



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE

“THE MOTIVATION AS A KEY FACTOR IN THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS WITH STUDENTS OF BASIC EDUCATION AT GABRIELA MISTRAL NO. 1 SCHOOL. CATAMAYO TOWN. ACADEMIC YEAR 2012-2013.”

Research work as a previous requirement to obtain the Bachelor's degree in Sciences of Education in the English Language Specialization.

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2015

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That the research work entitled **“THE MOTIVATION AS A KEY FACTOR IN THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS WITH STUDENTS OF BASIC EDUCATION AT GABRIELA MISTRAL NO. 1 SCHOOL. CATAMAYO TOWN. ACADEMIC YEAR 2012-2013”**, under the responsibility of the undergraduate Rommel Alexander Moreno Torres, has been counseled and monitored with relevance and scientific rigor, as well as it has been checked and returned to the applicant with the observations and recommendations to ensure its quality, therefore, it is authorized its submission, for further presentation, grading and its private and public defense.

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ACKNOWLEDGEMENT

First and foremost, I would like to thank god for giving me wisdom and guidance throughout my life. Second, to the Universidad Nacional de Loja, because it gave me the opportunity to study and obtain the degree as English language teacher.

Likewise to “Escuela Gabriela Mistral No. 1”, the authorities, teachers and students for having made possible the development of this research work.

Next, to the English language career, its coordinator and teachers, who contributed in my professional formation during my studies, especially to the teachers: Margarita Samaniego and Elizabeth Sarmiento, for her patient, guidance, enthusiastic encouragement and useful critiques of this research work.

THE AUTHOR

DEDICATION

This thesis work is dedicated to my mother Alba, who gave me the support during these all for years, for her encouragement and love and because she taught me that even the largest task can be accomplished if it is done one step at a time. To my sisters Dayana and Josselyn, who have never left my side. Finally I dedicate this thesis work to my friends, who have supported me throughout the process. I will always appreciate all they have done, during this important process in my life, and for all the new generation of teachers.

Rommel Alexander

MATRIX GEOGRAPHIC SCOPE

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: Área de la Educación, El Arte y la Comunicación											
TIPO DE DOCUMENTO	AUTOR / NOMBRE DEL DOCUMENTO	FUENTE	FECHA / AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	NOTAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA	BARRIOS COMUNIDAD		
TESIS	<p>MORENO TORRES ROMMEL ALEXANDER</p> <p>THE MOTIVATION AS A KEY FACTOR IN THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS WITH STUDENTS OF BASIC EDUCATION AT GABRIELA MISTRAL NO. 1 SCHOOL. CATAMAYO TOWN. ACADEMIC YEAR 2012-2013.</p>	UNL	2013	ECUADOR	ZONA 7	LOJA	Catamayo	Catamayo	Sucre y Bolivar	CD	Lic. en Ciencias de la Educación, mención: Idioma Inglés.

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a. TITLE

“THE MOTIVATION AS A KEY FACTOR IN THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS WITH STUDENTS OF BASIC EDUCATION AT GABRIELA MISTRAL NO. 1 SCHOOL. CATAMAYO TOWN. ACADEMIC YEAR 2012-2013.”

b. RESUMEN

La presente tesis titulada: LA MOTIVACIÓN COMO FACTOR CLAVE EN EL DESARROLLO DE LAS CAPACIDADES PRODUCTIVAS DEL INGLÉS CON LOS ESTUDIANTES DE EDUCACIÓN BÁSICA DE LA ESCUELA GABRIELA MISTRAL NO. 1. CIUDAD DE CATAMAYO. AÑO ACADÉMICO 2012-2013, tuvo el propósito de conocer cómo la motivación ayuda en el desarrollo de las habilidades productivas del inglés. Entre los métodos utilizados tenemos: el científico, el descriptivo y el analítico-sintético; además la recopilación de datos a través de una encuesta aplicada a profesores y alumnos. Los resultados muestran que los profesores motivan a los estudiantes a desarrollar las habilidades de habla, que es esencial para comunicarse oralmente, pero, que no motivan a los estudiantes a desarrollar la escritura, que puede conducir a una mala comunicación escrita. Por último, se determinó que la motivación tiene un valor decisivo en el desarrollo de las habilidades productivas del inglés en los estudiantes de la institución investigada.

ABSTRACT

The present research work entitled THE MOTIVATION AS A KEY FACTOR IN THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS WITH STUDENTS OF BASIC EDUCATION AT GABRIELA MISTRAL NO. 1 SCHOOL. CATAMAYO TOWN. ACADEMIC YEAR 2012-2013, had the purpose of knowing how motivation helps in the development of the English productive skills. Among the methods used in this research are: **scientific**, **descriptive** and **analytical-synthetic**; and the surveys applied teachers and students permitted to gather data that was used to know the function of motivation in the attainment of productive skills. The results show that teachers motivate students to develop the speaking skill, which is essential to produce oral speech; but, they do not motivate students to develop writing, which can lead to a bad written communication. Finally, it was determined that motivation has a decisive value in the development of the English productive skills in students of the researched Institution.

c. INTRODUCTION

Success or failure in language learning seems largely dependent on the learners' motivation to acquire the English language. In particular, motivation seems very important in the development of the English production. The present research work deals with The motivation as a key factor in the development of the English productive skills with students of basic education at Gabriela Mistral No. 1 school. Catamayo Town. Academic year 2012-2013.

A motivated class lets students focus more on what they are learning in a way that they feel encouraged to learn a foreign language and where they do not feel apathy at the time to produce the language. For this reason this research presents as its main problem to be studied the following: how can motivation help in the development of the English productive skills with students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013?.

From the above, two sub problems are derived: How do teachers motivate the development of the speaking skill to the students of 8th, 9th and 10th years of basic Education at Gabriela Mistral No 1 school Catamayo town. Academic year 2012-2013?; and How do teachers motivate the development of the writing skill to the students of 8th, 9th and 10th years of basic Education at Gabriela Mistral No 1 school Catamayo town. Academic year 2012-2013?.

According to the empiric knowledge regarding the main problem of this research, the researcher has stated this general hypothesis: Motivation is

considered as a key factor in the development of the English productive skills with students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

The objective that guided this work was: To determine how the motivation as a key factor helps in the development of the English productive skills with students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

Moreover, the specific objectives pertaining the general one, refer to: To identify how teachers motivate the development of the speaking skill to the students of 8th, 9th and 10th years of basic Education at Gabriela Mistral No 1 school Catamayo town. Academic year 2012-2013; and To recognize how teachers motivate the development of the writing skill to the students 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

During the work, different methods were employed: the first one was the descriptive method which contributed to the description of how teachers motivate students to develop the English productive skills in the researched school: the empirical method to get the real data through the instruments previously designed, the deductive one to give a logical explanation of the observed facts; and, to establish the main conclusions, the scientific method in order to develop the phases of observation, enquiry and verification of the object researched.

The technique used was the survey, which was used in a participative and experiential way. It was applied to teachers as well as to students in order to know the problematic of the institution researched.

The present research has been structured in parts which are pointed out under a headline starting with the theme. Then, it has the introduction that presents the thesis work describing the problematic. Next, in the revision of literature, are mentioned the main categories of the variables that were the indicators to prove the stated hypothesis through the logical analysis. After that, it has the summary that describes, in a brief and clear way, the pertinence of the research. It also contains the results found out through the present research work and the respective hypotheses proven. Finally, it presents conclusions and recommendations obtained after analyzing the problematic around this research.

d. LITERATURE REVIEW.

MOTIVATION.

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what induces us to act, whether it is drinking a glass of water to reduce thirst or reading a book to acquire knowledge. It involves the biological, emotional, social and cognitive processes that activate behavior. In every day usage, the word motivation is commonly used to describe why a person does something. In the present research the researcher has focused on motivation to develop speaking and writing (Cherry, 2010).

Arnold (2003) remarks that teachers ought to use talking with and real-speak to develop interactive speaking skills. She focuses on real speaking for expressing learners' ideas and practicing structures in personalized contexts and suggests that this is essential for spoken fluency. She points out, nevertheless, that all this relies upon the learners' activeness to participate; they may relinquish and holdback from speaking.

Howarth (, 2006) identifies two more issues that affect into the classroom: firstly, lack of motivation, so if the students do not want to interact, they will not; secondly, not enough language, so if the students do not have the sufficient English language, it will be hard for them to interact. (Howarth, 2006)

Regarding motivation to develop writing As an English/Language Arts teacher it has been an ever-challenging goal to make students to write gradually in formal assignments that are bound for preparing them for college. Actually, this has been

one of the main goals to make students conquer across the Language Arts curriculum for years. Alvin M. Fountain (1940) wrote an article in College English entitled “The Problem of the Poorly Prepared Student” that catalog a range of reasons on why college students are not performing well in college composition classes. These reasons involve ideas that do not sound much dissimilar than criticism made today. Too many students in the classroom, for example, has always been pain in the neck for those who teach writing. Fountain called this trend of decreasing performance a pest that could be fought with remedial classes and individual conferencing. (Fountain, 1940)

People generally think that a person is or not motivated. In reality, motivation can evolve and those people who attend to be motivated in whatever they do have just been favorable in understanding how to motivate themselves in a range of settings and activities. Motivated students will perform on decisions that help them reach their aimed outcome.. Motivated students will want more deeply about course material and employ in more elaborate processing in order to truly learn. Finally, motivated students can be rewarded by their success in reaching their goals. (Scoth, 2003)

MOTIVATIONAL STRATEGIES.

The main aim of motivation strategies is to expand or to activate an essential desire for beginning or performing an activity.

One benefit of motivation strategies is their relevance. They may be applied in many contexts including school, work, and personal things. Moreover, they may be applied for any subject or activity.

Another benefit is their flexibility. Motivation strategies may be changed to be connected with the needs of a particular individual, subject, or activity. They may be used in combination to create an effective motivational program. Following are presented the most remarkable motivational strategies that would be applied in class. (Maslow, 2006).

Enjoyable Learning.

When motivating students for learning English, the teacher's enthusiasm is not all. Another very important issue is the learner's first meet with the language. This ought to be as positive as possible, because it will strongly affect the pupil's relationship with the English language. Except of this, students should be motivated to see learning English as something important and they can be encouraged to learn if they know the benefits that the knowledge of English could give to them. For younger students, this benefit can be for example understanding messages in various computer games, for the older ones possibilities of doing various hobbies, reading English books or possibility to get a good job would be attractive.

Teachers have to do these in order to make an enjoyable learning:

- breaking the monotony of learning

- making tasks more interesting
- involving students.

1. Assignment of Goals for Students' learning.

“For pupils the school represents primarily a social arena, not the scene of academic work. They are there because they have to and are more interested in issues such as love, personal image, than the mastery of school subjects.”
(Dörnyei, 2001)

Make that students comprehend why they should learn is important, but this knowledge motivates them only for some time. To keep their motivation, teacher should guide students to assign specific goals for the learning process.

Students very often have not got their enough desire to spend much effort for a long period of time. To keep their motivation, learners need short-term goals. These can cut learning into pieces that are achievable: learning 5 new words every day, to be ready to answer the question about what time it is in a week, or being able to write a letter to a pen friend in a month. If people have such obtainable goals set and if they expect they could be successful in their fulfillment, it is possible to say that they are motivated.

2. Success and Self-Confidence as Motivational Factors.

Things flourish when people believe that they can do them. Likewise, in learning everything goes better if learners think they can learn the subject. This is firmly connected with self-confidence, self-esteem and one's determination. Teachers

have possibilities how to put learners in the optimistic mood by encouraging them, reducing language anxiety and by providing them with the experience of success.

Teachers can demonstrate strategies that they themselves used when learning and they should encourage learners to think up their own ones that suit best to them. Knowing how to deal with tasks will help students to build their self-confidence.

”Self-confidence and self-esteem are like the foundations of a building: if they are not strong enough, even the best technology will be insufficient to build solid walls over them.” (Dörnyei, 2001: 87). Some learners have such a lack of self-confidence that they are always about to give-up tasks. Here teachers and parents have to help. The possibilities are mostly the same as in providing learners with belief in their success, because experience of success is the base stone for building self-confidence. This can be proved by observing people: those who are successful are very highly self-confident and vice versa.

For this reason, it is so important to set conditions of pleasant and supportive class and to ensure pupils that it is the safe place where their self-worth is protected. Dörnyei (2001: 92-94) suggests some tips how to do it:

- ❖ Avoid social comparison. Do not compare successful and unsuccessful students, do not public their grades.
- ❖ Avoid serious competitions. There are always some winners and losers.
- ❖ Promote more cooperation.

- ❖ Do not correct every single mistake and accept mistakes as natural concomitants of learning.
- ❖ Inform about tests in advance, include clear specifications of the criteria that will be used for marking. Provide enough time during tests.
- ❖ Offer options to improve the final grade. Encourage self-assessment.
- ❖ Make assessment completely transparent.
- ❖ Make activities socially desirable so that the participants could appear in a favorable light.
- ❖ Avoid putting students in the spotlight unexpectedly or without their agreement.
- ❖ Do not discipline students in ways that might be perceived as humiliating. (DÖRNYEI, 2001).

3. Cooperation as Means of Motivation.

Cooperation among learners is very modern in language teaching nowadays. It is thought that they probably have more positive attitudes towards learning when working with others. Their motivation to learn could grow, because the cooperation strengthens the group cohesiveness as well as the learners' autonomy and reduces tension from frustration. Also, social and communicative skills can be developed.

A good example of how cooperation can be applied when teaching English is project work. There are many reasons why the project learning is so successful. Students can use their knowledge, temperament, imagination and their point of

view. They have to participate in the lessons; they are responsible for the results of their work. Moreover, they learn to cooperate in a group, listen to the others, think progressively, plan their work and allocate it. It is necessary to make a decision altogether, discuss the issue and choose the best strategy to reach the goal. Then students have to divide their work, take their own role in it and the responsibility for their part of the activity. They have to cooperate and this is something really valuable in their real future life. This cooperation is considered to be an important motivating factor.

ENGLISH PRODUCTIVE SKILLS

Teaching Speaking.

For the majority of students, the main goal of learning English is to speak the language. After all, when students say, “I speak a language”, they mean they know the language well enough to be able to communicate easily in speech and hold a conversation in the language. But the achievement of speaking skills depends largely on being able to listen and understand what is said to us. A learner will have difficulty speaking English if he or she does not receive the proper training and organized practice in both listening and speaking. (Hammer, 2007)

There are two further factors that affect to the classroom: firstly, lack of motivation, so if the learners do not want to interact, they will not; secondly, insufficient language, so if the learners do not have enough English language, it will be difficult for them to interact. (Howarth, 2006)The researcher has found

pertinent to divide the teaching speaking in three steps: Eliciting, Restricted Oral Practice and Developing oral fluency.

1. Eliciting.

Eliciting is related to presentation of the lesson as well as asking questions. Eliciting is an important process which teachers should employ to get the class involved in what is going on in the class. For speaking practice eliciting is so essential. It helps students to focus their attention, to think, and to use what they already know. It helps teachers to assess what the class already know.

Presentation of a lesson with eliciting questions remind students words and structures, and gives them practice right then and there when the word is introduced. This may be used even to test the learning level reached so far within that particular lesson. For example, you would present words for the different parts of the face. Then follow it by eliciting each word by pointing to the feature on your face, asking students what it is called, and then how to spell it. If no one knows the answer for a particular item, give the answer yourself. Use the board to write the words.

At least two types of questions may be asked using pictures. In Type 1, the questions relate directly to what is seen in the picture. In Type 2, the questions ask students to imagine and interpret the picture beyond what is seen clearly in it (Doff 1988).

Type 1 Questions: Where is this woman standing? What is she wearing? What is she doing? What is she holding in her hand? What time of day is it?

Type 2 Questions: Why is she standing here? What has happened? How does she feel? Why? What is she thinking? Write some of her thoughts in a few words. Imagine this is a scene from a film. What will happen next?

Type 1 questions elicit important words or structures relating to the picture.

Type 2 Questions, however, ask students to imagine things beyond the picture, and to express possibilities using English. For this the students need to think and compose their thoughts, as well as find appropriate words and structures in English. (Darn, 2009)

Eliciting can be done in the following ways:

a. Use Real Objects (realia). For example, show students a credit card and a checkbook and ask, “what are these called? What’s the difference between them?”

b. Use Visual Aids (drawings, flashcards, videos, etc). Video tapes can be used to elicit responses by “freeze-framing” a dialogue situation and asking the students, “What do you think the actor is saying at this moment?”

c. Use Gestures and Mime. Many verbs and adjectives (sad, happy, and angry) can be easily elicited using gestures and facial expressions. It is also possible to elicit a short story or sequence of actions with appropriate but exaggerated actions. This simple drama technique is fun and enjoyable if you are comfortable with its use.

d. Use Prompts, Cues, and Questions in Social Situations. Establish a context that invites students to talk. For example, how would you respond to the following

situation: It is my 21st birthday today!, Look at my new watch, What do you think?. Alternatively, you can establish a context by describing a social situation: You are passing a place that serves coffee,, and one of your friends suggests stopping to have an espresso. What would you say? (Darn, 2009)

2. Restricted Oral Practice.

Learning a specific structure requires intensive practice. It is better to think of this practice as restricted oral practice rather than drilling. Drills tend to become mechanical and meaningless, and it can turn into a demotivating issue. Eliciting responses periods (3-5 minutes) is one way to make certain that the language structure being practiced means something to the students. For example, if you want students to use an agreement response such as “So do I”, “I like swimming” to a student who likes a particular sport.

When doing restricted oral practice, make use of eliciting techniques. You should also give the cue or the model sentence before you ask a particular student to respond. Do not point to one student and then give the cue or the prompt.

Finally, do not think of oral practice or drilling as boring or demotivating for the students unless the practice goes on for too long and requires much for them. Vary the exercises and use of games is an excellent way of drilling painlessly.

Types of Restricted Oral Practice.

a. Echo Questions.

The best way is to make statements that have to be transformed into questions by a change in intonation. This practice is useful because learners may often hear

statements that they do not understand. The echo question is a way of getting clarification and/or confirmation:

Student A: She went home two days ago.

Student B: Two days ago?

Student A: Yes, two days ago.

b. Questions and Answers.

This type of practice can be used to follow up repetition practice.

The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the questions is to demonstrate the ability to ask and answer the question:

Teacher: Where does he live?

Students: In Vietnam.

c. Simple Substitution.

Substitution practice requires more careful listening by the students. It can gradually be more difficult:

Teacher: Do you have a car?

Students: Do you have a car?

Teacher: A computer.

Students: Do you have a computer?

Teacher: A video recorder.

Students: Do you have a video recorder?

A more demanding type of substitution practice requires students to make their own responses based on a pattern already taught. It is important to keep in mind that the practice should be related to a certain situation topic.

d. Combining Sentences.

This activity is useful practice in using relative pronouns (who, whose, etc). Note that the exercise can only be done successfully after the students have learned how to use relative pronouns in sentences.

Cue: An actor won an Oscar. He is Scottish.

Response: The actor who won an Oscar is Scottish.

Combining sentences involves using language artificially, so it is important to make drills as meaningful as possible by using context, however brief, and by eliciting true statements of known facts:

Cue: Pete Sampras plays football.

Response: No, he does not. He plays tennis.

3. DEVELOPING ORAL FLUENCY.

When the students want to produce the language in the spoken form, most know neither to improve their spoken English nor what activities and practice really

help them achieve their goals. Teachers, therefore, have to be clear about the goals and techniques that promote fluency in speaking practice and oral activities.

To avoid unfavorable lessons, teachers must keep in mind the following when preparing free speaking activities to develop oral fluency:

Choose High Interest Topics. Chose topics of interest to the learners is a crucial first step in achieving successful, specially topics that really motivate them and they feel confident when they get involved into those topics.

Pre-teach. Introduce and explain essential vocabulary items, structures and functions.

Stimulate Interest. This can be done in one of the following ways:

- ❖ Use visuals (pictures, short video tapes clips, cartoon drawings).
- ❖ Personalize the topic, relating it to the students experiences and/or their background.
- ❖ Establish an "anticipatory set" through a warm up with questions and opinions.

Types of Fluency Activities.

a. Information-gap Activities.

Eliciting is related to presentation of the lesson as well as asking questions. Of course, the need to exchange information, ideas or opinions has to exist or be created. In the classroom, information-gap activities are a successful way to

encourage students to talk to one another and exchange what they know in an environment that they feel encouraged and confident. Following are examples of information gap activities:

- ✓ 20 questions: Students work in pairs or small groups. One student chooses an object or person and keeps it a secret. The other students must ask yes or no questions to determine what that object/person is. The maximum number of questions is 20.
- ✓ Guess the card: Students work in partners. This is similar to 20 questions only the students already have the object chosen for them. One student holds a card so that their partner can't see. The partner must then ask yes or no questions to determine what is on the card. Often teachers structure this activity to fit with the theme of a particular unit.
- ✓ Find your partner: Whole class participates. Students are each given a card with an image on it; there are two of each image. Students must circulate and try to find the person with the same image by asking yes or no questions. The students may not ask "Do you have an elephant" if their image is, for example, an elephant. They must ask more descriptive questions, for example "Does your thing have 4 legs?" or "Does your thing live in the jungle?"
- ✓ Words on back: Students work in large groups or as a whole class. Each student has a word attached to his or her back; the students must then

circulate asking each other yes or no questions to determine what word is on their back.

- ✓ Same different: Students work in pairs. Each has a different picture that should not be shown to their partner. The students take turns asking each other yes or no questions to find out how the pictures are different. (Bilash, 2011).

b. Find Out Information.

In this activity each student (in pairs) must find out the information needed to answer the questions on his or her worksheet. The student does this by asking his or her partner. Once the partners have finished the first set of questions, they ask questions to complete the missing information in the grid. For example:

Student A: Look at the information about sports activities at the sports center. Listen to your partner's questions and use the information to answer them.

Student B: Look at the information about the sports center and ask your partner questions to find out more about sports and activities.

TEACHING WRITING.

Writing, the visual representation of a language, is invaluable for helping students communicate and understand how the parts of language go together. Many students actually learn and remember more through the written word. Keep in mind that writing almost always involves reading; the two skills, the receptive and the productive, are independent.

Generally speaking, the students who read with ease and reads widely finds writing easier than the student who does not read much and/or reads with difficulty. It does not necessarily follow that a good reader is good at writing, but most students find that, if they continue to practice reading, their writing improves. Why can writing be difficult? Teachers who are quick learners of other languages should remind themselves that writing in a foreign language is a formidable task.

WRITING STRATEGIES.

1. Generating Ideas

a) Rapid Writing.

When students perform a rapid writing assignment, they access their prior knowledge, engage with content, review and reflect, and start to create direction for writing letters, essays, and other subject-based assignments.

Purpose

- Guide students to start to write and ultimately to produce more writing.
- Promote fluency in generating ideas for writing on any topic, subject area.
- Facilitate students to organize their ideas.

b) Setting the Context (What Do My Readers Want to Know?)

Good writers give in advance the information and ideas that readers may need to know about the subject. Thinking and considering the possible questions that the

intended audience may have about the topic, help to generate possible content for the writing, suggest a writing pattern, and provide a direction for research.

Purpose

- Provide possible topics and subtopics for a writing task.
- Identify important ideas and information to include in the writing.
- Identify the audience and purpose for the writing.

2. Developing and Organizing Ideas.

Webbing, Mapping and More.

Good writers apply sort of strategies to allocate the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

Supporting the Main Idea.

In this strategy, students learn how to select the better of two possible main ideas to use as a topic sentence in an information paragraph, and then learn how to choose details to support it. Student samples are selected from a variety of subject areas. Samples may also be used to teach summary writing.

Adding Details.

In this strategy, students ask questions to support and elaborate on the main ideas from their first draft of a piece of writing. A structure for asking questions is provided.

3. Revising and Editing.

Reorganizing Ideas.

Writers review their writing as they draft to add, delete and change ideas and information. There are specific strategies writers use to revise their writing. One strategy writers use is ARMS (add, remove, move, and substitute).

Purpose

- Identify different strategies for reorganizing content.
- Examine and determine effectiveness of sentence and paragraph order.

Before my final draft, I check that...

- ❖ I have written about what was requested.
- ❖ The ideas are connected (to one another).
- ❖ My verb tenses are correct and
- ❖ Consistent.
- ❖ My point of view is consistent.
- ❖ My spelling is double checked.
- ❖ My punctuation is effective. (Tras, 2010)

Writing Activities.

Beside the traditional views about the conditions that conduct to learning, most of teachers carry around traditional views about what form learning. Most of us were educated in a system that focused very deeply on learning facts, and we still tend to relate the state of being well-educated with knowing a lot of facts. Even as we say that 21st-century citizens and workers need to be able to think critically, solve problems facing lack of innovation in writing, and work in teams, we assess the progress of students in terms of what they know.

If we are serious about educating a generation of geo-literate citizens, it is important that we break down our own out-of-date views about learning and replace them with new images of how we should educate students and what kind of knowledge and skills we should be aiming for in order to motivate pupils to develop writing skills. (RACE, 2003).

a. Text Lingo.

Many of our teenage students now have mobile phones and enjoy sending text messages to each other. This activity introduces them to some English text messages that they could start to use with their friends.

How's your English text lingo? Match the text message on the left with its 'translation' in real English on the right.

Text	Translation
1) C U L8R M8	a) As far as I know
2) B4	b) Love you with all my heart
3) AFAIK	c) Boring
4) W8 4 ME, I'M L8, SOZ	d) Text me back
5) KIT	e) Have a nice day
6) RUOK?	f) See you later mate
7) LUWAMH	g) Keep in touch
8) HAND	h) Easy
9) Zzzzzzzzz	i) Are youokay?
10) KOTL	j) Wait for me, I'm late, sorry
11) TMB	k) See you tonight or tomorrow
12) 0 ME	l) Bytheway
13) EZ	m) Before
14) BTW	n) Ring me
15) C U 2NITE O 2MORO	o) Kiss on the lips

Answers: 1 – f, 2 – m, 3 – a, 4 – j, 5 – g, 6 – i, 7 – b, 8 – e, 9-c, 10 – o, 11 – d, 12 – n. 13 – h, 14 – l, 15 – k. (Budden, 2007)

b. Writing correction code

This good tool to improve learning opportunities from errors students make in written tasks and to encourage the editing stages of process writing. Here the teacher show students where the mistakes are and what kind they are, and then they try to correct them as a second stage to the initial writing task. The codes given here are just an example and are not meant to all be used at every level. You need to find out which ones work for you and your learners. This would be used in class as an activity where teachers can control students and where students are provided with a competitive environment, in which they can enjoy doing and at the same time learning to improve their writing skill.

Writing correction code

Code Use Example

WW Wrong word- As our plane flew on the mountains we saw snow.

WT Wrong time -As our plane flew over the mountains we see snow.

WF Wrong form -As our plane flew over the mountains we was seeing snow.

WO Wrong order -As our plane over the mountain flew we saw snow.

SP Spelling -As our plane flew over the mountains we saw snow.

P Punctuation -As our plane flew over the mountains; we saw snow.

X Extra word -As our plane flew over to the mountains we saw snow.

M Missing word- As our plane flew over the mountains saw snow.

R Register- As our plane flew over the mountains we observed snow.

? Not clear -As our plane flew over the mountains we saw snow.

! Silly mistake! -As our plane flew over the mountains we seed snow.

RW Try re-writing -Our vehicle flies, we snow find, over mountains you saw it.

(Kaye, 2007)

c. Note Writing.

This is an activity which is really useful for helping learners to write more fluently and can also help you to diagnose problems with your students' written work and ability to formulate questions. You can use it at the beginning or end of a class as fun filler, or as an integral part of your lesson. (Peachey, 2010)

- Give out a sheet of A4 paper (219mm x 297mm) to each student and ask them to watch and follow your instructions.
- Hold up your paper and fold it in half. Then fold it in half again and then again. Press hard on the paper and then open it out. The folds should have divided the paper into eight rectangles. Use the fold lines to tear the page into eight rectangular pieces of paper.

If you prefer, you can already have this prepared before class, but students really enjoy doing this themselves and it does engage their interest and curiosity.

- Once they all have their eight pieces of paper, ask the students to write their names in the bottom right-hand corner of each piece.
- Next ask them to think of another person in the class and to think of a question they would like to ask them.
- Tell them to write the name of the person on the top left-hand corner and then to write the question on the piece of paper.
- Once they have done this, tell them to pass the paper to the person the question was intended for.
- Students then read any questions they got and start to write replies.
- Students who didn't get a question can start writing another question for someone else.
- Get the students to keep writing and answering questions until all their pieces of paper are used up.

d. Substitution Table.

A substitution table is an arrangement in columns of units which may be combined to make sentences. From a table containing five or six columns and the same number of horizontal lines, hundreds of sentences may be made. They will all be grammatically possible, though they may not all make sense.

The sentence pattern is a useful guide to the learner, but unless he has reached the stage at which he is familiar with grammatical terminology, the substitution

table is probably more valuable. These tables may be used in many ways. By making from them large numbers of sentences, the learner becomes fluent in speech habits. He may also find them useful in acquiring a knowledge of syntax.

Tables may vary from the very simple to the complex. **Example:**

	Always		by car		Quicker
She	Usually	goes	By bicycle	As it is	Cheaper
	Often		On foot		Not far
	Never		By bus		Too slow

d. Model texts.

Here the teacher gives to students a short text to read and to use as a model for connecting words in a similar way:

New York is a very busy port. It is at the mouth of the Hudson River in the eastern coast. Although it is not the capital of the USA, it is the second biggest city. The capital of the country is Washington, which is about 300 miles to the south of New York.

Using the model above, students have to connect these sets of words into a paragraph:

Rio Di Janeiro-Brazil-Coast-Capital-Brasilia-thousand miles-Bristol-England-west-coast-capital-200 miles west of London.

e. MATERIALS AND METHODS

This work was characterized as non-experimental, because it was a socio-educative work and it was developed in a descriptive way where the researcher did not manipulate its variables. The researcher applied a survey and study of documents and the description of the facts in the same way as they appear in the researched reality to discover the data in the obtained results .

METHODS.

This research study was carried out applying the following methods:

Scientific Method. The scientific method was applied in order to discover the most important information to increase the reader's knowledge about the problem that was researched, itself that was developed through the observation, problem statement, hypotheses, hypotheses 'verification and conclusion.

Descriptive Method. The descriptive method was used in order to describe the most important facts that were found in the present research through the survey technique applied to teachers and students, itself that helped the researcher in the information's compilation, tabulation, analysis and interpretation of data.

Analytic-Synthetic Method. This method was applied with the purpose of getting information through different sources like: library, web sites, etc. It helped the researcher to the development of the theoretical references and to analyze, synthesize and interpret the results.

Explicative Method. As its name says, it can be used to explain all about the theoretical references the researcher has gotten during the process.

TECHNIQUES AND INSTRUMENTS.

To obtain the empiric information the researcher designed a **survey** that was applied to teachers and students to obtain information about the motivation as a key factor in the development of the English productive skills with students of Basic Education. It was applied to teachers and students with a previous elaborated questionnaire, which contained different types of opened, closed and mixed questions about the theme to be researched.

Design of the Research.

Once the researcher recovers the empiric information, he processed it following these phases:

Tabulation.

In the tabulation of the data obtained in the field research, the researcher used the descriptive statics for the closed questions and unifying criteria from the reason or explanation of every question, and he contrasted the information of the teachers and students which will let the researcher to get the right information.

Organization.

After the researcher organized the empiric information classifying the questions that served to prove every hypothesis and keeping in mind the variables of the

same ones as a guide that helped the researcher to prove them. In this way the researcher facilitated the next step, the interpretation and analysis.

Description.

The obtained data, once the researcher organized it, was described in static tables, that showed the frequency and the percentage of the obtained indicators in the applied instruments. This let the researcher to interpret the information graphically.

Graphic Representation.

After the researcher described the data, he represented them graphically, so that it facilitated the interpretation and consequently the critical analysis of every question. The researcher used the bars diagram to show this information.

Interpretation and Analysis.

Once the researcher presented the information in tables and graphs, it was interpreted according to the obtained percentages and it was analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypotheses.

Hypotheses Verification.

The hypotheses were demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation, whose final results were expressed in a descriptive way.

Formulation of conclusions and Elaboration of the Report.

The conclusions were drawn based on a specific analysis of the results and they served to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

Finally, the elaboration of the final report was designed through a way that let the understanding of the theory and of the results that the researcher obtained in the present research which can be used to develop more researchers in the future.

The researcher details the sample in the next chart:

Population and Sample

COURSES	POPULATION	SAMPLE
8 th year of basic education	175	49
9 th year of basic education	150	42
10 th year of basic education	135	37
TOTAL	460	128
Teachers' population	3	3

f. RESULTS

HYPOTHESIS No. 1

Teachers motivate positively the development of the speaking skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

- 1) **Do you consider that motivation is important in the development of the speaking skill in students?**

Table 1

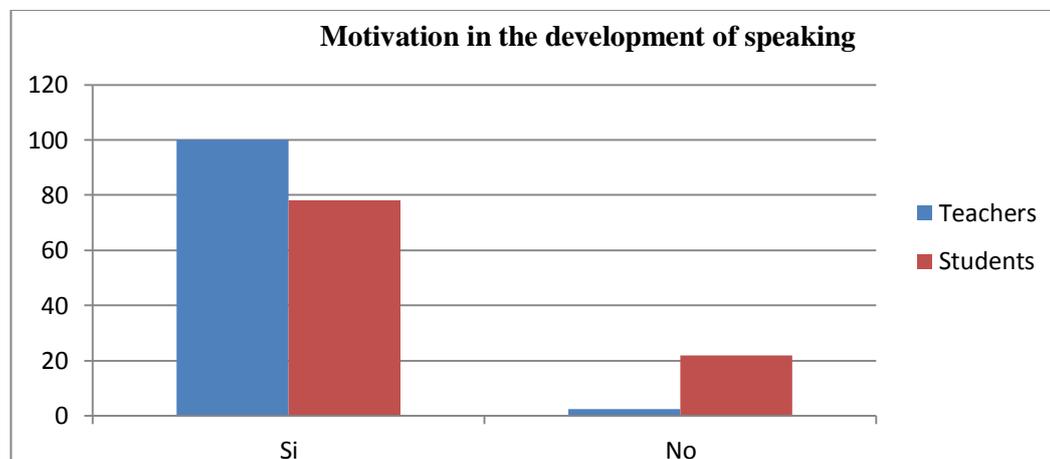
MOTIVATION IN THE DEVELOPMENT OF SPEAKING

Motivation in the development of speaking	Teachers		Students	
	f	%	f	%
Yes	3	100	100	78.2
No	0	0	28	21.87
Total	3	100	128	100

Source: Teachers and students at Gabriela Mistral No 1 School survey.

Researcher: Rommel Alexander Moreno Torres.

Figure 1



Interpretation and analysis

According to the results, teachers and students consider that motivation is important in the development of the speaking skill in students, and students. According to (Cherry, 2010), motivation is so important; due to it is the basis to make students feel encouraged at the time to speak in a foreign language making easier to the teacher to communicate and interact with them and to know specifically on what they are succeeding or failing and support them if it is necessary. It has been remarked by (Arnold, 2003), the teacher who gives each student the feeling that he is an important part of the group, that he is capable of learning and that he can achieve success in the development of speaking, will be the one that get better results in their teaching role.

2) Which of the following motivational strategies do you consider that are helpful in the development of the English productive skills:

Table 2

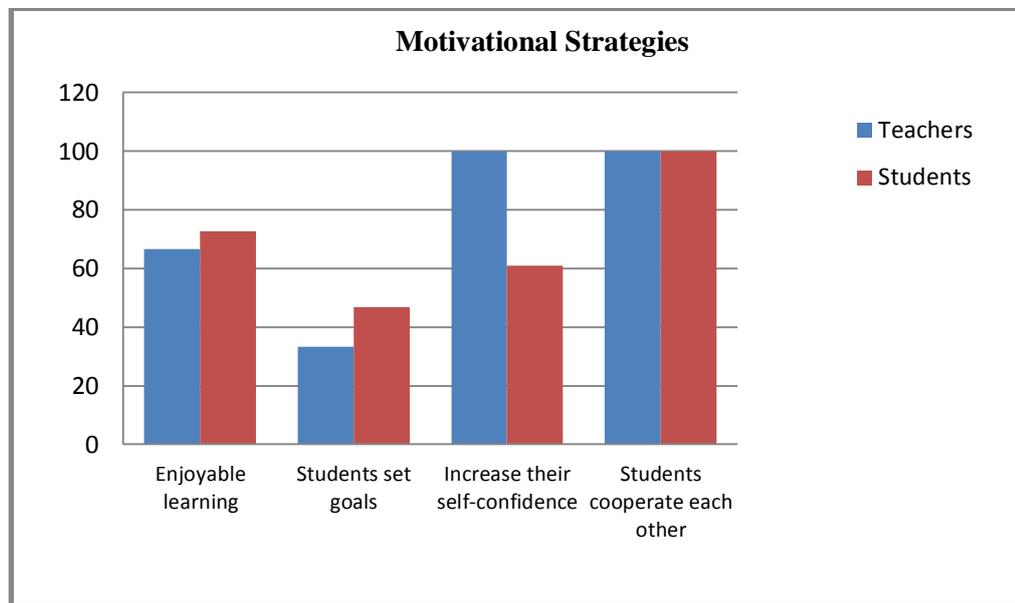
MOTIVATIONAL STRATEGIES

Motivational Strategies	Teachers		Students	
	f	%	f	%
To make an enjoyable learning	2	66.66	96	72.65
To assign students to set goals for their learning	1	33.33	60	46.87
To make their self-confidence increase	3	100	78	60.93
To make students cooperate each other	3	100	128	100

Source: Teachers and students at Gabriela Mistral No 1 School survey.

Researcher: Rommel Alexander Moreno Torres

a. **Figure 2**



Interpretation and analysis

The results show that teachers apply most of the motivational strategies in their classes. Motivational strategies, according to (Maslow, 2006) are really helpful in the teaching since they play an important role in the development of the English productive skills in students. Thus, as it is shown, all teachers and more than 50 % pointed out that exist an increase of students' self-confidence and all students and teachers agree that teacher makes students cooperate each other, several teachers make an enjoyable learning, and less than a half make students set goals for their learning. (Dörnyei, 2001) affirm that increase students' self-confidence make them participate freely without caring about mistakes, what facilitates teachers the interaction with each student and consequently get success in making students produce the English language; The same author adds that when teachers make students cooperate each other, they work with positive attitudes towards learning

supporting teachers to get the goals expected with students every class; also he remarks that when teachers make an enjoyable learning through breaking monotony, making the tasks more interesting and involving students, provides teachers to have the key to maintain students active in class, so that, they learn faster and with more success than the programmed; but the fact that teachers do not make students set goals for their learning, especially short-term goals, , according to Dörnyei, students will not know what they have to reach in each lesson regarding the English learning, so that teachers will not get the desired outcomes. .

3) **Through what kind of activities do you believe that students can develop their speaking in a motivating way:**

Table 3

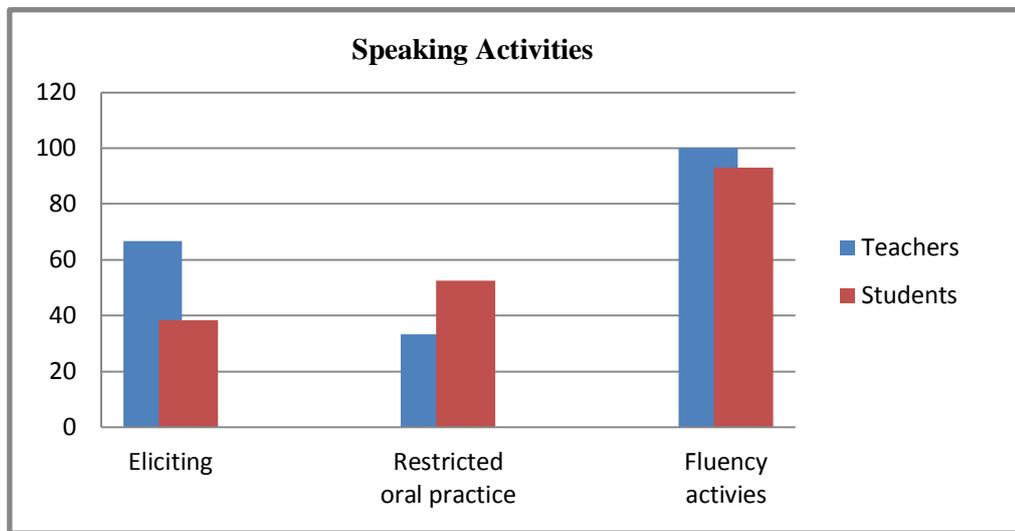
TYPE OF ACTIVITIES TO DEVELOP SPEAKING

	Teachers		Students	
	f	%	f	%
Type of activities to develop speaking				
Eliciting	2	66.66	49	38,28
Restricted oral practice activities	1	33.33	66	52,14
Fluency activities	3	100	119	92,96

Source: Teachers and students at Gabriela Mistral No 1 School survey.

Researcher: Rommel Alexander Moreno Torres

Figure 3



Interpretation and analysis

The results show that teachers apply fluency activities, more than a half eliciting activities, although students do not corroborated it, and several teachers apply restricted oral practice activities. According to the theory (Hammer, 2007), the use of motivating speaking activities makes the students feel encouraged and eager to communicate in any stage of the class. According to (Doff, 1988), eliciting activities allow students to focus their attention, supporting the teacher with a big part of the teaching speaking process and they can assess students after each lesson to know what they already learned; in the case of oral fluency activities, (Bilash, 2011) remarks its use so that they are essential to have successful classes where students want to speak in English all the time and try to improve their mistakes; finally, (Darn, 2009), adds that the lack of use of restricted oral practice activities drawbacks the speaking development in class because of the low dominium by part of students of some learning structures that require intensive practice that these activities provide.

HYPOTHESIS No. 2

There is a low motivation provided by teachers in the development of the writing skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic Year 2012-2013.

4) Do you think that motivation is important in the development of the writing skill in students?

Table 4

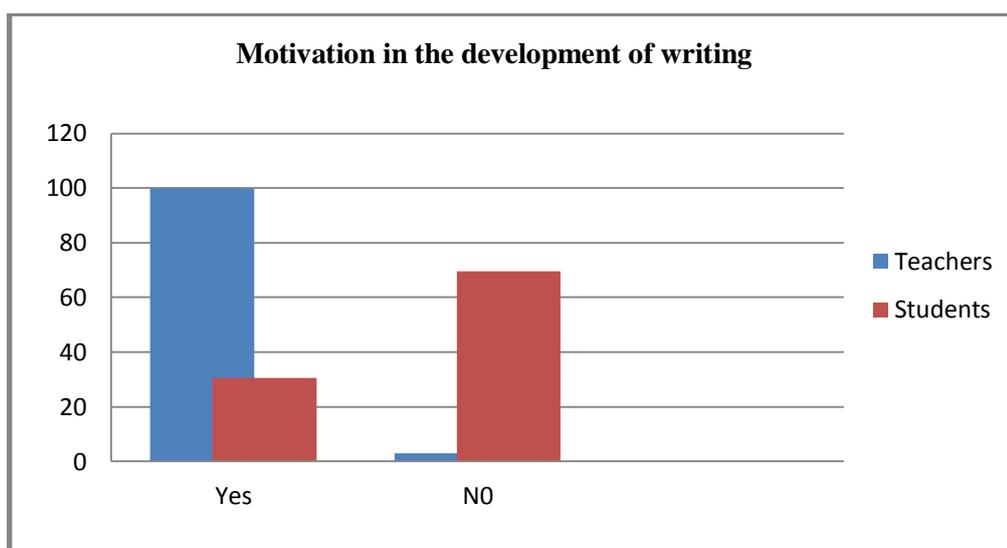
MOTIVATION IN THE DEVELOPMENT OF SPEAKING

Motivation in the development of writing	Teachers		Students	
	f	%	f	%
Yes	3	100	39	30,46
No	0	0	89	69,53
Total	3	100	128	100

Source: Teachers and students at Gabriela Mistral No 1 School survey.

Researcher: Rommel Alexander Moreno Torres

Figure 4



Interpretation and analysis

According to the teachers' opinion, they do motivate the development of the writing skill, but students do not agree with this answer. Motivation plays an important role in the development of writing in students. Well known methodologists (Fountain,1940; Scoth, 2003) claim that if teachers motivate students, these are going to be eager to express their emotions and feelings, ideas, etc. in the written form. As it has been demonstrated, motivation influences the direction, intensity, persistence, and quality of the learning behaviors in which students engage, in this case, regarding writing development.

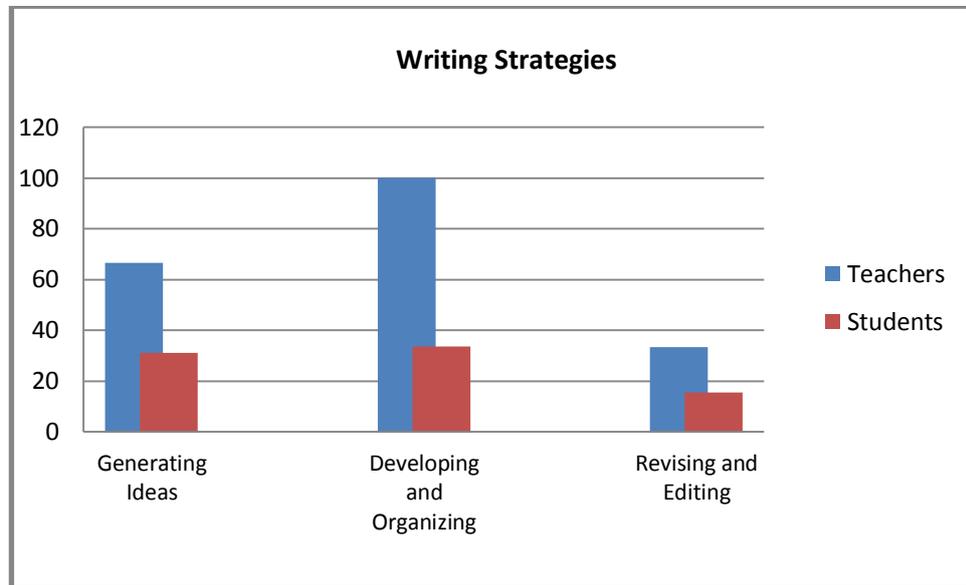
5) Which of the following strategies do you consider are part in the development of a good writing?

Table 5
WRITING STRATEGIES

Writing Strategies	Teachers		Students	
	f	%	f	%
Generating ideas	2	66.66	40	31,25
Developing and organizing ideas	3	100	43	33,59
Revising and editing	1	33.33	20	15,62

Source: Teachers and students at Gabriela Mistral No 1 School survey.
Researcher: Rommel Alexander Moreno Torres.

Figure 5



Interpretation and analysis

As the result shows, more than a half of teachers consider that generating ideas is a strategy when developing a good writing, but although they agree with this option, students do not think the same. While all of teachers claim that developing and organizing is the best strategy, only some students agree; and less than a half of teachers and students do not give much importance to revising and editing as a strategy in the development of a good writing. This means that if teachers and students do not consider these strategies as important, they do not apply it in the development of writing, and teachers do not motivate students to develop them. (Joey, 2010) demand that all the strategies mentioned are really important because they help significantly at the time to write in an effective way. Nevertheless, the author explains that generating ideas is essential because it helps students gather ideas and give them a bank of possibilities for their writing task. In the case of revising and editing, he adds that these are essential due to revising checks effectiveness, coherence and the level of the language used, while editing targets grammar problems focused on readability, logic, and clarity.

6) Which of the following activities do you consider are being used to motivate students in the development of the writing skill?

Table 6

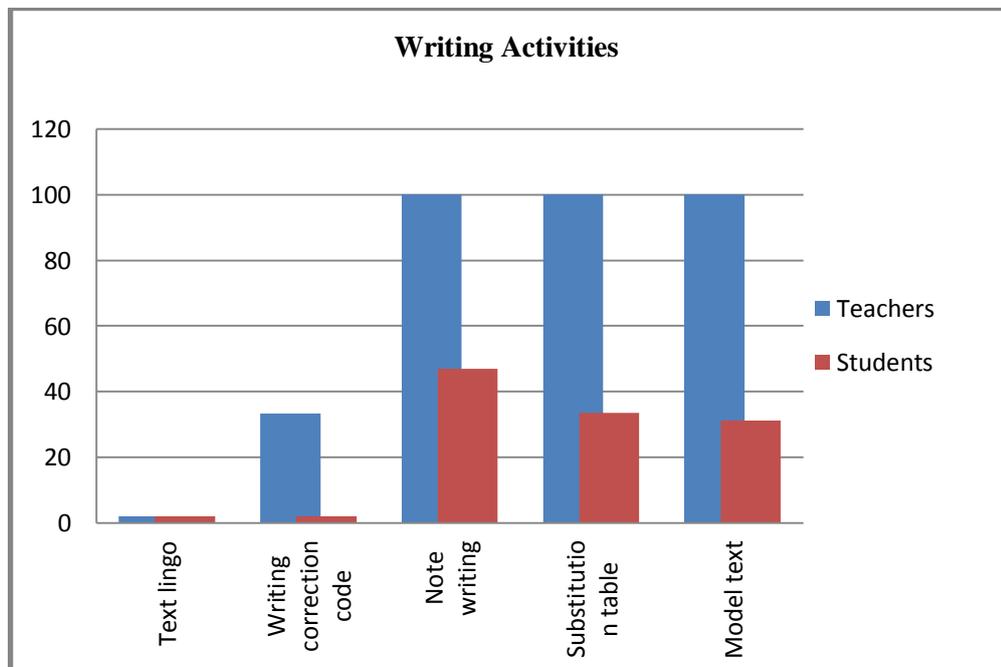
WRITING ACTIVITIES

Writing Activities	Teachers		Students	
	f	%	f	%
Text lingo	0	0	0	0
Writing correction code	1	33.33	0	0
Note writing	3	100	60	46,87
Substitution table	3	100	43	33,59
Model Texts	3	100	40	31,25

Source: Teachers and students at Gabriela Mistral No 1 School survey.

Researcher: Rommel Alexander Moreno Torres

Figure 6



Interpretation and analysis

According to the graph, all the teachers consider that note taking, model text and substitution table are the activities more suitable to develop the writing skill, and students corroborated it, while only some teachers apply writing correction code and none of them use text lingo according to students answer. The use of innovative activities in the development of writing is considered by (Race, 2003) as the main road to get improved capabilities in this skill, where teachers can reach great outcomes in their classes and at the same time students strengthen their knowledge and they use the new and motivating learning instruments to improve their writing skills.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement

Teachers motivate positively the development of the speaking skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

b) Demonstration

The first hypothesis has two variables, the independent that is motivation and the dependent that is the development of the speaking skill.

In question **ONE**, 100 % of teachers and 78 % of students said that the teachers motivate students in the development of speaking, which means that teachers really motivate students to speak; nevertheless it should be considered the percentage (22 %) of students who do not feel motivated to develop speaking. It is a large number that can influence negatively the environment in class, as it has been said by other researchers, if students do not feel encouraged in class they are going to transmit it to the rest of students and it will affect the other students' performance in class.

In question **TWO**, 100 % of teachers answered that they make their students self-confidence increase and cooperate each other; All the students (100 %) corroborated that teachers really make them cooperate each other, but they (61% of students) did not agree on teachers making their self-confidence increase;

Almost 67% of teachers said that they make an enjoyable learning, and almost 73 % of students said that their teachers do it. This means that teachers do use motivational strategies in class although they do not ascertain that all the students be benefited of these helpful strategies, and that some teachers do not apply all these strategies in class.

In question **THREE**, 100% of teachers said that they use fluency activities to make students develop speaking in a motivating way, and most of students agreed with the teachers' answer. These students (92 %) claimed that teachers use information gap and almost 94 % said that teachers use find out information; only the 33 % of teachers mentioned they use restricted oral practice activities, while students said that restricted oral practice activities like questions and answers with 100%, simple substitution 68 %, are used mostly by teachers; In the case of eliciting, almost 67 % of teachers said that they use this kind of activities, and 32 % of students confirmed it, that means teachers use fluency activities to make students develop speaking and that although, they use some activities in class they do not recognize them and that some teachers do not use all these motivating activities in class.

✓ **Decision**

Based on the results and analysis done in the previous questions, the researcher considers that the first hypothesis is **accepted** as in most of the questions agreed positively, especially in the questions **TWO** and **THREE** that allowed to give into account that different motivational strategies and motivating speaking

activities are used in class, what means that teachers really motivate the development of the speaking skill to the students at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

HYPOTHESIS TWO

a) Statement

There is a low motivation provided by teachers in the development of the writing skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic Year 2012-2013.

b) Demonstration

The second hypothesis has two variables, the dependent that is motivation and the dependent that is the development of the writing skill.

In question **FOUR**, 100 % of teachers said that they think motivation is important in the development of the students writing skill, while 70 % of students corroborated it, that means teachers motivate students, but they do not make sure that all the students feel it, or they only focus on one group of students without making the necessary effort to create interest in the students that show a passive attitude.

In question **FIVE**, 100 % of teachers mentioned that developing and organizing ideas are part in the development of a good writing, while only 33 % of students agreed with this answer; almost 67 % of teachers considered generating ideas are part of a good writing , but only 31% of students corroborated

this, and a very little percentage of teachers (33 %) said that they consider revising and editing as part of a good writing, but only 15 % of students agreed with it, this means that most of teachers neither know deeply these strategies nor apply them in the development of the writing skill in students.

In question **SIX**, 100% of teachers mentioned that they use note writing, model texts and substitution table, and only 47% of students agreed with teachers in the use of note writing, 33% substitution table and 31 % model texts, but there was no agreement between teachers and students in writing correction code because students said that teachers do not use it in class; and none of the teachers use text lingo. This means that most of teachers lack knowledge about some of these strategies, and consequently, they do not apply them in class.

✓ **Decision**

Based on the results, the second hypothesis is accepted, because it was demonstrated that teachers do not make use of motivating writing activities. In the second hypothesis, the questions number **FIVE** and **SIX** have contradictions among the teachers and students answers, which demonstrate that teachers do not make students to work in class with the activities mentioned. They just give their classes as every day.

h. CONCLUSIONS

After analyzing the results obtained through the instruments applied to teachers as well as students, the following conclusions can be stated:

- Teachers of the researched high school motivate students to develop speaking, but there is a considerable group of them that needs to be taken into account when trying to be motivated to speak, otherwise, this group would affect the environment of the class since its needs are not being satisfied.
- Teachers use almost all motivational strategies to develop the English productive skills in students, although they do not take advantage of them with the application of these strategies in class, especially with regard of permitting students to set goals for their learning. The latter can affect students' performance in class because they do not have defined clearly what and why they should learn at the beginning of the class, and what they will be able to do at the end of it, drawing back both the motivation and the inspiration to acquire and produce the English language.
- The teachers of the institution researched use motivating activities to develop speaking in students. Nevertheless, teachers focus more on fluency activities rather than eliciting and restricted oral practice activities, which according to the theory, both kinds of activities are really beneficial

at the time to make students develop the speaking skill, that without them, the awareness and lack of involvement with the language would be an obstacle when regarding students to get success in this skill.

- Teachers do not motivate students to develop writing adequately. They do not employ the prime tools to encourage students to write in English. In the case of strategies, teachers know them but they do not teach students how to apply these strategies in real practice, which has a negative effect on the students' interest and minimizes their effort in the writing production.
- Teachers apply a reduced number of motivating activities in their classes, without using innovative ones. This according to the theory will eventually affect negatively generating boredom towards the development of writing. Students that do not feel encouraged to carry out an activity will not yield good outcomes.

i. RECOMMENDATIONS

- That teachers continue motivating students to develop speaking through the use of instruments, setting a good environment in the class, giving the appropriate feedback to all the students and making them be sure and confident at the time of performing the speaking practice. It ought to be emphasized that all the students should be provided with the same opportunities and encouragement, so that they can transmit each other's enthusiasm, and as a result get all the class involved in the development of this skill.
- That teachers apply all the motivational strategies suggested, taking more advantage of each of them without overlooking the strategy to make students set goals for their learning. This can exert positive effects on the achievement settings by directing learners' attention to important activities and away from distractions by mobilizing their effort and persistence directed toward goal attainment.
- Teachers should focus on the application of all motivating activities through eliciting ones to draw out students' knowledge that enable learners to provide information rather than giving it to them; and through restricted oral practice activities to relief students when they are facing challenging learning structures to produce oral discourse.

- Teachers ought to motivate more students to develop writing, firstly, making them be aware of the importance of it. Secondly, enabling them to identify why and how they are going to write. And finally, making them apply advantageous writing strategies that induce them to get the desirable results at the time to write in English.
- That teachers employ a wide range of motivating activities, starting with the ones suggested in the present research that are easy to access and to handle when making students develop writing. Besides, teachers have to update and spread the number of tools for the mentioned purposes, primarily with innovative ones to allow students to be willing to do as much as possible to develop their writing skills.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN**

ENGLISH LANGUAGE CAREER

THEME

**THE MOTIVATION AS A KEY FACTOR IN THE
DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS
WITH STUDENTS OF BASIC EDUCATION AT GABRIELA
MISTRAL NO. 1 SCHOOL. CATAMAYO TOWN. ACADEMIC
YEAR 2012-2013.**

This project previous to obtain the
Bachelor's degree in Sciences of Education
in the English language specialization.

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THESIS PROJECT DIRECTOR:

DR. MG. SC. CARMEN OJEDA

LOJA-ECUADOR

2013

a. THEME

THE MOTIVATION AS A KEY FACTOR IN THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS WITH STUDENTS OF BASIC EDUCATION AT GABRIELA MISTRAL NO 1 SCHOOL. CATAMAYO TOWN. ACADEMIC YEAR 2012-2013.

b. PROBLEM

BACKGROUND.

Gabriela Mistral No 1 school was created in 1928 by a teacher whose name was Asteria Sempértigue. At the beginning this school was attended by 20 students which number continue increasing day by day.

Gabriela Mistral No 1 was declared public school on October 23-1932, and María Córdova was designated as the new director and with a few number of teachers, which number was increasing according to the big demand of students.

It is important to mention that, this school, at the beginning was running in a non-adequate condition for many years without pedagogical requirements, until 1966, when it was provided with the first block of 8 classrooms and a small room for its director. This physical requirement was developed with the support of the boss of the scholar-building department, teachers from the institution and students' parents.

In the present Gabriela Mistral No 1 school, whose director is Zoila Villacrés, counts with a complete stuff of physical and pedagogical requirements even with a stuff of 25 teachers and more than 600 students.

Its mission is to form to the female children and female young from Catamayo town in the basic level, with a humanistic-technical, pedagogical and scientific approach, to become capable students to face the problems that bring the

evolution and development of the towns, even to raise them in the development of moral and ethical values, so that they raise their personal self-esteem.

Its vision is to be a school of excellence in which all the female children and female young could develop their potentialities and interests, considering the art and the culture as part of the integral development.

CURRENT SITUATION OF THE RESEARCH.

The motivation is what induces someone to do something. In the case of teaching, it refers to the stimulation that someone has in order to learn. The motivation in the classroom must not be understood during the learning process.

The lack of motivation is pointed to, as one of the first causes of learning in formal education. As it has been demonstrated by other researchers, “without motivation, there’s not learning”.¹

The motivation is constituted in one of the determined elements in learning according to the “Psychological North American Association”, Motivation is so important in the teaching-learning process, that without it, it is not possible itself.²

One of the most frequent phenomena in the teaching practice, is that, children have a good predisposition to learn when they start their studies in primary school. However it has been possible to verify that this enthusiasm decrease in the

¹ GRAHAM, Sandra; WEINER, Bernard. Theories and Principles of Motivation. Prentice Hall, University of California. United States. 1996.
(<http://education.stateuniversity.com/pages/2250/motivation.html>)

² HEINE, Steven J.; LEHMAN, Darrin R. Psychological Review, Vol 106(4), Psychological North American Association, United States, Oct 1999, 766-794 (<http://psycnet.apa.org/psycinfo/1999-11924005>)

students while the academic formation goes ahead, and sometimes they get apathy attitude.

Nowadays, the researcher notices that students have no interest to invest any kind of energy to learn, especially a foreign language.

Everybody knows that if teachers motivate students, the teaching turns into an easier issue. Teachers must give as much motivation as possible during the teaching learning process.

Talking about students it has been demonstrated that, if students feel motivated during a class that are not going to feel afraid to learn a new language. It is also so helpful for teachers that students feel confident in class, if it occurs, learners are not going to feel ashamed at the moment to produce the language.

Beside the idea that the motivation provided by the teacher to the students, is the issue that students feel motivated among them. Teachers know that, if students have a good attitude to learn, they are going to transmit it to the rest of students.

Talking about the production of the language, but not leaving aside the motivation issue, teachers know that it is so important and helpful to give confidence to their students, so that they feel encouraged not only to catch all the information provided to them, but also to produce the English language.

Into the production of language, exist two ways to do it, through speaking and writing. It is obvious that if students feel encouraged and motivated, they will perform better at the time to speak, they will not be afraid and their fluency will

increase. In the case of writing, if there exists a good environment, where students feel confident and motivated among them and motivated by the teacher, they are going to give their best in the case of writing tasks where they are asked to express all about the knowledge they acquired and definitely the teachers are going to get better results in their teaching role.

If all the issues previously mentioned are not controlled, students will not produce the language according to teacher's expectations, and the teaching-learning process is not going to be fulfilled well according to the program.

For all these reasons. The researcher found convenient to delimitate the research problem in the following way:

RESEARCH PROBLEM.

How can motivation help in the development of the English productive skills with students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013?

DELIMITATION OF THE RESEARCH.

SPATIAL.

This research project will be carried out in Gabriela Mistral No 1 school, located in Catamayo.

TEMPORAL.

This research project will be carried out during the academic period 2012-2013.

OBSERVATION UNITS.

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

- ✓ Teachers of the English Area.
- ✓ Students of 8th, 9th and 10th years of Basic Education.

SUBPROBLEMS.

- How do teachers motivate the development of the speaking skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013?

- How do teachers motivate the development of the writing skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013?

c. JUSTIFICATION.

The researcher has chosen to research about The motivation as a key factor in the development of the English productive skills with students of Basic Education at Gabriela Mistral No 1 school. Catamayo Town. Academic Year 2012-2013, because it is an interesting theme that has not been researched before.

It is justified because the researcher has detected that there are many weaknesses in the production of the English language because they do not feel confident at the time to speak and write.

Since the **scientific** point of view, it is important to carry out this research project because the researcher will get enough information to give some theoretical elements that will let the researcher to state some conclusions and recommendations to the problematic found in the motivation as a key factor in the development of the English productive skills.

Seen as the **educational** point of view, it is so important to develop the present project because the motivation is an important fact in the production of the English language and because it let the teachers know that if the students feel motivated they will perform better in class at the moment to speak and write in English.

The present research is also **pertinent**, because it is a theme that can help the English teachers to solve many problems around the motivation in then English language classes through an introduction of different strategies to make students to feel motivated at the time to produce the English language.

This project is also possible because, the researcher, as an undergraduate of the English language Department of the Universidad Nacional de Loja, is able to carry it out, the researcher considers that he has the enough knowledge which have been provided by the university to develop it in the best conditions.

Finally because it is a **requirement** for the researcher, in order to get the licentiate´s degree in the English language, and because the researcher also has the enough resources to carry it out in the period established in the timetable.

d. OBJECTIVES

GENERAL OBJECTIVE.

- To determine how the motivation as a key factor help in the development of the English productive skills with students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

SPECIFIC OBJECTIVES.

- To identify hoe teachers motivate the development of the speaking skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.
- To recognize how teachers motivate the development of the writing skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

e. THEORETICAL FRAMEWORK

❖ Motivation.

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what induces us to act, whether it is drinking a glass of water to reduce thirst or reading a book to acquire knowledge.

It involves the biological, emotional, social and cognitive processes that activate behavior. In every day usage, the word motivation is commonly used to describe why a person does something. For example, you could say that a student is so motivated to get into the university that he/she spends every night studying.

There are three major components in motivation: activation, persistence and intensity.

Activation involves the decision to initiate a behavior such as enrolling in a psychology class. **Persistence** is the continued effort toward a goal even though obstacles may exist, such as taking more psychology courses in order to earn a degree although it requires a significant investment of time, energy and resources. Finally, **intensity** can be seen in the concentration and vigor that goes into pursuing a goal. For example, one student might coast by without much effort, while another student will study regularly, participate in discussions and take advantage of research opportunities outside of class.³

³ CHERRY, Kendra. What is Motivation. About.com Psychology, Idaho-UEA. 2010. (<http://psychology.about.com/od/mindex/g/motivation-definition.htm>)

It is demonstrated that motivation is a hypothetical construct that cannot be directly and scientifically measured. Psychologists add that motivation related with learning and instruction describe those processes that can energize and give or purpose to behavior.⁴

➤ **Definitions of Motivation.**

▪ **Physiological.**

It deals only with observable facts concerning measurable bodily functions. In general, the term “energized” is used to describe motivation. While some aspects of motivation can be explained in purely physiological terms, (such as heightened heart rate), there are many aspects of the origin of motivation that defy this objective scrutiny. Thus, many years ago scientists turned towards possible cognitive explanations of motivation.⁵

Physiological requirements have to be satisfied in order to pursue higher-level motivators along the lines of self-fulfillment. After a need is satisfied, it stops acting as a motivator and the next need one rank higher starts to motivate.

Physiological needs are those required to sustain life, such as:

- Air
- Water
- Food
- Sleep

⁴ WLODKOWSKI, Raymond; GINGSBERG, Margery. Diversity and motivation: Culturally Responsive Teaching. Jossey-Bass Higher and Adult Education Series. San Francisco-UEA. 1995.

⁵ HULL, C. Principles of Behavior. New York: Appleton-Century-Crofts. UEA. 1943.

According to this theory, if these fundamental needs are not satisfied then one will surely be motivated to satisfy them. Higher needs such as social needs and esteem are not recognized until one satisfies the needs basic to existence.⁶

- **Psychological.**

Scientists like Travers (1982) have long debated if humans are gifted with cognitive sources of motivation. “Scientists cannot provide satisfactory empirical reasons for how motivation without external stimuli arises” Travers mentions.

As a starting point for motivation theory exists the needs are the so-called physiological drivers. Two recent lines of research make it necessary to check our customary notions about these needs, first, the development of the concept of homeostasis that refers to the body’s automatic efforts to maintain a constant, normal state of the blood stream, it is process for the water content of the blood, salt content, sugar content, protein content, fat content, calcium content, oxygen content, constant hydrogen-ion level (acid-base balance) and constant temperature of the blood, and second, the finding that appetites (preferential choices among foods) are a fairly efficient indication of actual needs or lacks in the body. If the body lacks some chemical, the individual will tend to develop a specific appetite or partial hunger for that food element.⁷

⁶ KOLTKO, Rivera M. Rediscovering the later version of Maslow’s hierarchy of needs: Self-transcendence and Opportunities for theory, Research and Unification. Review of General Psychology. New York-UEA. 2006.
(<http://academic.udayton.edu/jackbauer/Readings%20595/Koltko-Rivera%2006%20trans%20self-act%20copy.pdf>)

⁷ MASLOW, Abraham. A Theory of Human Motivation. Psychological Review. Brooklyn-UEA. 1943.

➤ **Motivation Concepts.**

▪ **Intrinsic Motivation.**

Intrinsic motivation occurs when the human performs for his or her own sake, instead for social rewards (Pinder, 1984).

Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades.

The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task.

An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as a prize, a payment, or in the case of students a grade.⁸

The result is that praising or rewarding children for their achievements reduces children's intrinsic motivation for the task. This has consistently been found to be particularly true for children; for females; within controlling interpersonal climates; and for those whose relatively poorer performances result in their not earning an equivalent reward to their peers.⁹

⁸ BAINBRIDGE, Carol. Intrinsic Motivation. About.com Articles. USA. 2006. (<http://giftedkids.about.com/od/glossary/g/intrinsic.htm>).

⁹ R:M, Ryan and DECI, E.L. Self determination Theory and Facilitation of Intrinsic Motivation, Social Development, and Well Being. American Psychologist. USA. 2000.

- **Extrinsic Motivation.**

Extrinsic motivation is based on external factors such as self-interest and the pleasure of making profits. Extrinsic and intrinsic motivation is one and another opposite which means that extrinsic motivation is a behavior that is performed just for the money and not for the pleasure of doing it.¹⁰

Gagne adds that people expects to receive some rewards after having performed a certain task otherwise they will not feel pleased.¹¹

Although volunteers may not be motivated by monetary incentives, it cannot be ruled out that their decision to be part of voluntary non-profit organization is prompted by other extrinsic motivations. Strictly speaking, most of the activities people do, are not, intrinsically motivated.¹²

- **Motivation Factors.**

Motivation in language-learning plays an important role. It is motivation that makes effective second-language learning communicators by planting in them the seeds of self-confidence. It also successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal. In order

¹⁰ D.L, Nelson; J.C, Quick. Organizational behavior: Foundations, Realities, and challenges, 5th ed. Mason: Thomson South-Western Publishing. USA. 2006.

¹¹ GAGNE, M.; DECI, E.L. Self-determination theory and Work Motivation. Journal of organizational behavior. Vol. 26, pp. 331-62. USA. 2005.
(<http://es.scribd.com/doc/55515640/Full-Text-01>).

¹² R:M, Ryan and DECI, E.L. Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. Contemporary Education Psychology. Vol. 25. USA. 2000.
(http://epub.lib.aalto.fi/fi/ethesis/pdf/12483/hse_ethesis_12483.pdf)

for English instructors to motivate them, a number of methods are needed both in and outside of class.

Ford (1992) created Motivational Systems Theory in response to the lack of consensus, cohesion, and integration in which he perceived in the field of motivation. This theory was designed as a “theoretical umbrella” that adds that motivation is seen as an integrative construct representing the direction the person is going, the emotional energy and effective experience supporting or inhibiting in that direction, and the expectancies a person has about whether they can ultimately reach their destination.¹³

Following are presented the main motivational factors that induces a person to fulfill any kind of task in language learning:

- **Self-Confidence.**

Self-confidence is the most significant in language learning. It provides learners with the motivation and energy to become positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication. ”At the heart of all learning is a person’s belief in his or her ability to accomplish the task” (Atsuta, 2003).

“In general, successful language learners appear to have higher self-esteem than those who are unsuccessful” (Richard Amato, 2003).

¹³ PACKER, Jan. Motivational Factors and the Experience of Learning in Educational Leisure Settings. Centre for Innovation in Education. USA. 2004. (http://eprints.qut.edu.au/15911/1/Jan_Packer_Thesis.pdf).

The importance of self-confidence when learning was observed “In order to be able to focus on learning with vigor and determination, they (students, the author’s note) need to have a healthy self-respect and need to believe in themselves as learners”.

Some learners have such a lack of self-confidence that they always give up tasks. Here teachers and parents have to help. The possibilities are mostly the same as in providing learners with belief in their success, because experience of success is the base stone for building self-confidence. This can be proved by observing people: those who are successful are very highly self-confident and vice versa.¹⁴

- **Experience of Success and Satisfaction.**

Experience of success provides students with more power to pursue a new goal. It allows language learners to understand the pursue of trying and have pleasure in communicating with others. Some people might feel successful when they can communicate their thoughts to people.

The feeling of success time and again emerges specifically when he realizes the degree of his improvement and achievement. Some people, on the other hand, appreciate compliments from others. There is a similarity between the experience of success and satisfaction: the experience of success at all times satisfies people not only in language-learning but also in anything. To make it short, it is strongly

¹⁴ KALVODOVÁ, Hana. Motivation in English Lessons. Masaryk University Brno Faculty of Education. USA. 2008. (http://is.muni.cz/th/104714/pedf_prace.pdf).

believed that experience of success comes hand in the hand with the sense of satisfaction.

- **Good Relationships Among Learners and Between Teacher and Students.**

Hussin, Maarof, and D' Cruz, mention that “teachers need to find creative ways to teach the language and increase the student’s motivation to learn the language and to eventually appreciate the language” (2001). There are a number of methods that English instructors can use to motivate students in class, and instructors should flexibly employ the most suitable method for the class. It is indicated that “Teachers should develop a mutual relationship with their learners, teachers need to understand students who are from different background, have different interests, future goals, aims for English learning, and most importantly, different personalities.

An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Although both teachers and learners bear significant responsibility in creating and maintaining this atmosphere, teachers also bear particular responsibility with respect to their evaluative roles relative to student work and with respect to modeling appropriate professional behaviors. Teachers must be ever mindful of this responsibility in their interactions with their colleagues, their patients, and those whose education has been entrusted to them.¹⁵

¹⁵ HOPKINS, John. Guidelines for Conduct in Teacher/Learner Relationships. University School of Medicine. USA. 2012.
(<http://www.hopkinsmedicine.org/som/students/policies/relationships.html>)

➤ **Motivational Strategies.**

▪ **Enjoyable Learning.**

To motivate students for learning English, the teacher's enthusiasm is not enough. Another very important thing is the learner's first encounter with the language. This should be as positive as possible, because it will strongly influence the pupil's relationship to the subject. Except of this, students should be encouraged to see learning English as something valuable and they can be motivated to learning if they are aware of advantages that the knowledge of English could bring. For younger students, this advantage can be for example understanding messages in various computer games, for the older ones possibilities of doing various hobbies, reading English books or possibility to get a good job would be tempting.

When learners have a positive attitude to the English learning, teachers should make learning enjoyable. Particularly for young children and teenagers, learning should not be hard work. Though some people including me could agree with Covington and Teel (1996: 90, cited by Dörnyei, 2001: 73) who say that we, teachers, are not in the entertainment business and cannot be expected to turn everything into fun, there are still things teachers can do to make the learning process more entertaining. Dörnyei (2001: 73) offers these:

- breaking the monotony of learning
- making tasks more interesting
- involving students.

In all school subjects there is a danger of routine activities or even routine structure of all lessons. Even the most perfect lesson plan cannot be copied again and again. For teachers, it is sometimes quite difficult to think up new activities, but they should bring some innovations from time to time. In English teaching, there are many language and methodological areas that teachers can move on. Some lessons can be focused on grammar, some on vocabulary or cultural items, students can practise different language skills and sub-skills, they can work individually, in pairs, groups or as a whole class, teachers can teach either inductively or deductively, students can do various projects, they can also bring some activities to the lessons, lessons can vary in rhythm. As Dörnyei (2001: 74) hit, these all are ‘cooking ingredients’ and teachers should make sure that they do not “serve exactly the same meal every day.” (Ibid, 74) The author also suggests that teachers should do occasionally the unexpected. I absolutely agree that the element of surprise, something new is important for maintaining the motivation. The activities even when exercising the same skill may vary a lot: teachers can change topics, arrange entertaining competitions, they can involve pupils’ imagination and creativity, they can think up some challenging activities, integrate working with computers, authentic literature, data projectors, videos, students can work on projects, they can become active participants of the lesson. The possibilities are almost infinite.

Active participation of learners, if successful, dramatically increases their motivation to learn. The teachers’ task is to think up the suitable activities that would enable students’ willing and voluntary involvement. There are many topics

that pupils are interested in and teachers should make use of these interests. A very good idea is from time to time to integrate project work, let students bring their ideas into the lessons, or try lessons according to Dalton example.

- **Assignment of Goals for Students' learning.**

“For pupils the school represents primarily a social arena, not the scene of academic work. They are there because they have to and are more interested in issues such as love, personal image, than the mastery of school subjects.”
(Dörnyei, 2001: 61)

Making students understand why they should learn is important, but this knowledge motivates them only for a short period of time. To maintain the motivation, teacher should lead learners to assign certain goals for the learning process. These goals can be divided into four types: individual and common, short-term and long-term ones.

Long-term goals determine the general purpose of the learning. In English, these can be to communicate effectively with English speakers, to be able to read books and magazines in English, to be able to understand films and programs in English, etc.

Students want all these things, but they very often have not got their volition enough to spend much effort for a long period of time.

To keep their motivation, learners need short-term goals. These can cut learning into pieces that are achievable: learning 5 new words every day, to be able to

answer the question about what time it is in a week, or being able to write a letter to a pen friend in a month. If people have such obtainable goals set and if they expect they could be successful in their fulfillment, it is possible to say that they are motivated.

Both long-term and short-term goals can be individual or common for a group of learners. An individual person can set their own long-term goals about what they want to achieve by learning the language, and short-term goals that determine what they would do for their accomplishment.

Individuals in a learning group should have some common goals, too. These should be clear for everyone. Such a long-term goal for a team could be for example mastering of past tenses and certain vocabulary by the end of a course. Their short-term goal may be mastering one unit every month.

Common goals can be related with group norms. These norms can be created by the whole class together with a teacher. A very good idea of Dörnyei (2001: 46) is to let each person individually write their expectations of a teacher and of pupils. Then these expectations could be discussed in pairs, then in groups of four, of eight, etc. and in the end the whole class would go through all ideas. The agreed ones become norms, rules of the group that should not be broken by anyone. Rules for pupils can be e.g.: doing homework regularly and properly, having things for lessons ready, etc. The teacher's obligation can be perhaps having tests from the previous lesson checked by the following one, giving advance notice of

tests, and so on. The group norms, together with goals, should be displayed in the classroom.

For preservation the motivation it is good sometimes to draw attention to the class goals and look if the progress towards them was made, because they can also play roles of standards by which students can evaluate their own performance.

Learners' can also create their portfolios from their individual goals. Teachers should show them how to cut a long-term goal into series of steps. The steps should be written and fulfillment of these steps can be marked by doing ticks or something like that.

Students need to have deadlines to each step so that they could see their progress in time. This kind of logbook, this portfolio, can act as a suitable motivational factor even with students who have not any general goals or who are demotivated. The best for maintenance of the pupils' motivation is the teacher's feedback that should increase the learner's confidence in achieving goals.

According to Dörnyei (2001: 84), goals should be:

- ❖ clear and specific
- ❖ measurable, i.e. they should be clearly evaluated
- ❖ challenging and difficult, but not outside the range of students' capabilities
- ❖ realistic
- ❖ they should have a stated completion date.

Mc Combs and Pope (1994:69) formulated „ABCD“ of goals that should be:

- ❖ achievable, i.e. reasonable for the learner's age strengths
- ❖ believable
- ❖ conceivable, i.e. clearly stated and measurable
- ❖ desirable. (cited by Dörnyei, 2001: 84)

- **Success and Self-Confidence as motivational Factors.**

Things flourish when people believe that they can do them. Similarly, in learning everything goes better if students believe they can learn the subject. This is tightly connected with self-confidence, self-esteem and one's determination. Teachers have possibilities how to put learners in the optimistic mood by encouraging them, reducing language anxiety and by providing them with the experience of success.

A very dangerous thing that teachers have to face is fears and prejudice. Students' parents very often believe in things such as: if their children have not inborn ability for learning languages, they cannot master them, if their child did not start learning English very early, now it is too late, etc. These beliefs are often incorrect and teachers have to persuade not only their learners, but also the parents. Each student should know that their effort is the powerful investment to their learning and that the achievement of learning goals depends just on their exertion.

Teachers should believe in students' success and they have to show their beliefs to them. When pupils feel that teachers do not doubt about their abilities to do tasks successfully, they are likely to manage them. The teacher, however, can support this positive feeling by enabling the learners to be really successful. This means

that s/he offers help, provides preparation for tasks, enough time, explains everything clearly and demonstrates activities to avoid misunderstandings, s/he chooses tasks of appropriate difficulty level or s/he does not allow anybody to disturb others when working. The thing that surely should be offered, however, is teaching strategies, how to manage tasks.

Teachers can demonstrate strategies that they themselves used when learning and they should encourage learners to think up their own ones that suit best to them. Knowing how to deal with tasks will help students to build their self-confidence. The importance of self-confidence when learning was observed also by Dörnyei (2001: 8): "In order to be able to focus on learning with vigor and determination, they (students,

the author's note) need to have a healthy self-respect and need to believe in themselves as learners."

"Self-confidence and self-esteem are like the foundations of a building: if they are not strong enough, even the best technology will be insufficient to build solid walls over them." (Dörnyei, 2001: 87). Some learners have such a lack of self-confidence that they are always about to give-up tasks. Here teachers and parents have to help. The possibilities are mostly the same as in providing learners with belief in their success, because experience of success is the base stone for building self-confidence. This can be proved by observing people: those who are successful are very highly self-confident and vice versa.

Although teachers can frequently see the opposite, school children are often uncertain, full of doubts about themselves. They try to keep their faces and look confidently.

Particularly teenagers try to create their new adult identity and are very much afraid of being criticized or embarrassed. Their main social area is their schoolmates and peers. Thus they sometimes do not even try to be successful so that they could excuse their possible poor results. Raffini (1996: 9) says: "There are few influences in a student's life more powerful than the feeling of being rejected by others." For this reason, it is highly important to create conditions of pleasant and supportive class and to ensure pupils that it is the safe place where their self-worth is protected. Dörnyei (2001: 92-94) suggests some tips how to do it:

- ❖ Avoid social comparison. Do not compare successful and unsuccessful students, do not public their grades.
- ❖ Avoid serious competitions. There are always some winners and losers.
- ❖ Promote more cooperation.
- ❖ Do not correct every single mistake and accept mistakes as natural concomitants of learning.
- ❖ Inform about tests in advance, include clear specifications of the criteria that will be used for marking. Provide enough time during tests.
- ❖ Offer options to improve the final grade. Encourage self-assessment.
- ❖ Make assessment completely transparent.

- ❖ Make activities socially desirable so that the participants could appear in a favorable light.
- ❖ Avoid putting students in the spotlight unexpectedly or without their agreement.
- ❖ Do not discipline students in ways that might be perceived as humiliating.
 - **Cooperation as Means of Motivation.**

Cooperative interaction among learners is very modern in language teaching nowadays.

It is believed that they are likely to have more positive attitudes towards learning when working with others. Their motivation to learn could increase, because the cooperation strengthens the group cohesiveness as well as the learners' autonomy and reduces anxiety from failure. Apart of these, social and communicative skills can be developed.

The typical example of how cooperation can be used when teaching English is project work. There are several reasons why the project learning is so successful. Students can use their knowledge, temperament, imagination and their point of view. They have to participate in the lessons, they are responsible for the results of their work. Moreover, they learn to cooperate in a group, listen to the others, think progressively, plan their work and allocate it. It is necessary to make a choice altogether, discuss the problem and choose the best strategy to reach the goal. Then students have to divide their work, take their own role in it and the responsibility for their part of the task. They have to cooperate and this is

something really important in their real future life. This cooperation is considered to be an important motivating factor.

English Productive Skills.

➤ Teaching Speaking.

For most students, the main aim of learning English is to speak the language. After all, when students say, “I speak a language”, they mean they know the language well enough to be able to communicate easily in speech and hold a conversation in the language. But the achievement of speaking skills depends largely on being able to listen and understand what is said to us. A learner will have difficulty speaking English if he or she does not receive the proper training and organized practice in both listening and speaking.¹⁶

Howarth (2006) discusses the problems facing teachers trying to increase oral interaction among learners. The first one is learner resistance: learners in monolingual classes may feel that group work and pair work are not authentic and that it is unnatural to speak a language with partners who speak the same L1. A second problem is self –consciousness, when learners feel nervous and embarrassed when asked to speak English. Next, Howarth points out the fact that it is difficult to monitor large classes who are doing pair work or group work. There are also the associated risks of noise, bad behavior and the use of the mother tongue.

¹⁶ HAMER, Jeremy. How to Teach English. Pearson Education Limited. United Kingdom. 2007

There are two further factors that affect to the classroom: firstly, lack of motivation, so if the learners do not want to interact, they will not; secondly, insufficient language, so if the learners do not have enough English language, it will be difficult for them to interact.¹⁷

The researcher has found pertinent to divide the teaching speaking in three steps: Eliciting, Restricted Oral Practice and Developing oral fluency.

- **Eliciting.**

Eliciting is related to presentation of the lesson as well as asking questions. Eliciting is an important process which teachers must employ to get the class involved in what is going on in the class. For speaking practice eliciting is highly essential. It helps students to focus their attention, to think, and to use what they already know. It helps teachers to assess what the class already knew.

Presentation of a lesson with eliciting questions helps students remember words and structures, and gives them practice right then and there when the word is introduced. This may be used even to test the learning level achieved so far within that particular lesson. For example, you may present words for the different parts of the face. Then follow it by eliciting each word by pointing to the feature on your face, asking students what it is called, and then how to spell it. If no one knows the answer for a particular item, give the answer yourself. Use the board to write the words.

¹⁷ HOWARTH, P. Increasing Student Interaction. British Council. United Kingdom. 2006. (<http://www.teachingenglish.org.uk/think/speak/interaction.shtml>).

In straightforward presentation, the teacher gives the word and points to the part, asks the students to repeat, and then writes the word on the board. In presentation with simple eliciting, the teacher presents the words one by one and points to the parts, asks the students to repeat after her, writes the words on the board, points to the feature and elicits the word for it, and elicits the spelling. Note that, in eliciting, students are actually asked to practice speaking.

You can elicit vocabulary from pictures; you can also elicit sentences and phrases which give the description of what is depicted in the pictures. Ask simple and common questions when you show the pictures to the students. Let the student answer according to each picture. For example, show a picture in which a girl is swimming, and ask the question, what is she doing? Show the picture of a doctor and ask the question, what is this man?

Pictures from previous lessons would be most ideal, for students already would be familiar with the words, phrases, and sentences needed to describe the pictures. How about a story known to your students which is now given in pictures and the student is asked to narrate it in English? Picture cues are very helpful in teaching tense in English.

Care should be taken to frame questions in an unambiguous manner and the questions should be such that the students are able to answer without much difficulty.

At least two types of questions may be asked using pictures. In Type 1, the questions relate directly to what is seen in the picture. In Type 2, the questions ask

students to imagine and interpret the picture beyond what is seen clearly in it (Doff 1988).

Type 1 Questions: Where is this woman standing? What is she wearing? What is she doing? What is she holding in her hand? What time of day is it?

Type 2 Questions: Why is she standing here? What has happened? How does she feel? Why? What is she thinking? Write some of her thoughts in a few words. Imagine this is a scene from a film. What will happen next?

Type 1 questions elicit important words or structures relating to the picture.

Type 2 Questions, however, ask students to imagine things beyond the picture, and to express possibilities using English. For this the students need to think and compose their thoughts, as well as find appropriate words and structures in English.¹⁸

Eliciting can be done in the following ways:

- 1) **Ask Questions.** Use wh- questions (what, who, where, why, when, and how) rather than yes/no questions. “Where does he come from?” elicits information and checks understanding. “Is he from Zimbabwe?” only elicits “yes” or “no” answers.
- 2) **Give Instructions that Require verbal Interaction.** Examples are: “Describe what you can see in this picture”, or “Tell the person next to you where you live”.

¹⁸ DARN, Steve. Teaching English. British council. United Kingdom.2009. (<http://www.teachingenglish.org.uk/articles/eliciting>)

- 3) **Use Real Objects (realia).** For example, show students a credit card and a checkbook and ask, “what are these called? What’s the difference between them?”
- 4) **Use Visual Aids (drawings, flashcards, videos, etc).** Video tapes can be used to elicit responses by “freeze-framing” a dialogue situation and asking the students, “What do you think the actor is saying at this moment?”
- 5) **Give Definitions.** For example, to elicit the word bachelor, ask a question using the word definition: “What do we call a man who has never married?”
- 6) **Use Synonyms and Antonyms.** Ask questions using the synonyms or antonyms of a lexical item: “In the dialogue, which word is similar in meaning to slim? Which word is opposite in meaning to dead?”
- 7) **Use Gestures and Mime.** Many verbs and adjectives (sad, happy, and angry) can be easily elicited using gestures and facial expressions. It is also possible to elicit a short story or sequence of actions with appropriate but exaggerated actions. This simple drama technique is fun and enjoyable if you are comfortable with its use.
- 8) **Use Prompts, Cues, and Questions in Social Situations.** Establish a context that invites students to talk. For example, how would you respond to the following situation: It is my 21st birthday today!, Look at my new watch, What do you think?. Alternatively, you can establish a context by describing a social situation: You are passing a place that serves coffee,, and one of your friends suggests stopping to have an espresso. What would you say?

You are in a hardware store and want to buy a hammer, What would you ask a sales clerk?¹⁹

- **Restricted Oral Practice.**

Learning a specific learning structure requires intensive practice. It is better to think of this practice as restricted oral practice rather than drilling. Drills tend to become mechanical and meaningless, and it can turn into a demotivating issue. Eliciting responses periods (3-5 minutes) is one way to make certain that the language structure being practiced means something to the students. For example, if you want students to use an agreement response such as “So do I”, “I like swimming” to a student who likes a particular sport.

Avoid making students say something that is not true (do not say, “I smoke cigars” to someone who does not). This kind of intensive, restricted oral practice can be done for longer periods in the language lab, where the students can work alone in their own pace on their individual problems (20 minutes is usually the maximum for that practice to not get students get bored).

When doing restricted oral practice, make use of eliciting techniques. You should also give the cue or the model sentence before you ask a particular student to respond. Do not point to one student and then give the cue or the prompt.

¹⁹ DARN, Steve. Teaching English. British council. United Kingdom.2009. (<http://www.teachingenglish.org.uk/articles/eliciting>)

Finally, do not think of oral practice or drilling as boring or demotivating for the students unless the practice goes on for too long and requires much for them. Vary the exercises and use of games is an excellent way of drilling painlessly.

- **Types of Restricted Oral Practice.**

- **Echo Questions.**

The best way is to make statements that have to be transformed into questions by a change in intonation. This practice is useful because learners may often hear statements that they do not understand. The echo question is a way of getting clarification and/or confirmation:

Student A: She went home two days ago.

Student B: Two days ago?

Student A: Yes, two days ago.

- **Questions and Answers.**

This type of practice can be used to follow up repetition practice.

The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the questions is to demonstrate the ability to ask and answer the question:

Teacher Where does he live?

Students: In Vietnam.

- **Simple Substitution.**

Substitution practice requires more careful listening by the students. It can gradually be more difficult:

Teacher: Do you have a car?

Students: Do you have a car?

Teacher: A computer.

Students: Do you have a computer?

Teacher: A video recorder.

Students: Do you have a video recorder?

A more demanding type of substitution practice requires students to make their own responses based on a pattern already taught. It is important to keep in mind that the practice should be related to a certain situation topic.

Substitution practice can also be carried out in four dialogues. First, the teacher has to establish a simple model in a situation. For example, you could talk about food and various ethnic varieties:

Student A: I really think American food is great!

Student B: Really? I do not think so.

Student A: What do you like?

Student B: I like French food.

Then continue the practice by substituting the underlined words with the following items:

Italian coffee.

Turkish deserts.....etc.

- **Combining Sentences.**

This activity is useful practice in using relative pronouns (who, whose, etc). Note that the exercise can only be done successfully after the students have learned how to use relative pronouns in sentences.

Cue: An actor won an Oscar. He is Scottish.

Response: The actor who won an Oscar is Scottish.

Combining sentences involves using language artificially, so it is important to make drills as meaningful as possible by using context, however brief, and by eliciting true statements of known facts:

Cue: Pete Sampras plays football.

Response: No, he does not. He plays tennis.

- **Chaining.**

This technique can be used when a phrase or sentence causes difficulty because of its pronunciation or length. For example:

Model (conditional sentence):

If I'd known you were here, I wouldn't have gone away.

Teacher: If I'd known

Students: If I'd Known

Teacher: you were here.

Students: you were here.

Teacher: I wouldn't have gone away.

Students: I wouldn't have gone away

Teacher: If I'd known you were here, I wouldn't have gone away.

Students: If I'd known you were here, I wouldn't have gone away.

The above example is called forward chaining, but also it can be developed backwards just as effectively, it is on the other hand, starting from the end to the beginning of the sentence.

▪ **Developing Oral Fluency.**

When the students want to speak English, most know neither to improve their spoken English nor what activities and practice really help them achieve their aims. Teachers, therefore, need to be clear about the goals and techniques that promote fluency in speaking practice and oral activities.

To avoid disastrous lessons, teachers must keep in mind the following when preparing free speaking activities to develop oral fluency:

Choose High Interest Topics. Chose topics of interest to the learners is a crucial first step in achieving successful, especially topics that really motivate them and they feel confident when they get involved into those topics.

Pre-teach. Introduce and explain essential vocabulary items, structures and functions.

Stimulate Interest. This can be done in one of the following ways:

- ❖ Use visuals (pictures, short video tapes clips, cartoon drawings).
- ❖ Personalize the topic, relating it to the students experiences and/or their background.
- ❖ Establish an "anticipatory set" through a warm up with questions and opinions.

- **Types of Fluency Activities.**

- **Information-gap Activities.**

Communication takes place naturally when a person has information, ideas or options that someone else does not have. Of course, the need to exchange information, ideas or opinions has to exist or be created. In the classroom, information-gap activities are a successful way to motivate students to talk to one another and exchange what they know in an environment that they feel encouraged and confident. Following are examples of information gap activities:

- ✓ 20 questions: Students work in pairs or small groups. One student chooses an object or person and keeps it a secret. The other students must ask yes or no questions to determine what that object/person is. The maximum number of questions is 20.

- ✓ Guess the card: Students work in partners. This is similar to 20 questions only the students already have the object chosen for them. One student holds a card so that their partner can't see. The partner must then ask yes or no questions to determine what is on the card. Often teachers structure this activity to fit with the theme of a particular unit.
- ✓ Find your partner: Whole class participates. Students are each given a card with an image on it; there are two of each image. Students must circulate and try to find the person with the same image by asking yes or no questions. The students may not ask "Do you have an elephant" if their image is, for example, an elephant. They must ask more descriptive questions, for example "Does your thing have 4 legs?" or "Does your thing live in the jungle?"
- ✓ Words on back: Students work in large groups or as a whole class. Each student has a word attached to his or her back; the students must then circulate asking each other yes or no questions to determine what word is on their back.
- ✓ Same different: Students work in pairs. Each has a different picture that should not be shown to their partner. The students take turns asking each other yes or no questions to find out how the pictures are different.²⁰

²⁰ BILASH, Olenka. Information Gap Activities. Improving Second Language Education. Education Alberta. USA.2011.
(<http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/info%20gap%20activities.html>).

- **Find Out Information.**

In this activity each student (in pairs) must find out the information needed to answer the questions on his or her worksheet. The student does this by asking his or her partner. Once the partners have finished the first set of questions, they ask questions to complete the missing information in the grid. For example:

Student A: Look at the information about sports activities at the sports center. Listen to your partner's questions and use the information to answer them.

Student B: Look at the information about the sports center and ask your partner questions to find out more about sports and activities.

➤ **Teaching Writing.**

Writing, the visual representation of a language, is invaluable for helping students communicate and understand how the parts of language go together. Many students actually learn and remember more through the written word. Keep in mind that writing almost always involves reading; the two skills, the receptive and the productive, are independent.

Generally speaking, the students who reads with ease and reads widely finds writing easier than the student who does not read much and/or reads with difficulty. It does not necessarily follow that a good reader is good at writing, but most students find that, if they continue to practice reading, their writing improves.

Why can writing be difficult? Teachers who are quick learners of other languages should remind themselves that writing in a foreign language is a formidable task.

- **Writing Strategies.**
 - **Generating Ideas**
 - ◆ **Rapid Writing.**

When students engage in rapid writing at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

Purpose

- Help students to start writing and ultimately to produce more writing.
- Encourage fluency in generating ideas for writing on any topic, in any subject area.
- Help students begin organizing ideas.

Payoff

Students will:

- Rapidly generate fresh ideas about topics in any subject area.
- write down ideas without self-editing.
- generate raw material for more polished work.

- complete writing activities on time, overcome writer’s block, and improve test-taking skills.

Tips and Resources

- This strategy may be used in a number of ways, including: prewriting; brainstorming for a specific question; or writing for reflection, learning logs, mathematics journals, work journals, etc.
- This strategy may also be used as a pre-reading strategy, similar to a KWL.
- Use this strategy to review what students remember about classroom work.
- Use rapid writing regularly in the classroom, and have students select the day’s topic. Possible topics might include analyzing a science hypothesis, discussing proof for a mathematics word problem, or developing an opinion on a history or geography topic.
- Students can apply this strategy when writing tests or examinations, by “scribbling down” information they are afraid of forgetting just before they begin responding to the questions.
- Use the rapid writing drafts to give students practice in proofreading and reviewing their writing for flow of ideas. When students use this strategy at the computer with the monitor turned off, they will be amused by how many errors in proofreading they have made. Be prepared for some laughter in the classroom when using this approach.

•Further Support

- Write the topic on the board, and do not repeat it orally if a student comes in late. Instead, point at the board. This also reinforces the topic for visual learners and for students who have poor aural memory.
- Encourage students to use the rapid writing strategy to overcome anxiety for tests or assignments.
- Use timed writing for parts of a task - e.g., as many words as possible in three minutes, then as many more as possible in the next three min, etc.
- Vary criteria: some students may need to work in point form, or stop and break after three minutes.
- Save completed rapid writing samples to use later to teach writing conventions or organization of ideas.
- Vary the amount of time you give to students.
- Post the topic-related vocabulary in the classroom as an aid for struggling students.

◆ Setting the Context (What Do My Readers Want to Know?)

Good writers anticipate the information and ideas that readers may want or need to know about the subject. Imagining and considering the possible questions that the intended audience may have about the topic help to generate possible content for the writing, suggest a writing form, and provide a direction for research.

Purpose

- Generate possible topics and subtopics for a writing task.
- Identify important ideas and information to include in the writing.
- Identify the audience and purpose for the writing.

Payoff

Students will:

- Clarify the writing task (purpose, audience, form).
- Consider the audience and the purpose for the writing.
- Generate questions and use them to focus the writing.

Tips and Resources

- **Purpose** refers to the reason for the writing and the results that writers expect from the writing. Some writing is intended to communicate information to the reader. These purposes include to inform, to explain, to review, to outline, and to describe. Other purposes convince the reader of a particular viewpoint. These include to request, to persuade, to assess, to recommend, to propose, to forecast, and to entertain. The purpose for the writing will affect the selection of content, language, and form.

- **Audience** refers to the intended readers of the writing. Defining the audience is important because it will affect the content (what is said), and the form and

features (how it is said). The intended audience may vary in age, background knowledge, experience and interest.

Further Support

- When students are working in pairs, have each partner generate questions for the other's topic.
- To generate ideas, ask questions about the topic from the point of view of the intended audience. Provide support for asking rich questions.
- Review the 5W + H questions (who, what, when, where, why, how).

◆ Adding Content (Pass It On!)

This strategy provides feedback to students before they start their first draft. Students exchange their brainstorming and notes for any project-paragraphs, research, process, lab reports or summaries, and develop questions designed to help them draw out more details for their first draft.

Purpose

- Identify ideas and information that may have been omitted.
- Reconsider and revise initial thinking (such as brainstorming) before writing the first draft.
- Teach students how to question others and themselves.

Payoff

Students will:

- Ask who, what, where, when, why and how (5W+H), and predict questions while writing.
- Add and support ideas, with the help of others and then on their own.

Tips and Resources

- This activity is a good follow-up to Rapid Writing and What Do My Readers Want to Know?
- This strategy may be used before and during writing, especially if students are sharing research.
- Provide stick-on notes if students find it too confusing to have other students writing on their work.

Further Support

- Teachers should model the process of asking questions about a piece of writing. Alternatively, teachers may post a piece of personal writing and invite students to ask questions about various parts of the piece.
- Students may use brainstorming or first drafts of any assignment they are working on (e.g., research/planning, paragraphs, summaries, lab reports, essays, answers to questions).

- **Developing and Organizing Ideas.**
 - ◆ **Webbing, Mapping and More.**

Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

Purpose

- Identify relationships and make connections among ideas and information.
- Select ideas and information for possible topics and subtopics.

Payoff

Students will:

- Model critical and creative thinking strategies.
- Learn a variety of strategies that can be used throughout the writing process.
- Reread notes, gathered information and writing that are related to a specific writing task.
- Organize ideas and information to focus the writing task.

Tips and Resources

- Strategies for webbing and mapping include:

- Clustering – looking for similarities among ideas, information or things, and grouping them according to characteristics.
- Comparing – identifying similarities among ideas, information, or things.
- Contrasting – identifying differences among ideas, information, or things.
- Generalizing – describing the overall picture based on the ideas and information presented.
- Outlining – organizing main ideas, information, and supporting details based on their relationship to each other.
- Relating – showing how events, situations, ideas and information are connected.
- Sorting – arranging or separating into types, kinds, sizes, etc.
- Trend-spotting – identifying things that generally look or behave the same.

Further Support

- Provide students with sample graphic organizers that guide them in sorting and organizing their information and notes- e.g., cluster (webs), sequence (flow charts), compare (Venn diagram).
- Have students create a variety of graphic organizers that they have successfully used for different writing tasks. Create a class collection for students to refer to and use.

- Provide students with access to markers, highlighters, scissors, and glue, for marking and manipulating their gathered ideas and information.
- Select a familiar topic (perhaps a topic for review). Have students form discussion groups. Ask students to recall what they already know about the topic, and questions that they still have about the topic. Taking turns, students record one idea or question on a stick-on note and place it in the middle of the table. Encourage students to build on the ideas of others. After students have contributed everything they can recall about the topic, groups sort and organize their stick-on notes into meaningful clusters on chart paper. Ask students to discuss connections and relationships, and identify possible category labels. Provide groups with markers or highlighters to make links among the stick-on notes. Display the groups' thinking.

◆ **Supporting the Main Idea.**

In this strategy, students learn how to select the better of two possible main ideas to use as a topic sentence in an information paragraph, and then learn how to choose details to support it. Student samples are selected from a variety of subject areas. Samples may also be used to teach summary writing.

Purpose

- Distinguish main ideas and supporting details for a paragraph.

Payoff

Students will:

- Write well-organized paragraphs for different subject areas, with supporting details.
- Demonstrate a clear understanding of the topic.
- Improve reading comprehension by spotting main ideas and supporting details.

Tips and Resources

- Write the sentences into a paragraph, starting with the most general and writing the remaining sentences in order of importance (most to least or least to most).
- Use this strategy in mathematics to deal with word problems, or in law and history to argue a point.

Further Support

Alternative methods:

- Complete the activity on paper.
- Work either individually or in pairs.
- Read groups of sentences.
- Look for the best-supported general statement.
- Cross off statements that do not fit the general statement selected.

◆ **Adding Details.**

In this strategy, students ask questions to support and elaborate on the main ideas from their first draft of a piece of writing. A structure for asking questions is provided.

Purpose

- Provide additional specific and supportive detail in the writing.

Payoff

Students will:

- Add depth and breadth to writing by including appropriate details.

Tips and Resources

- Make sure the paragraph composed for this activity is “bare-bones,” leaving out most details and many unanswered questions. (For example, see Teacher Resource, Adding Details – Geography Sample.)
- For an annotated sample, see Teacher Resource, Adding Details – Spam Sample.
- As a next step in the writing process, consider following this activity with Peer Editing.

Further Support

- Encourage students to use anecdotes and examples, as well as facts.

Revising and Editing.

◆ Reorganizing Ideas.

Writers revisit their writing as they draft to add, delete and change ideas and information. There are specific strategies writers use to revise their writing. One strategy writers use is ARMS (add, remove, move, substitute). (Faigley and Witte, 1981)

Purpose

- Identify different strategies for reorganizing content.
- Examine and determine effectiveness of sentence and paragraph order.

Payoff

Students will:

- Organize writing effectively for different purposes in different subject areas.
- Organize ideas and information for clarity and emphasis.

Tips and Resources

- Revising is the process of making sure that the writing says what the writer wants it to say. Most writers look for the biggest problems first and then tackle the smaller ones. For example, a writer may begin with the completeness of the content, accuracy and depth of supporting details and evidence, and the way the writing is organized, then look at style, grammar, spelling and usage.

Sometimes it is helpful to consider reviewing the writing by looking at paragraphs, then sentences, and finally words and phrases.

Further Support

- Have students select a section of a current writing task that they want to revise, and read it aloud to another student. The partner summarizes/paraphrases the content. The student author notes changes, misunderstandings, and omissions, and then clarifies the partner's paraphrase. The partner asks questions about the content and the elements of style to clarify the writing's content and organization. The student author uses the feedback to revise his or her writing.
- Provide students with opportunities to use the computer cut/paste/copy/delete functions to demonstrate their skills in using electronic technology to revise their writing.
- Encourage students to read their writing aloud, and then circle ideas that are confusing, put arrows where information or evidence is missing, and cross out repetitious information or words. This process can also be used to edit writing by circling words and phrases that they wish to improve or that have been overused.

Before my final draft, I check that...

- ❖ I have written about what was requested.
- ❖ The ideas are connected (to one another).
- ❖ My verb tenses are correct and
- ❖ Consistent.

- ❖ My point of view is consistent.
- ❖ My spelling is double checked.
- ❖ My punctuation is effective.²¹

- **Writing Activities.**

- **Text Lingo.**

Many of our teenage students now have mobile phones and enjoy sending text messages to each other. This activity introduces them to some English text messages that they could start to use with their friends.

Preparation

Photocopy the text messages and their real English translations. You can either hand these out as a worksheet or cut them up into strips for students to match.

Procedure

Ask your students how they send texts and to teach you a few tricks for messaging in their language. Then tell them that in English there are lots of ways to send short texts.

- Give out the cut up the strips or matching exercise to each group of 3 or 4 students.
- Ask them to read the messages and to match them with their real English equivalent.

²¹ JOEY. Tras. Writing Strategies. Ministry of Ontario. Quebec-Canada. 20010. (<http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/writing.pdf>).

- Tell them the answers and ask them if they have any equivalents in their L1.

Text lingo

How's your English text lingo? Match the text message on the left with its 'translation' in real English on the right.

Text	Translation
1) C U L8R M8	a) As far as I know
2) B4	b) Love you with all my heart
3) AFAIK	c) Boring
4) W8 4 ME, I'M L8, SOZ	d) Text me back
5) KIT	e) Have a nice day
6) RUOK?	f) See you later mate
7) LUWAMH	g) Keep in touch
8) HAND	h) Easy
9) Zzzzzzzzz	i) Are you okay?
10) KOTL	j) Wait for me, I'm late, sorry
11) TMB	k) See you tonight or tomorrow
12) 0 ME	l) By the way
13) EZ	m) Before
14) BTW	n) Ring me
15) C U 2NITE O 2MORO	o) Kiss on the lips

**Answers: 1 – f, 2 – m, 3 – a, 4 – j, 5 – g, 6 – i, 7 – b, 8 – e, 9-c, 10 – o, 11 – d,
12 – n. 13 – h, 14 – l, 15 – k²²**

- **Writing correction code**

This is a common tool to optimize learning opportunities from mistakes learners make in written homework and to encourage the editing stages of process writing. You show the learners where the mistakes are and what kind they are, and then they try to correct them as a second stage to the initial writing task. The codes shown here are just an example and are not meant to all be used at every level. You need to find out which ones work for you and your learners.

Preparation

Make copies of the writing error correction code and worksheet.

Writing correction code

Code Use Example

WW Wrong word- As our plane flew on the mountains we saw snow.

WT Wrong time -As our plane flew over the mountains we see snow.

WF Wrong form -As our plane flew over the mountains we was seeing snow.

WO Wrong order -As our plane over the mountain flew we saw snow.

SP Spelling -As our plane flue over the mountains we saw snow.

²² BUDDEN, Jo. Teaching Resources. British Council. Spain. 2007.
(<http://www.teachingenglish.org.uk/activities/text-lingo>).

P Punctuation -As our plane flew over the mountains; we saw snow.

X Extra word -As our plane flew over to the mountains we saw snow.

M Missing word- As our plane flew over the mountains saw snow.

R Register- As our plane flew over the mountains we observed snow.

? Not clear -As our plane flew over the mountains we saw snow.

! Silly mistake! -As our plane flew over the mountains we seed snow.

RW Try re-writing -Our vehicle flies, we snow find, over mountains you saw it.

Procedure.

- Set your writing homework. Ask learners to double-space or leave a clear margin.
- Collect the work and correct it using the correction code. Underline the mistakes you want learners to notice and add the codes, either underneath or in the margin.
- Return the work and ask learners to take it home and correct it, then submit it again.
- The first time you do this, explain to your learners what you are doing and why (in L1 if necessary). Talk through the worksheet. You can ask the learners to correct the mistakes on it using the code.

- And / or the first time you do this, do the correcting work in the class.²³

- **Note Writing.**

This is an activity which is really useful for helping learners to write more fluently and can also help you to diagnose problems with your students' written work and ability to formulate questions. You can use it at the beginning or end of a class as a fun filler, or as an integral part of your lesson.

- Give out a sheet of A4 paper (219mm x 297mm) to each student and ask them to watch and follow your instructions.
- Hold up your paper and fold it in half. Then fold it in half again and then again. Press hard on the paper and then open it out. The folds should have divided the paper into eight rectangles. Use the fold lines to tear the page into eight rectangular pieces of paper.

If you prefer, you can already have this prepared before class, but students really enjoy doing this themselves and it does engage their interest and curiosity.

- Once they all have their eight pieces of paper, ask the students to write their names in the bottom right-hand corner of each piece.
- Next ask them to think of another person in the class and to think of a question they would like to ask them.

²³ KAYE, Paul. Teaching Resources. British Council. Bolivia. 2007.
(<http://www.teachingenglish.org.uk/activities/writing-correction-code>).

- Tell them to write the name of the person on the top left-hand corner and then to write the question on the piece of paper.
- Once they have done this, tell them to pass the paper to the person the question was intended for.
- Students then read any questions they got and start to write replies.
- Students who didn't get a question can start writing another question for someone else.
- Get the students to keep writing and answering questions until all their pieces of paper are used up.²⁴

- **Substitution Table.**

A substitution table is an arrangement in columns of units which may be combined to make sentences. From a table containing five or six columns and the same number of horizontal lines, hundreds of sentences may be made. They will all be grammatically possible, though they may not all make sense.

The sentence pattern is a useful guide to the learner, but unless he has reached the stage at which he is familiar with grammatical terminology, the substitution table is probably more valuable. These tables may be used in many ways. By making from them large numbers of sentences, the learner becomes fluent in speech

²⁴ PEACHEY, Nik. Teaching Resources. British Council. United Kingdom.1970.
(<http://www.teachingenglish.org.uk/activities/note-writing>)

habits. He may also find them useful in acquiring a knowledge of syntax. Tables may vary from the very simple to the complex.

Example:

	Always		by car		Quicker
She	Usually	goes	By bicycle	As it is	Cheaper
	Often		On foot		Not far
	Never		By bus		Too slow

- **Model texts.**

Here the teacher gives to students a short text to read and to use as a model for connecting words in a similar way:

New York is a very busy port. It is at the mouth of the Hudson River in the eastern coast. Although it is not the capital of the USA, it is the second biggest city. The capital of the country is Washington, which is about 300 miles to the south of New York.

Using the model above, students have to connect these sets of words into a paragraph:

Rio Di Janeiro-Brazil-Coast-Capital-Brasilia-thousand miles-Bristol-England-west-coast-capital-200 miles west of London.

HYPOTHESES.

GENERAL HYPOTHESIS.

- Motivation is considered as a key factor in the development of the English productive skills with students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

SPECIFIC HYPOTHESES.

- The teachers motivate positively the development of the speaking skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.
- There is a low motivation provided by teachers in the development of the writing skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

f. METHODOLOGY

This work has been characterized as non-experimental, because it is a socio-educative work and it will be developed in a descriptive way. The researcher will not have the chance to manipulate the variables of the work. The researcher will apply a survey and study of documents and the description of the facts in the same way that they show themselves in the researched reality to discover the data in the obtained results in the work.

Methods, Techniques and Instruments.

Methods:

This research study will be carried out applying the following methods:

Scientific Method. The scientific method will be applied in order to discover the most important information to increase the reader's knowledge about the problem that will be researched, itself that will be developed through the observation, problem statement, hypotheses, hypotheses 'verification and conclusion.

Descriptive Method. The descriptive method will be used in order to describe the most important facts that will be found in the present research through the survey technique applied to teachers and students, itself that will help the researcher in the information's compilation, tabulation, analysis and interpretation of data.

Analytic-Synthetic Method. This method will be applied with the purpose of getting information through different sources like: library, web sites, etc. It will

help the researcher to the development of the theoretical references and to analyze, synthesize and interpret the results.

Explicative Method. As its name says, it can be used to explain all about the theoretical references the researcher has gotten during the process.

Techniques and Instruments.

To obtain the empiric information the researcher will design a **survey** that will be applied to teachers and students to obtain information about the motivation as a key factor in the development of the English productive skills with students of Basic Education. It will be applied to teachers and students with a previous elaborated questionnaire, which will contain different types of opened, closed and mixed questions about the theme to be researched.

Procedures.

Once the researcher recovers the empiric information, he will process it following these phases:

Tabulation.

In the tabulation of the data obtained in the field research, the researcher will use the descriptive statics for the closed questions and unifying criteria from the reason or

Of explanation of every question, and he will contrast the information of the teachers and students which will let the researcher to get the right information.

Organization.

After the researcher organizes the empiric information classifying the questions that will serve to prove every hypothesis and keeping in mind the variables of the same ones as a guide that will help the researcher to prove them. In this way the researcher will facilitate the next step, the interpretation and analysis.

Description.

The obtained data, once the researcher has organized it, will be described in static tables, that will show the frequency and the percentage of the obtained indicators in the applied instruments. This will let the researcher to interpret the information graphically.

Graphic Representation.

After the researcher has described the data, he will represent them graphically, so that it facilitate the interpretation and consequently the critical analysis of every question. The researcher will use the bars diagram to show this information.

Interpretation and Analysis.

Once the researcher has presented the information in tables and graphs, it will be interpreted according to the obtained percentages and it will be analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypotheses.

Hypotheses Verification.

The hypotheses will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation, whose final results are expressed in a descriptive way.

Formulation of conclusions and Elaboration of the Report.

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

Finally, the elaboration of the final report will be designed through a way that let the understanding of the theory and of the results that the researcher will obtain in the present research which can be used to develop more researchers in the future.

Population and Sample.

The sample of the population that the researcher will take is 128 students from 8th, 9th and 10th years of Basic Education who will be taken at random in every parallel.

Regard to the teachers, the researcher will work with all for being a small population.

In order to get the sample of the students' population from 8th, 9th and 10th years of Basic Education, it was necessary to apply the following formula:

$$n = \frac{PQ N}{(n - 1) \frac{E^2}{K^2} - PQ}$$

n= sample

N= population

K= proportionality constant $(2)^2$

E= sample error (10%) Q1

PQ= first quartil (0.25)

$$n = \frac{(0.25)(460)}{(460 - 1) \frac{(0.01)^2}{2^2} - 0.25}$$

$$n = \frac{115}{(459) \frac{0.01}{4} - 0.25}$$

$$n = \frac{115}{0.8975}$$

$$n = 128.13$$

$$n = 128$$

Sample Distribution.

To get the sample by course the following formula was used:

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

F= distribution factor

n= sample size

N= population

$$F = \frac{128}{460}$$

F= 0.2782

This factor was multiplied by students population of every year of basic education of “Gabriela Mistral No 1 school”, therefore in this way the researcher obtains the sample per course.

The researcher detail the sample in the next chart:

Population and Sample

COURSES	POPULATION	SAMPLE
8 th year of basic education	175	49
9 th year of basic education	150	42
10 th year of basic education	135	37
TOTAL	460	128
Teachers' population	3	3

g. TIMELINE

No	ACTIVITIES	2013																2014								2015																							
		Feb				Mar				Apr				May				Mar				Apr				Jan				Feb				Mar				Apr				Oct				Nov			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1	Design. of director for Thesis Project approval.	X																																															
2	Pertinence and Coherence			X																																													
3	Assignment of Thesis director.									X																																							
4	Thesis revision									X	X	X																																					
5	Thesis presentation											X																																					
6	Thesis approval															X																																	
7	Change of Thesis director																							X																									
8	Appointment of new thesis director																							X																									
9	Submission of folders																							X	X	X	X	X	X																				
10	Private qualification																											X																					
11	Thesis corrections																											X	X	X	X	X	X																
12	Public sustentation and incorporation.																																					X	X	X	X								

h. BUDGET AND FINANCING

RESOURCES

Human

- Research Equipment: Rommel Alexander Moreno Torres
- Director of the Thesis Project: Dr. Mgs. Carmen Ojeda
- English Language Department of the Universidad Nacional de Loja
- English teaching staff and students of “Gabriela Mistral No 1 School

Material

- Office material
- Books
- Copies
- Internet
- Computer
- Printer
- Paper and folder

BUDGET:

EXPENSES	COST (U.S.D)
• Acquisition of Bibliography	230.00
• Office material	150.00
• Publication of material for the survey	60.00
• Edition of the text	100.00
• Photocopies of the thesis	200.00
• Transportation	400.00
• Unforeseen expenses	200.00
APROXIMATED COST OF THE PROJECT	1340.00

FINANCING:

The expenses required in the present research work will be solve by the researcher and there is not financing through any public or private institution.

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ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

Education, art and Communication Area

English Language Department

Teacher's Survey

Dear Teacher: As a student of the English Language Department, of the Área de la Educación, Arte y Comunicación of the Universidad Nacional de Loja, with the purpose to carry out the research about “The motivation as a key factor in the development of the English productive skills with students of Basic Education”. I require your contribution in the answering the following questionnaire.

Hypothesis One: The teachers motivate positively the development of the speaking skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

1) Do you consider that motivation is important in the development of the speaking skill in students?

Yes ()

No ()

Why?.....

.....

.....

2) Which of the following motivational strategies do you consider that are helpful in the development of the English productive skills:

- To make an enjoyable learning ()
- To assign students more tasks in class ()
- To assign students to set goals for their learning ()
- To make their self-confidence increase ()

- To make students to work more ()
- To make students cooperate each other ()

3) Through what kind of activities do you believe that students can develop their speaking in a motivated way?

- Eliciting ()
- Guided writing activities ()
- Restricted oral practice activities ()
- Repetitive activities ()
- Fluency activities ()

Hypothesis two: There is a low motivation provided by teachers in the development of the writing skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

4) Do you think that motivation is important in the development of the writing skill in students?

Yes ()

No ()

Why?.....

5) Which of the following strategies do you consider are part in the development of a good writing:

- Generating Ideas ()
- Producing Ideas ()
- Developing and Organizing Ideas. ()

- Writing Ideas ()
- Revising and Editing ()

6) Which of the following activities do you use to motivate your students in the development of the writing skill?

- Text Lingo ()
- Telling a story ()
- Writing correction code ()
- Note Writing ()
- Repetition drill ()
- Substitution Table ()

UNIVERSIDAD NACIONAL DE LOJA
Área de la Educación, el Arte y la Comunicación
English Language Department
Student's Survey

Dear Student: As a student of the English Language Department, of the Área de la Educación, el Arte y la Comunicación of the Universidad Nacional de Loja, with the purpose of carrying out the research about “The motivation as a key factor in the development of the English productive skills with students of Basic Education”. I require your contribution in the answering the following questionnaire.

Hypothesis One: The teachers motivate positively the development of the speaking skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

1) Does your teacher motivate you to develop speaking?

Yes ()

No ()

2) What does your teacher do in order to motivate you in the development of the English productive skills:

- Makes an enjoyable learning ()
- Assigns you to set goals for your learning ()
- Makes you to increase your self-confidence ()
- Makes you and your classmates cooperate each other ()

3) Which of the following activities does your teacher use for the development of speaking:

- Makes you provide information after showing you flashcards, real objects, gestures and mime, etc. (eliciting) ()

- Echo Questions: Transform statements into questions by a change in intonation ()
- Questions and Answers: Ask and answer simple questions. ()
- Simple Substitution: Substitute any word of a phrase given by the teacher ()
- Combining Sentences: combine two sentences to form an only one ()
- Information Gap: Exchange information you know about any situation you like ()
- Find out information: Look for information of interest and then be exchanged among classmates ()

Hypothesis two: There is a low motivation provided by teachers in the development of the writing skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.

4) Does your teacher motivates you to develop writing?

Yes ()

No ()

5) Which of the following strategies do you know to develop a good writing:

- Generating Ideas ()
- Producing Ideas ()
- Developing and Organizing Ideas. ()
- Review your writing by looking at paragraphs, then sentences and finally words and phrases to check effectiveness before editing the last draft ()
- None of the above ()

6) Which of the following activities does your teacher use in class to develop writing:

- asks you decode phrases in order to write them correctly, for example: B4=before, RUOK=are you ok?, etc. ()
- Uses a writing correction code to show you are wrong in any part of your writing, for example: WW=wrong word, WO=wrong order, etc. ()
- Makes you write any phrases you like in the way you want and then helps you correct them ()
- Makes you use different words of a table to form sentences ()
- Gives you texts to use as a model to connect words in a similar way ()

<p>How do teachers motivate the development of the writing skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013?</p>	<p>To recognize how teachers motivate the development of the writing skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.</p>	<p>There is a low motivation provided by teachers in the development of the writing skill to the students of 8th, 9th and 10th years of Basic Education at Gabriela Mistral No 1 school. Catamayo town. Academic year 2012-2013.</p>		<p>-Developing oral fluency</p> <p>Teaching Writing</p> <p>-Writing strategies.</p> <p>-Writing activities.</p>
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