's labor is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue. Pupils will not have much difficulty in responding to questions on the mother tongue. So, the teacher can easily assess whether the students have learnt what he has taught them. Communication between the teacher and the learners does not cause linguistic problems. Even teachers who are not fluent in English can teach English through this method. That is perhaps the reason why this method has been practiced so widely and has survived so long.

The students can easy to understand because of grammatical lessons.

ESL students taught successfully under the grammar translation method will have the ability to translate even difficult texts from their native language into English. They possess a thorough knowledge of English grammar, including verb tenses. These students will be familiar with several classical pieces of English literature, which are used for grammatical analysis and exercises.

This method requires few specialized skills on the part of teachers. Grammar rules and Translation Tests are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to test communicative abilities, so students have little motivation to go beyond grammar analogies, translations and other written exercises”⁶.

⁶RICHARDS, Jack C.; Rodgers, Theodore S. *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge, New York: Cambridge University Press, 2001.

DISADVANTAGES

- The Grammar Translation Method may make the language learning experience uninspiring and boring.
- The Grammar Translation Method may also left the students with a sense of frustration when they travel to countries where the studied language is used (they can't understand what people say and have to struggle mightily to express themselves at the most basic level)
- This method neither approaches nor encourages the students' communicative competence.

DIRECT METHOD

DEFINITION

“The direct method, sometimes also called natural method. It was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful ‘everyday’ language is taught. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different”⁷.

⁷KRAUSE, C. A. 2010, the Direct Method in Modern Languages, New York.

CHARACTERISTICS

- ✓ Uses only the target language.
- ✓ Teaching vocabulary through pantomiming, real-life objects and other visual materials
- ✓ Teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language)
- ✓ Centrality of spoken language (including a native-like pronunciation)
- ✓ Focus on question-answer patterns
- ✓ Teacher-centering
- ✓ Classroom instructions are conducted exclusively in the target language.
- ✓ Grammar is taught inductively.
- ✓ New teaching points are introduced orally.
- ✓ Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
- ✓ Both speech and listening comprehensions are taught.
- ✓ Correct pronunciation and grammar are emphasized”⁸.

ADVANTAGES

- “It is a natural method which teaches language the same way the mother tongue is acquired. Only the target language is used and the learning is contextualized.

⁸KRAUSE, C. A.2012. The Direct Method in Modern Languages, New York.

- Its emphasis on speech made it more attractive for those who have needs of real communication in the target language.
- It was one of the first methods to introduce the teaching of vocabulary through realia”⁹.

DISADVANTAGES

- ✓ There are many abstract words which cannot be interpreted directly in English and much time and energy are wasted in making attempts for the purpose.
- ✓ This method is based on the principles that auditory appeal is stronger than visual. But there are children who learn more with visual than with their oral- aural sense like ears and tongue.
- ✓ The method ignores systematic written work and reading activities and sufficient attention is not paid to reading and writing.
- ✓ Since in this method, grammar is closely bound up with the reader, difficulty is experienced in providing readers of such kind.
- ✓ There is dearth of teachers trained and interested in teaching English in this method.
- ✓ This method may not hold well in higher classes where the Translation Method is found suitable.

⁹Brown, H. D. (2000). Principles of language learning and teaching (4th ed.). New York: Longman. Available in : <http://myenglishpages.com/blog/the-direct-method/>-(searched December 13-2012-11h15am)

- ✓ In larger classes, this method is not properly applied and teaching in this method does not suit or satisfy the needs of individual students in large classes.

TYPICAL TECHNIQUES

- ✓ Reading aloud of literary excerpts, plays or dialogues
- ✓ Practice conversation about real situations
- ✓ Dictation of text in the target language
- ✓ Exercises to evaluate spaces complete intuition of rules or vocabulary
- ✓ Written Composition in living subjects chosen.

AUDIO LINGUAL METHOD

DEFINITION

“Audio Lingual Method is the teaching method which emphasizes the speaking and listening skill. It makes the students can pronounce and listen well. The Audio Lingual Method can make circumstance of teaching in the class more life. The Audio Lingual Method is more effective to make pronunciation and listening skill. However, this method does not emphasize grammar in detail”¹⁰.

CHARACTERISTICS

- ✓ Language learning is habit -formation
- ✓ Mistakes are bad and should be avoided, as they are considered bad habits

¹⁰ LARSEN, Diane, 2010. Audio Lingual Method. Available in: <http://indrayanto72.blogspot.com/2010/11/audio-lingual-method-chapter-i.html> (searched December 13-2012-11h35am)

- ✓ Language skills are learned more effectively if they are presented orally first, then in written form
- ✓ Analogy is a better foundation for language learning than analysis
- ✓ The meanings of words can be learned only in a linguistic and cultural context.

ADVANTAGES

- ✓ “It aims at developing listening and speaking skills which is a step away from the Grammar translation method
- ✓ The use of visual aids has proven its effectiveness in vocabulary teaching.

DISADVANTAGES

- * The method is based on false assumptions about language. The study of language doesn’t amount to studying the “parole”, the observable data. Mastering a language relies on acquiring the rules underlying language performance. That is, the linguistic, sociolinguistic, and discourse competences. The behaviorist approach to learning is now discredited. Many scholars have proven its weakness”¹¹.

TYPICAL TECHNIQUES

- ✓ **“Dialog Memorization:** Traditionally, an ALM lesson begins in a dialog or short conversation which is later memorized either through mimicry or

¹¹ LARSEY, Diane, 2010. Audio Lingual Method. Available in: <http://indrayanto72.blogspot.com/2010/11/audio-lingual-method-chapter-i.html> (searched December 13-2012-11h45am)

applied role playing.

- ✓ **Backward Build-up Drill:** A drill used to teach bugging lines. It consists of breaking up any student frustrating line into small units and then repeating it backward, one unit at a time. E.g. how are you? You take “you” as a first unit, “are you” as the second unit, and “how are you” as the last unit. Every unit should be repeated/ drilled a sufficient number of times, especially the last unit.
- ✓ **Transformation Drill:** A grammatical tool, as a matter of fact, in which students are asked to transform sentences of one form into another form. As, for example, transforming an affirmative sentence into a negative-affirmative one, a passive sentence into an active one or a simple statement into a question.
- ✓ **Question and Answer Drill:** Students are required, in such a drill. It simply consists of a dialog of which some linguistic items, grammatical or lexical, are dropped and which students should supply on their own or from a suggested box of possible answers.
- ✓ **Single-Slot Substitution Drill:** It goes in this way: The teacher states a line from the dialog, then uses a word or a phrase as a cue that students, when repeating the line, in the sentence in the correct place. E.g. “how old are you?” (Cues are: she/ he/ they), and the answer would be: “how old is he?”; “how old is she?”; “how old are they?”

- ✓ **Multiple-Slot Substitution Drill:** Asking to the previous drill with the exception that instead of providing one single cue to substitute, here the teacher provides a multiplicity of cues (two or more) that Ss. Should substitute and make any changes, as needed, to the structure of the sentence like subject-verb agreement. E.g. She is playing in the school yard (cues: they/ go/ the park)
- ✓ **Repetition drill:** It is used to teach conversations/ dialogs. It simply consists of Ss. repeating lines of a given dialog as accurately as possible”¹².

THE SILENT WAY

DEFINITION

“A method of teaching a foreign language in which the teacher does not speak much, but uses movement, pictures and wooden rods to explain meaning”¹³.

CHARACTERISTICS

- ✓ “Professor speaks very little
- ✓ Students are responsible for their learning
- ✓ Professor keeps attention to the act of learning
- ✓ Can be more aware of the students
- ✓ Students discover the language
- ✓ Focuses more on production skills

¹²RICHARDS, Jack C (2002). Methodology in Language Teaching. Cambridge University Press. Available in: <http://www.educationbridge-id.com/news-a-article/69-audio-lingual-method.html> (searched December 14-2012-11h00am)

¹³Oxford University Press, 2013. The Silent Way. Available in: <http://oald8.oxfordlearnersdictionaries.com/dictionary/silent-way> (searched December 14-2012-11h15am)

ADVANTAGES

Learning through problem solving looks attractive especially because it fosters:

- Creativity;
 - Discovery;
 - Increase in intelligent potency; and,
 - Long term memory.
-
- ✓ The indirect role of the teacher highlights the importance and the centrality of the learner who is responsible in figuring out and testing the hypotheses about how language works. In other words teaching is subordinated to learning

DISADVANTAGES

- ✓ The Silent Way is often criticized of being a harsh method. The learner works in isolation and communication is lacking badly in a Silent Way classroom.
- ✓ With minimum help on the part of the teacher, the Silent Way method may put the learning itself at stake.
- ✓ The material (the rods and the charts) used in this method will certainly fail to introduce all aspects of language. Other materials will have to be introduced”

TYPICAL TECHNIQUES

- **“Sound-color chart:** The chart contains blocks of color, each one representing a sound in the target language. The teacher, and later the

students, points to blocks of color on the chart to form syllables, words, and even sentences. The chart draws the students' attention and allows them to concentrate on the language, not on the teacher.

- **Teacher's silence:**

- The teacher gives just as much help as is necessary and then is silent.
- The teacher sets up an unambiguous situation, puts a language structure into circulation (for example, take a _____ rod'), and then is silent.
- Even in error correction, the teacher will only supply a verbal answer as a last resort.

- **Peer correction:**

- Students are encouraged to help another student when he or she is experiencing difficulty.
- Any help should be offered in a cooperative manner, not a competitive one. The teacher monitors the aid so that it is helpful, not interfering.

- **Self-correction gestures:**

The teacher put his palms together and then moved those outwards to signal to students the need to lengthen the particular vowel they were working on. In another instance, the teacher indicated that each of his fingers represented a word in a sentence and used this to locate the trouble spot for the student.

- **Word chart:**

The teacher, and later the students, points to words on the wall charts in a sequence so that they can read aloud the sentences they have spoken. The way the letters are colored helps the students with their pronunciation. There are twelve English charts containing about 500 words. The charts contain the functional vocabulary of English. Students also work with Silent Way wall pictures and books to further expand their vocabularies and facility with the language

- **Structured feedback:**

Students are invited to make observations about the day's lesson and what they have learned”¹⁴

SUGGESTOPEDIA

DEFINITION

Method of teaching, developed by Georgi Lozanov, in which relaxed concentration is combined with synchronized music and rhythmic presentation to tap the unconscious reserves of the mind and thereby accelerate learning, originally applied in language courses, but since expanded to a variety of learning tasks”¹⁵.

¹⁴WEBSITE:<http://faculty.ksu.edu.sa/fallay/Extra%20materials%20Eng%20406/Chapter%20Five%20%20%20The%20Silent%20Way.pdf>_ December 14-2012-11h55am

¹⁵LOZANOV, Georgi, *Suggestology and Outlines of Suggestopedy*, New York: Gordon & Breach 1978 (Translation of: *Nauka i Iskustvi*, Sofia 1996).

The name of Suggestopedia is from the words “**suggestion**” and “**pedagogy**.” It is a set of learning recommendations derived from Suggestology, which Lozanov describes as “a science concerned with systematic study of the no rational and/or non-conscience influences” that human beings are constantly responding to”¹⁶.

CHARACTERISTICS

- ✓ “The use of music to relax learners.
- ✓ The furniture, decoration and the arrangement of the classroom.
- ✓ Teacher’s authority. The teacher plays a central role and he/she is the source of all information.
- ✓ Homework is limited

ADVANTAGES

- Cheerful learning environment, thinking highly of students’ feeling, humanistic arouse students’ interests and potential to memorize
- The emphasis of interaction
- The treatments to students’ mistakes
- Speaking communicatively Vocabulary
- Autonomous learner
- No anxiety, no fear
- Long term memory Motivation

¹⁶Richards, Jack C. and Theodore S. Rodgers, 2001. Approaches and Methods in Language Teaching: A description and analysis. Cambridge University Press. Available in: <http://myenglishpages.com/blog/suggestopedia/> (searched December 15-2012-08h15am)

DISADVANTAGES

- Absence of tests
- Different characteristics between students
- No homework”¹⁷

TYPICAL TECHNIQUES

- Classroom Set-up

(Emphasis is placed on creating a physical environment that does not “feel” like a normal classroom, and makes the students feel as relaxed and comfortable as possible).

- Peripheral Learning

(Students can absorb information “effortlessly” when it is perceived as part of the environment, rather than the material “to be attended to”).

- Positive Suggestion

(Teachers appeal to students’ consciousness and subconscious in order to better orchestrate the “suggestive” factors involved in the learning situation).

- Visualization

(Students are asked to close their eyes and visualize scenes and events, to help

¹⁷ Freeman, Diane Larsen. Suggestopedia, 2009. Techniques and Principles in Language Learning. Available in : <http://ell405.blogspot.com/2009/12/suggestopedia.html> (searched December 15-2012-09h15am)

them relax, facilitate positive suggestion and encourage creativity from the students).

- **Choose a New Identity**

(Students select a target language name and/or occupation that place them “inside” the language they are learning).

- **Role-play**

(Students pretend temporarily that they are someone else and perform a role using the target language)

- **Primary Activation**

(Students “playfully” reread the target language out loud, as individuals or in groups)

- **Secondary Activation**

(Students engage in various activities designed to help the students learn the material and use it more spontaneously – activities include singing, dancing, dramatizations and games – “communicative intent” and not “form” being the focus)”¹⁸.

¹⁸WORDPRESS, 2010.Suggestopedia. Available in:<http://ffadillah.wordpress.com/2010/06/04/suggestopedia-summary/>
(searched December 15-2012-10h25am)

TOTAL PHYSICAL RESPONSE

DEFINITION

“TPR (total physical response) is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress. In order to implement TPR effectively, it is necessary to plan regular sessions that progress in a logical order, and to keep several principles in mind”¹⁹.

CHARACTERISTICS

- ✓ “Use activities or physical responses to certain orders
- ✓ Is an alternative for students with dyslexia
- ✓ It is very good support for students synesthetic
- ✓ Reduces stress on students
- ✓ It can be combined perfectly with games
- ✓ Need not translate
- ✓ It promotes meaningful learning
- ✓ It can be used as an activity to encourage students
- ✓ A clear example of this method is the use of the classic "Simon Says"²⁰.

¹⁹ASHER James, 2009. Total Physical Response. Available in : <http://www.c-english.com/files/tpr.pdf> (searched December 17-2012-11h15am)

²⁰Journal Conroy. Total Physical Response: An Instructional Strategy for Second-Language Learners Who Are Visually Impaired." Visual Impairment & Blindness, pp. 315-318 May 1999.

ADVANTAGES

- “It is fun and easy
- It does not require a great deal of preparation on the part of the teacher.
- It is a good tool for learning vocabulary.
- Class size does not need to be a problem.
- There is no age barrier.

DISADVANTAGES

- It is not a very creative method. Students are not given the opportunity to express their own views and thoughts in a creative way.
- It is easy to overuse TPR.
- It is limited, since everything cannot be explained with this method. It must be combined with other approaches”²¹.

TYPICAL TECHNIQUES

▪ “Using commands to direct behavior

The use of commands requiring physical actions from the students in response is the major teaching technique.

▪ Role reversal

Students direct the teacher and fellow learners

²¹WORDPRESS, 2010.Total Physical Response. Available in: <http://elisaarandilla.wordpress.com/advantages-and-disadvantages-of-tpr/> (searched December 17-2012-11h15am)

- **Action sequence**

- The teacher gives three connected commands. **Example:** The teacher tells the students to point to the door, walk to the door, and touches the door.
- As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure.

COMMUNITY LANGUAGE LEARNING

DEFINITION

Community language learning (CLL) is an approach in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counselor while the learner acts as a collaborator (client), although sometimes this role can be changed.

CHARACTERISTICS

- ❖ Students typically have a conversation using their native language.
- ❖ The teacher helps them express what they want to say by giving them the target language translation.
- ❖ These words are recorded, and when they are replayed, it sounds like a fairly fluid conversation.
- ❖ Later, a transcript is made of the conversation, and native language equivalents are written beneath the target language words.

- ❖ The transcription of the conversation becomes a 'text' with which students work.
- ❖ Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated.
- ❖ During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.

ADVANTAGES

- The counselor allows the learners to determine type of conversation and to analyze the language inductively.
- The student centered nature of the method can provide extrinsic motivation and capitalized an intrinsic motivation.

DISADVANTAGES

- * The counselor- teacher can become too nondirective. Students often need direction.
- * Translation is an intricate and difficult task. The success of the method relies largely on the translation expertise of the counselor.

TYPICAL TECHNIQUES

- ✓ **Tape recording student conversation**

- Giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning.

✓ **Transcription**

- The teacher transcribes the students' tape-recorded target language conversation.
- Each student is given the opportunity to translate his or her utterances and the teacher writes the native language equivalent beneath the target language words.
- Students can copy the transcript after it has been completely written on the blackboard or on large, poster-sized paper, or the teacher may provide them with a copy.
- The transcript provides a basis for future activities. If poster-sized paper is used, the transcript can be put up in the classroom for later reference and for the purpose of increasing student security”²².

✓ **Reflection on experience**

- The teacher takes time during and/or after the various activities to give the students the opportunity to reflect on how they feel about the language learning experience, themselves as learners, and their relationship with one another.
- The teacher does not repeat what the learner says, but rather shows that he understands its essence. Such responses can encourage students to think about

²² KARYA, Sidha, 2012. Community Language Learning. Available in: <http://wayansidakarya.blogspot.com/2012/06/community-language-learning-cll.html> (searched December 11-2012-11h15am)

their unique engagement with the language, the activities, the teacher, and the other students, strengthening their independent learning.

✓ **Reflective listening**

- “The students relax and listen to their own voices speaking the target language on the tape.
- Another possible technique is for the teacher to read the transcript while the students simply listen, with their eyes open or shut.
- A third possibility is for the students to mouth the words as the teacher reads the transcript.

✓ **Human Computer**

- A student chooses some part of the transcript to practice pronouncing. The student is ‘in control’ of the teacher when he tries to say the word or phrase”²³

COMMUNICATIVE APPROACH

DEFINITION

“The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language”²⁴

²³KARYA, Sidha, 2012. Community Language Learning. Available in: <http://wayansidakarya.blogspot.com/2012/06/community-language-learning-cll.html> (searched December 12-2012-11h15am)

²⁴British Council, 2011. Teaching English. Available in: <http://www.teachingenglish.org.uk/knowledge-database/communicative-approach> (searched December 11-2012-13h15pm)

CHARACTERISTICS

- ✓ “An emphasis on learning to communicate through interaction in the target language.
- ✓ The introduction of authentic texts into the learning situation.
- ✓ The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- ✓ An enhancement of the learner's own personal experiences as important contributing elements to classroom learning”²⁵.

ADVANTAGES

- **Interesting:** To start the lesson with “Today we are going to learn about the Present Perfect Simple”, instead of to start the lesson with “Today we are going to learn how to do a job interview in English”. “Present Perfect Simple” will frighten students, but students will interest in practicing English for a good job interview
- **Useful:** The curriculums of communicative approach usually have clear and specific main topics (situations) to cultivate learners’ communicative and social competence.
- **Confident:** Teachers encourage students to express a lot. Errors are considered natural. The teacher will not correct every sentence immediately. It won’t hurt the self-esteem of students.

²⁵ HATTUM, Ton Van, 2006. The Communicative Approach Rethought

- **Brainstorming:** Students can have incomplete knowledge but still communicate effectively. For example, if the student doesn't know how to say "chair," they can describe it as "the thing you sit in." Increasing utility rates can help memorization.
- **Authentic:** Situation and atmosphere are close to people's real life. Real life situations and communication are unpredictable. A student may learn all the correct forms of communication but may not know when to use them appropriately. Role-play and simulation provide opportunities to react to these situations and to give the students a taste of real life.
- **Harmonious:** The class will be harmonious through role-play games, interview, and other interaction activities by the teacher.

DISADVANTAGES

- **Evaluation:** It's hard to make a flawless evaluation of communicative approach, because there are a lot of instable and changeful factors, like cognition. "Communicative Approach" is aimed at training students' listening and speaking, so it relatively ignores the training of reading and writing. Therefore, it is hard to evaluate every aspect of English ability.
- **Limited instructional hours:** Role-play games and simulations involve a lot of conversations and discussions. Thus it may not be very suitable for a large class. The teacher has to spend a lot of time on interactions of students and he is not able to predict the process in the class.

- **Losing control:** Since the activities require the full participation of the students and minimum participation from the teacher, the teacher may fear that he may lose control of the class.
- **Not suitable for all levels:** Low proficiency students who do not have the necessary communicative competence to carry out the activity. Communicative activities would be more suitable for intermediate and advanced learners.
- **Activities are difficult to monitor:** With so much activity both physical and verbal going on, it is sometimes difficult for the teacher to monitor a student's performance. There is the fear among teachers that the students are having too much fun and that no learning is taking place.
- **Introverted students:** Speaking will obstruct shy people for communication. If the character of students is introverted, teaching development will be a tough problem.

TYPICAL TECHNIQUES

- ✓ Use of authentic material
- ✓ Text with jumbled sentences ordered for the students
- ✓ Games with cards with prompts for students to ask questions and get answers also authentic personal
- ✓ Using the figures in sequence, suggesting stories that students try to foresee

- ✓ Dramatization of scenes proposed by the students or the teacher”²⁶.

THE MOTIVATION

DEFINITIONS OF MOTIVATION

The motivation is defined as:

- Internal state or condition that activates behavior and gives it direction;
- Desire or want that energizes and directs goal-oriented behavior;
- Influence of needs and desires on the intensity and direction of behavior.

“The definition of motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior. Motivation is present in every life function”²⁷.

IMPORTANCE OF MOTIVATION

Motivating students helps them focus on their studies better. Students understand how they should approach a particular subject and get their doubts cleared. The aim behind motivating the students is to make them aware of their strengths and weaknesses. Good motivation can help students fix their goals in life. There are many students, who lose interest in their studies due to lack of motivation, attention and guidance from their teachers. Because of this, students end up being

²⁶NUNAN, David, 2010. List five basic characteristics of Communicative Language Teaching. Available in:http://ritamaya-jurnal.blogspot.com/2010/05/communicative-approach-discuss_22.html. (searched December 12-2012-11h15am)

²⁷WEBSTER'S New World College Dictionary, International Dictionary of the English Language, Third Edition, Unabridged, W. A. Neilson, T. A. Knott, P. W. Carhart (eds.), G. & C. Merriam Company, Springfield, MA, 1995.

failures in their life when they grow up even though they had all the skills, abilities and talent to reach the topmost position.

MOTIVATION IN THE CLASSROOM

“The classroom is a place where students spend most of their time. So, the values learned in the classroom will always remain with the students. All teachers want their students to excel in life and motivating the students is one of the important ways to help achieve this goal. There might be some students in the classroom who are extremely self-motivated and do not require inspiration from someone else; while others would require an extra push”²⁸. According to Hernandez Díaz Barriga and motivation in the classroom depends on the following factors:

- ❖ **The student:** type of goals, assumed perspective, achievement expectations, attributions.
- ❖ **Professor:** Performance, messages, classroom organization and behavior modeling.
- ❖ **The context and the classroom atmosphere:** Intellectual, social, physical, etc., conditions within or exogenous to a classroom that influence the learning situation.
- **Motivation:** Dr. Yelon provides three basic principles of motivation :

²⁸COFER, Charles N; Appley, Mortimer H, “Motivation: Theory and Research”, New York, London, Sydney: John Wiley & Sons 1996.

- **Meaningfulness** :content and activities must have meaning for the learner
- **Pleasant consequences**: the effects that achieving the goal will have on the learner
- **Novelty** : an attention-getting, humorous or curious manner that relates to the useful information in your lesson”²⁹

THE RELATIONSHIP OF MOTIVATION AND EMOTION

“Emotion (an indefinite subjective sensation experienced as a state of arousal) is different from motivation in that there is not necessarily a goal orientation affiliated with it .Emotions occur as a result of an interaction between perception of environmental stimuli, neural/hormonal responses to these perceptions (often labeled feelings), and subjective cognitive labeling of these feelings . Evidence suggests there is a small core of core emotions that are uniquely associated with a specific facial expression. This implies that there are a small number of unique biological responses that are genetically hard-wired to specific facial expressions. A further implication is that the process works in reverse: if you are motivated to change how you feel and your feeling is associated with a specific facial expression, you can change that feeling by purposively changing your facial expression. The most people would rather feel happy than otherwise, the most appropriate facial expression would be a **smile**”³⁰.

²⁹ STEEL, Piers, 2012 Motivation: Theory and Applied. Boston, MA: Pearson Learning Solutions. Print. pp. 49

³⁰SANITIOSO, R., Kunda, Z., &Fong, G. T.; Kunda, Z; Fong, GT, 2001. "Motivated recruitment of autobiographical memories", Journal of Personality and Social Psychology.

TYPES OF MOTIVATION

- **Intrinsic Motivation:** Intrinsic motivation means that the individual's motivational stimuli are coming from within. The individual has the desire to perform a specific task, because its results are in accordance with his belief system or fulfills a desire and therefore importance is attached to it.

Our deep-rooted desires have the highest motivational power.

- **Advantages:** Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments.
- **Disadvantages:** On the other hand, efforts at fostering intrinsic motivation can be slow to affect behavior and can require special and lengthy preparation. Students are individuals, so a variety of approaches may be needed to motivate different students. It is often helpful to know what interests one's students in order to connect these interests with the subject matter. This requires getting to know one's students. Also, it helps if the instructor is interested in the subject to begin with!

- **Extrinsic Motivation**

Extrinsic motivation means that the individual's motivational stimuli are coming from outside. In other words, our desires to perform a task are controlled by an outside source. Note that even though the stimulations are coming from outside,

the result of performing the task will still be rewarding for the individual performing the task”³¹.

- **Advantages:** Extrinsic motivators more readily produce behavior changes and typically involve relatively little effort or preparation. Also, efforts at applying extrinsic motivators often do not require extensive knowledge of individual students.
- **Disadvantages:** On the other hand, extrinsic motivators can often distract students from learning the subject at hand. It can be challenging to devise appropriate rewards and punishments for student behaviors. Often, one needs to escalate the rewards and punishments over time to maintain a certain effect level. Also, extrinsic motivators typically do not work over the long term. Once the rewards or punishments are removed, students lose their motivation.

STRATEGIES FOR MOTIVATING STUDENTS

Following are some research-based strategies for motivating students to learn:

- **Become a role model for student interest.** Deliver your presentations with energy and enthusiasm. As a display of your motivation, your passion motivates your students. Make the course personal, showing why you are interested in the material.

³¹NERICÍ, Imídeo, G., 1998. “Hacia una Didáctica General Dinámica, Editorial Kapelusz, Buenos Aires Argentina, págs. 194-195,

- **Get to know your students.** You will be able to better tailor your instruction to the students' concerns and backgrounds, and your personal interest in them will inspire their personal loyalty to you. Display a strong interest in students' learning and a faith in their abilities.
- **Use examples freely.** Many students want to be shown why a concept or technique is useful before they want to study it further. Inform students about how your course prepares students for future opportunities.
- **Use a variety of student-active teaching activities:** These activities directly engage students in the material and give them opportunities to achieve a level of mastery.
- **Teach by discovery:** Students find as satisfying as reasoning through a problem and discovering the underlying principle on their own.
- **Cooperative learning activities:** The Cooperative learning activities are particularly effective as they also provide positive social pressure.
- **Set realistic performance goals and help students achieve them by encouraging them to set their own reasonable goals.** Design assignments that are appropriately challenging in view of the experience and aptitude of the class.
- **Place appropriate emphasis on testing and grading:** Tests should be a means of showing what students have mastered, not what they have not. Avoid

grading on the curve and give everyone the opportunity to achieve the highest standard and grades.

- **Give students as much control over their own education as possible.**

Let students choose paper and project topics that interest them. Assess them in a variety of ways (tests, papers, projects, presentations, etc.) to give students more control over how they show their understanding to you. Give students options for how these assignments are weighted.

MATERIAL TO MOTIVATE STUDENTS TO LEARN ENGLISH

Flashcards: A **flashcard** or **flash card** is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition.

Using Videos

- Use a variety of videos. While there are videos specifically made for use in educational settings, do not feel that you must stick to these specialized videos. Movies, TV shows and even commercials can all be helpful in teaching non-native English speakers as they provide an authentic representation of language

use. These alternate video forms are also commonly more interesting to non-native speakers than the basic language-learning videos.

- Select vocabulary from videos. Instead of picking an arbitrary list of vocabulary words, select words that appear in videos. Present the learners with the words prior to playing the video clip, and allow them to use context clues from the video to determine the meaning before providing them with the definition. By giving them the opportunity to determine the meaning for themselves, you are helping them practice their context-clue-deciphering skills and increasing the likelihood that they will be able to determine the meaning of unknown words that come up in conversation.
- Use videos to practice listening skills. Provide students with questions prior to watching the video, and ask them to use their listening skills to discover the answers. As non-native speakers learn English, they need the opportunity to practice understanding information that is presented orally. By providing students with video questions that they must answer through the watching of a video, you allow them to practice careful listening and decoding.

Songs as Authentic Material

According to Hornby (1990), a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson. They can also form the basis for many lessons (Futonge, 2005).

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

According to Brown (2006), procedure of any listening activity can be done by activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research.

English Games to use in Class

A good game always makes learning English easier. Games help to bring the class together and make the classroom a place of fun and laughter. English speaking is fraught with problems and difficulties for the student, and playing games can help students over learning blocks so that something they found hard work can become a source of enjoyment. Whether the class plays quiet games on their own or lively team games together, having fun while learning helps the lesson to stick.

Communication Games

Learning to communicate in English includes practicing pronunciation as well as vocabulary. Making learning fun and introducing a bit of competition in the classroom stimulates a student's imagination, and playing on a team helps to remove any individual pressure on shy or nervous students.

Chinese Whispers is played with two or more teams in the classroom. Whisper a word or short sentence to the first student in each of the teams. The students whisper the word along the line until the last student says the word aloud. Give both teams the same word. The team that gets the pronunciation closest to correct wins the round. Have the students who speak go to the beginning of the line for later rounds so that all students get a turn to speak aloud.

Spelling Games

Spelling games help with English by teaching vocabulary, reading and speaking aloud. A spelling relay is an active, lively game played in teams. Start the game by dividing the classroom board into columns, one for each team. Write the name of each team above the column, and then give each team member a marker or chalk to write on the board. The teacher says a word, then members of the teams take turns running to the board and writing one letter. The team that completes the word the fastest, with the correct spelling, wins the round

Grammar Games

Games dedicated to English grammar include simple games on greetings and more complex games to teach the use of adjectives, gerunds or conjunctions for more advanced students. Familiar formats such as Snakes and Ladders, or games borrowed from well-known TV games such as "Jeopardy!," help students to become more familiar with English and how it is used in everyday circumstances. Online grammar games give a change from pen and paper learning for younger

class members. Games such as Walk the Plank (see Resources) give beginners 10 multiple-choice questions from which to choose the right answer.

Online Games

Many free games are available online that can help students of all ages learn English. These games feature bright, attention-grabbing graphics and entertaining music and sound effects. Students can choose a topic on which to focus, such as the weather, seasons, counting and colors. More advanced games let students analyze a situation, and then choose the correct answer from a list of possible options. Some games may offer a grading rubric, so teachers can see how each student is doing.

Crosswords and Word Search

Word search puzzles can be used to help students learn to recognize new vocabulary. You can make your own puzzles or purchase workbooks that contain them. Some websites also offer puzzles that can be printed. Crossword puzzles are a helpful tool for students, as these puzzles require students to understand English vocabulary and word meanings. Like word searches, crossword puzzles are available in workbooks, as well as online. You can turn puzzles into a game by seeing which student can finish first.

Simon Says

This game can be played with young students, as well as adults. For young students, or those just starting to learn English, play the basic version, where you

line students up in a row, and then stand in front of them and announce, "Simon says..." followed by a command, such as "touch your nose" or "turn in a circle." Do the command to illustrate it for students. For more advanced students, do not illustrate the command, or you might perform a different action than the one you tell them to do. This helps you to see which students understand your commands, and which ones are only copying your actions"³²

LEARNING

“Learning is the lifelong process of transforming information and experience into Knowledge, skills, behaviors, and attitudes”³³. There are three components to the definition of Learning:

✓ **“Learning is a process, not a product”**. Exam scores and term papers are measures of learning, but they are not the process of learning itself.

✓ **“Learning is a change in knowledge, beliefs, behaviors or attitudes”**.

This change requires time, particularly when one is dealing with changes to core beliefs, behaviors, and attitudes. Don’t interpret a lack of sea change in your students’ beliefs or attitudes immediately following a lesson as a lack of learning on their part, but instead, consider that such a change will take time perhaps a few weeks, perhaps until the end of the term, or even longer.”³⁴.

³²ESL Kids Stuff, 2012.Classroom Games and Activities. Available in : http://www.ehow.com/info_7995697_games-learning-speak-english.html#ixzz2Iwv7mnmw (searched January 24-22h30)

³³WEBSTER'S New World College Dictionary, International Dictionary of the English Language, Third Edition, Unabridged, W. A. Neilson, T. A. Knott, P. W. Carhart (eds.), G. & C. Merriam Company, Springfield, MA, 1995.

³⁴Ambrose, 2010.Definition of Learning. Available in: <http://www.cidde.pitt.edu/ta-handbook/teaching-and-learning-principles/definition-learning> (searched December 17-2012-11h15am)

CHARACTERISTICS OF LEARNING

✓ Learning is Purposeful

Each student sees a learning situation from a different viewpoint. Each student is a unique individual whose past experiences affect readiness to learn and understanding of the requirements involved. Most people have fairly definite ideas about what they want to do and achieve. Their goals sometimes are short term, involving a matter of days or weeks. On the other hand, their goals may be carefully planned for a career or a lifetime. Each student has specific intentions and goals. Some may be shared by other students. Students learn from any activity that tends to further their goals. Their individual needs and attitudes may determine what they learn as much as what the instructor is trying to get them to learn. In the process of learning, the student's goals are of paramount significance. To be effective, aviation instructors need to find ways to relate new learning to the student's goals.

✓ Learning is a Result of Experience

Since learning is an individual process, the instructor cannot do it for the student. The student can learn only from personal experiences; therefore, learning and knowledge cannot exist apart from a person. A person's knowledge is a result of experience, and no two people have had identical experiences. Even when observing the same event, two people react differently; they learn different things from it, according to the manner in which the situation affects their individual

needs. Previous experience conditions a person to respond to some things and to ignore others.

✓ **Learning is Multifaceted**

If instructors see their objective as being only to train their students' memory, they are underestimating the potential of the teaching situation. Psychologists sometimes classify learning by types, such as verbal, conceptual, perceptual, motor, problem solving, and emotional. Other classifications refer to intellectual skills, cognitive strategies, and attitudinal changes, along with descriptive terms like surface or deep learning. However useful these divisions may be, they are somewhat artificial. For example, a class learning to apply the scientific method of problem solving may learn the method by trying to solve real problems.

✓ **Learning is an Active Process**

Students do not soak up knowledge like a sponge absorbs water. The instructor cannot assume that students remember something just because they were in the classroom, shop, or airplane when the instructor presented the material. Neither can the instructor assume that the students can apply what they know because they can quote the correct answer verbatim. For students to learn, they need to react and respond, perhaps outwardly, perhaps only inwardly, emotionally, or intellectually. But if learning is a process of changing behavior, clearly that process must be an active one.

PRINCIPLES

- **Readiness**

Individuals learn best when they are ready to learn, and they do not learn well if they see no reason for learning. Getting students ready to learn is usually the instructor's responsibility. If students have a strong purpose, a clear objective, and a definite reason for learning something, they make more progress than if they lack motivation. **Readiness** implies a degree of single-mindedness and eagerness. When students are ready to learn, they meet the instructor at least halfway, and this simplifies the instructor's job.

Under certain circumstances, the instructor can do little, if anything, to inspire in students a readiness to learn. If outside responsibilities, interests, or worries weigh too heavily on their minds, if their schedules are overcrowded, or if their personal problems seem insoluble, students may have little interest in learning.

- **Exercise**

The principle of **exercise** states that those things most often repeated are best remembered. It is the basis of drill and practice. The human memory is fallible. The mind can rarely retain, evaluate, and apply new concepts or practices after a single exposure. Every time practice occurs, learning continues. The instructor must provide opportunities for students to practice and, at the same time; make sure that this process is directed toward a goal.

- **Effect**

The principle of **effect** is based on the emotional reaction of the student. It states that learning is strengthened when accompanied by a pleasant or satisfying feeling, and that learning is weakened when associated with an unpleasant feeling. Experiences that produce feelings of defeat, frustration, anger, confusion, or futility are unpleasant for the student. Usually it is better to tell students that a problem or maneuver, although difficult, is within their capability to understand or perform. Whatever the learning situation, it should contain elements that affect the students positively and give them a feeling of satisfaction.

- **Primacy**

It is the state of being first, often creates a strong, almost unshakable, impression. For the instructor, this means that what is taught must be right the first time. For the student, it means that learning must be right. Unteaching is more difficult than teaching. If, for example, a maintenance student learns a faulty riveting technique, the instructor will have a difficult task correcting bad habits and retouching correct ones. Every student should be started right. The first experience should be positive, functional, and lay the foundation for all that is to follow³⁵

³⁵FUCHS, Alfred H. and Katharine S. Milar , 2003. The Learning Process. Available in :http://www.dynamicflight.com/avcfibook/learning_process/ (searched December 18th, 2012 – 11h15am)

HYPOTHESES

GENERAL

The teaching Methodologies applied by teachers contribute to the students' motivation in the English Language Learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad de Loja”. Academic year 2012- 2013

SPECIFICS

- ✓ The teaching methodologies applied by teachers significantly motivate the English Language Learning with students of 8th, 9th and 10th years of general basic education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-2013
- ✓ The strategies used by teachers motivate the English Language Learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-2013

f. METHODOLOGY

This present research work is based on the theoretical- empirical study which permits to analyze the kind of Teaching Methodologies applied by teachers and the Motivation of the English Language Learning with students of 8th , 9th and 10th years of General Basic Education at "Unidad Educativa anexa a la Universidad Nacional de Loja". Academic year 2012-2013.

▪ METHODS, TECHNIQUES AND PROCEDURES

METHODS

To develop this investigation will be necessary to use the following methods:

- **Scientific Method:** It is the theoretical base to support and reinforce the investigation; which will let develop a set of procedures oriented to discover, demonstrate and verify the knowledge that the science states in a systematic way about the researched object.
- **Analytic Method:** It is necessary to pick up the information, describe the obtained results in the applied instruments and it will let organize the information according to the hypotheses and the indicators that will find out for each one of the variables. It explains the causes and effects of the study phenomenon.
- **Synthetic Method:** It will allow joining logical analyzing abstractions, concepts and values which facilitate the understanding of the study object.

- **Historical Method:** It will allow investigating the general resources of the learning to this way determine the influence in the English Teaching Learning Process.
- **Inductive Method:** It goes from the particular to the general. It will be used to observe the particular facts get general propositions, which is the one that establishes a general principle once conducted the study and analysis of facts and phenomena in particular.
- **Deductive Method:** It goes of the general to the particular. It is to deduce through of the logic reasoning, many suppositions, it is said, it is going to of truths previously established like general principles, and then apply them to individual cases and check their validity.
- **Statistic Method:** This will permit the analysis or statistical representation of data.

TECHNIQUES AND INSTRUMENTS

- **Empiric Observation:** This is based on the observation or experience. It constitutes a useful instrument for obtaining the most quantity of information. This technique allows researchers establish relations among the events that emphasize characteristics and identify events and phenomenon.
- **Surveys:** it will be used to gather information about individuals. Its aim is to collect the opinions of the survey taker.

PROCEDURES

- **Tabulation**

The tabulation will be used to present statistical data in tables or charts

- **Organization**

It allows classifying the questions that will serve to prove every hypotheses and keeping in mind the variables as a guide that will help to prove them.

- **Description**

Then the data have been organized, these will be described in statistic tables that will show the frequency and the percentage of the obtained indicators in the applied instruments.

- **Graphic Representation**

After to describe the data, it will be represented graphically and it will facilitate the interpretation and the analysis of each question.

- **Interpretation and analysis**

After the information has been presented in tables and graphs, it will be interpreted according to the obtained percentages and it will be analyzed taking into account the theoretical frame

- **Hypothesis verification**

The verification of hypothesis will be established through a deductive hypothetical process reinforced with the logical analysis of the field investigation whose final results will be expressed in a descriptive way.

- **Formulation of conclusions and elaboration of the report**

At the end of the research the conclusions will be written according to the results of the investigation and these will be useful to give some recommendations to the authorities of the “Unidad Educativa Anexa a la Universidad Nacional de Loja” in this way to contribute with the solution of the problem of this present research. The final report will be designed through chapters that let the understanding of the theory and of the results.

POPULATION AND SAMPLE

$$N = \frac{PQ \cdot N}{N - 1 \frac{E^2}{K^2} - 0.25}$$

$$N = \frac{(0.25)(595)}{(595 - 1) \frac{0.1^2}{2.2} - 0.25}$$

$$N = \frac{148.75}{(594) \frac{0.01}{4} - 0.25}$$

$$N = \frac{148.75}{\frac{5.94}{4} - 0.25}$$

$$N = \frac{148.75}{1.485 - 0.25}$$

$$N = \frac{148.75}{1.235}$$

$$N = 120.45$$

$$N = 120$$

- **SAMPLE DISTRIBUTION**

The following statistic formula will help to the researcher to distribute the sample:

$$F = \frac{n}{N}$$

F = Distribution Factor

n = Sample size

N = Population

Replacing the values in the statistic formula:

STUDENTS OF 8th YEARS OF GENERAL BASIC EDUCATION

$$F = \frac{120}{595}$$

$$F = 0.202(236)$$

$$F = 47.672$$

$$F = 48$$

STUDENTS OF 9th YEARS OF GENERAL BASIC EDUCATION

$$F = \frac{120}{595}$$

$$F = 0.202(185)$$

$$F = 37.37$$

$$F = 37$$

STUDENTS OF 10th YEARS OF GENERAL BASIC EDUCATION

$$F = \frac{120}{595}$$

$$F = 0.202 (174)$$

$$F = 35.15$$

$$F = 35$$

VARIABLE	POPULATION	SAMPLE
Students of 8 th years of General Basic Education	236	48
Students of 9 th years of General Basic Education	185	37
Students of 10 th years of General Basic Education	174	35
TOTAL	595	120
Teachers' population	5	5

g. TIME TABLE

[illegible]

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

• RESOURCES

HUMAN

- ◆ Student in charge of investigation: Alexandra Elizabeth Rivera Celi.
- ◆ Assesor: Dra. Carmen Ojeda.
- ◆ Students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja.
- ◆ English Teachers.

MATERIALS

- Internet - Office material - Copies	- Laptop - Printings	- Transportation - Unforeseen
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BUDGET

EXPENSES	COST (U.S.D)
• Internet	40.00
• Office material	100.00
• Laptop	500.00
• Printings	150.00
• Copies	10.00
• Transportation	90.00
• Unforeseen	150.00
APROXIMATED COST OF THE PROJECT	1.040

FINANCING

The expenses derived from the present work will be assumed by the researcher.

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ANNEX 2



ANNEX 1
UNIVERSIDAD NACIONAL DE LOJA
EDUCATION, ART AND COMMUNICATION AREA
ENGLISH LANGUAGE DEPARTMENT

TEACHERS' SURVEY

Dear teacher:

As student of the English Language Department has the purpose to carry out the research about **TEACHING METHODOLOGIES APPLIED BY TEACHERS AND THE MOTIVATION OF THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 8th, 9th AND 10th YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2013** so, I require your contribution to answer the following questions.

HYPOTHESIS ONE:

The teaching methodologies applied by teachers significantly motivate the English Language Learning with students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-2013.

QUESTIONS:

1. What methods do you use for teaching English? Mark with an x

Grammar Translation ()	Total Physical Response ()
Direct Method ()	Community Language Learning ()
Audio Lingual Method ()	Communicative approach ()
Silent Way ()	Others ()
Suggestopedia ()	

Which ones?.....

1. What are the most common techniques that you use in English classto motivate student’s learning? Point them out

Practicing conversations	()	Peer correction	()
Memorization	()	Using commands	()
Translations	()	Visualization	()
Fill in the blanks	()	Feedback	()
Role –play	()	Others	()
Recordings	()		
Use words in sentences	()		

Explain.....

2. Which of these methods do you consider the most important to motivate the students to learn the English Language?

- Grammar Translation ()	Total Physical Response ()
- Direct Method ()	Community Language Learning ()
- Audio Lingual Method()	Communicative approach ()
- Suggestopedia()	

Why?.....

HYPOTHESIS TWO:

The strategies used by the teachers motivate the English Language Learning with the students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-201

3. What strategies do you use to motivate students to learn English in the classroom?

Become a role model for student interest	()	Cooperative learning activities	()
Get to know your students	()	Set realistic performance goals	()
Use examples freely	()	Emphasis on testing and grading	()
Use a variety of student- active teaching activities	()	Give students as much control over their own education as possible	()
Teach by discovery	()	Others	()

Which ones?.....

4. Point out the special phrases that you use for motivating students to work?

Well done	()	That is terrible	()
Excellent	()	Bad	()
Ok	()	Regular	()
Good	()	Others	()
Very good	()		
perfect	()		

Mention them.....

5. What material do you use to motivate the students to learn the English Language? Mark them.

Flashcards	()
Games	()
Videos	()
Crosswords	()
Songs	()
Readings	()
Others	()

Explain:

6. Do you think that some English contents you select motivate your students to learn English?

YES () NO ()

Why?

7. How often do you motivate the students to learn the English Language?

Always	()
Sometimes	()
Usually	()
Often	()
Hardly ever	()
Never	()

THANKS FOR YOUR COLLABORATION



ANNEX 3

UNIVERSIDAD NACIONAL DE LOJA EDUCATION, ART AND COMMUNICATION AREA ENGLISH LANGUAGE DEPARTMENT STUDENTS' SURVEY

Dear student:

As student of the English Language Department has the purpose to carry out the research about **TEACHING METHODOLOGIES APPLIED BY TEACHERS AND THE MOTIVATION OF THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 8th, 9th AND 10th YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2013** so, I require your contribution to answer the following questions.

HYPOTHESIS ONE: The teaching methodologies applied by teachers significantly motivate the English Language Learning with students of 8th, 9th and 10th years of general basic education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012- 2013.

Questions:

1. Select how do you learn English?

Study grammar and translate words	()	Working together	()
Focus on question-answer patterns		Using real communication	()
Using Speaking and listening skill	()		
Listening to music to relax	()		
Using activities or physical responses to certain orders	()		

2. What are the most common techniques used in the English class? Mark them

Practicing conversations	()	Peer correction	()
Memorization	()	Using commands	()
Translations	()	Visualization	()
Fill in the blanks	()	Feedback	()
Role –play	()	Use words in sentences	()
Recordings	()	Others	()

Explain:

3. During the English classes what does your teacher emphasize most to motivate you to learn the English Language?

Giving you a list of vocabulary and grammatical structure	()
Focusing on question- answer pattern	()
Making you to speak and listen	()
Listening soft music to relax	()
Using activities or physical responses	()
Working in groups	()
Using real communication	()

HYPOTHESIS TWO: The strategies used by the teachers motivate the English Language Learning with the students of 8th, 9th and 10th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-2013.

4. Tick, what strategies your teacher uses to motivate you to learn English

He/she starts classes with energy/enthusiasm	()
He/she displays interest on the topic	()
He/she shows concepts through examples	()
He /she uses active teaching activities	()
He /she allows you reasoning through a problem and discovering	()
He /she develops group activities	()
He/she helps you to encourage and achieve your goals	()
He /she gives the opportunity to achieve the highest grades	()
He/she assess you using tests, papers, projects, presentations,etc	()

5. Tick the phrases that your teacher uses to motivate you to learn English.

Well done	()	That is terrible	()
Excellent	()	Bad	()
Ok	()	Regular	()
Good	()	Others	()
Very good	()		
Perfect	()		

Mention them.....

6. Tick the material your teacher uses to motivate you to learn English

Flashcards	()
Games	()
Videos	()
Crosswords	()
Songs	()
Readings	()
Others	()

Which ones?.....

7. The contents studied in the class motivate you to learn English

Yes () No ()

Why?.....

8. How often does your teacher motivate you to learn the English Language?

Always	()
Sometimes	()
Usually	()
Often	()
Hardly ever	()
Never	()

Explain:.....

THANKS FOR YOUR COLLABORATION

CONSISTENCY MATRIX

TITLE: TEACHING METHODOLOGIES APPLIED BY TEACHERS AND THE MOTIVATION OF THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 8 th , 9 th AND 10 th YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2012- 2013				
PROBLEM	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
Main Problem	General	General	INDEPENDENT	Methodology Method Methods for teaching English
How do Teaching Methodologies applied by teachers motivate the English Language Learning with students of 8 th , 9 th and 10 th of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012- 2013?	To analyze if the Teaching Methodologies applied by teachers motivate the English Language Learning with students of 8 th , 9 th and 10 th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012- 2013.	The Teaching Methodologies applied by teachers contribute to the students’ motivation in the English Language Learning with students of 8 th , 9 th and 10 th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012- 2013		
Sub Problems	Specific Objectives	Specific Hypotheses	DEPENDENT Strategies and Motivation	<ul style="list-style-type: none"> - Grammar Translation Method - Direct method - Audio Lingual Method - Silent way - Suggestopedia - Total Physical Response - Community Language Learning - Communicative Approach <ul style="list-style-type: none"> • Motivation • Importance of motivation • Motivation in the classroom • Types of Motivation • Strategy • Strategies for motivating students • How to motivate students to learn English • Material to motivate students
What are the Teaching Methodologies applied by teachers to motivate the English Language Learning with students of 8 th , 9 th , and 10 th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012- 2013?	To identify the Teaching Methodologies applied by teachers to motivate the English Language Learning with students of 8 th , 9 th , and 10 th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja.” Academic year 2012- 2013	The Teaching Methodologies applied by teachers significantly motivate the English Language Learning with students of 8 th , 9 th and 10 th years of General Basic Education at “Unidad Educativa Anexa a la Unidad Nacional de Loja”. Academic year 2012-2013		
How do teachers motivate the English Language Learning with students of 8 th , 9 th and 10 th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012- 2013?	To establish what strategies teachers use to motivate the English Language Learning with students of 8 th , 9 th and 10 th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012- 2013	The strategies used by teachers motivate the English Language Learning with students of 8 th , 9 th and 10 th years of General Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic year 2012-2013		

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