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

ENGLISH LANGUAGE DEPARTMENT

TITLE

**THE TEACHING METHODS AND THE MOTIVATION FOR THE
ENGLISH LANGUAGE LEARNING IN STUDENTS OF 9TH
YEAR OF BASIC GENERAL EDUCATION AT NACIONAL
NOCTURNO CATAMAYO HIGH SCHOOL, ACADEMIC PERIOD
2013-2014.**

THESIS PREVIOUS TO OBTAIN THE
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SPECIALIZATION.

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CERTIFICATION

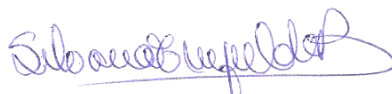
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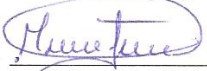
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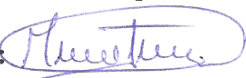
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DEDICATION

The present research work is dedicated to God, for his endless love; to my mother Claudine because she gave me her wise advices and her unconditional support, which helped me to accomplish my studies and finish my career. After that, my brothers who encouraged me to go ahead with my purposes and fulfill my goals.

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MAPA GEOGRÁFICO Y CROQUIS



CROQUIS



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a. TITLE

**THE TEACHING METHODS AND THE MOTIVATION FOR
THE ENGLISH LANGUAGE LEARNING IN STUDENTS OF
9TH YEAR OF BASIC GENERAL EDUCATION AT NACIONAL
NOCTURNO CATAMAYO HIGH SCHOOL, ACADEMIC
PERIOD 2013-2014.**

b. RESUMEN

El proyecto de investigación titulado: LOS MÉTODOS DE ENSEÑANZA Y LA MOTIVACIÓN PARA EL APRENDIZAJE DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DE 9no AÑO DE EDUCACIÓN GENERAL BÁSICA DEL COLEGIO NACIONAL NOCTURNO CATAMAYO, DURANTE EL AÑO LECTIVO 2013- 2014, tuvo el propósito de determinar la influencia de los métodos de enseñanza en la motivación para el aprendizaje del idioma Inglés.

Los métodos que se usaron para el desarrollo de la investigación fueron: científico, en la ubicación del fundamento teórico; deductivo, para la comprobación de hipótesis; descriptivo, para la elaboración del análisis de datos.

La técnica de la encuesta fue aplicada a 70 estudiantes de 9no año y 4 profesores de Idioma Inglés. Mediante la cual se llegó a establecer que los estudiantes reciben sus clases basadas en el método de traducción gramatical. Por lo tanto, los estudiantes sienten poca motivación, y no son participantes activos dentro del aula.

ABSTRACT

The research work entitled: THE TEACHING METHODS AND THE MOTIVATION FOR THE ENGLISH LANGUAGE LEARNING IN STUDENTS OF 9TH YEAR OF BASIC GENERAL EDUCATION AT NACIONAL NOCTURNO CATAMAYO HIGH SCHOOL, ACADEMIC PERIOD 2013-2014, had the purpose to analyze the influence of the teaching methods in the motivation for English language learning. The methods, techniques and procedures used in the research process were: scientific, to find the theoretical foundation; deductive- hypothetical, to the hypothesis testing calculation; descriptive method, to the analysis elaboration. The technique applied was the survey to 70 students of 9th years and 4 English teachers, this technique provided the data to prove the stated hypothesis through a logical analysis by using descriptive statistics and displaying the results in charts and graphs. The main conclusion stated that students receive their classes based on the grammar translation method. Therefore, students are not motivated being it the main reason why they are not active participants within the classroom.

c. INTRODUCTION

English is without a doubt the actual universal language. It is the world's second largest native language, the official language in 70 countries, and English-speaking countries are responsible for about 40% of world. English is very important, because it is the most popular language and it is an international language; English is the universal language that everybody can understand. If someone knows English it will be easier to get a job anywhere in or out the country.

The teaching methods are activities of interrelation between teachers and students directed to reach the goals of the teaching-learning process, they also can best be defined as the types of principles and methods used for instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Brown, H.D. (2007)

Motivation is the reason for any action. It is a psychological characteristic that leads a human being into action. Motivation reinforces the way for the attainment of a goal. As a matter of fact every one of them needs motivation. Motivation has the innate power to chance life better. Brown, H.D. (2007).

Psychologist defines motivation as a kind of energy that helps to work and perform the activities and contends with great enthusiasm.

All the before mentioned reasons are developed in the present research work, that has been made in the “Nacional Nocturno Catamayo” high school of Catamayo city; with the purpose of finding out: How do the teaching methods used by the English teachers affects the teaching- learning process with students of 9th year of Basic General Education. Academic period 2012- 2013?

After the analysis of the research work, the researcher could obtain the **sub-problems**: What kind of methods do the teachers use to develop the teaching-

learning process of the English language with the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school, Academic period 2013- 2014?

How do motivation influence in the English language learning with the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school, Academic period 2013- 2014?

As **specific objectives** the researcher wanted to identify the kinds of methods that are used by the teachers to develop the teaching- learning process of the English language with the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school; and to analyze the influence of motivation on the English language learning with the students of 9th year of Basic General Education at Nacional Nocturno Catamayo.

As the **general hypothesis** the researcher supposed that the teaching methods used by the English teachers affect the teaching- learning process with students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school. Academic period 2013- 2014.

The researcher applied the following methods: the first was the **scientist method**, which was used to review and analyze all the sources of bibliography and the information used. The **descriptive method** which described data and characteristics about the population or phenomenon being studied in order to acquire accurate and systematic data. The **analytic- synthetic method** which was applied to obtain information through different sources such as: library, websites, in order to analyze and interpret the results. Finally, the **explicative method** which was used to explain all theoretical references obtained in the field works which contrast them. The technique used was the **survey**, which permitted the researcher to find the opinion of the teachers and students related with the problem to search, in order to collect the real information.

The **review of literature** is the most important part in the research work, because it helped to value how the teaching methods are related to the motivation for the English language learning process.

The **resources and methods** were used to develop the conclusions and recommendations. The survey which helped to collect the information and analyze the data.

The **results** are important because they contain the results with the statistics tables and graphs, the researcher also could use them, for representing the obtained data with the collected information; it helped to analyze each question and the verification of the hypotheses through a descriptive analyze.

Finally, the **conclusions** which the analysis of every questions helped as base for prove or disapprove the established, this also served to give some recommendations and solutions to the problematic: The Teaching Methods influence in the motivation for the English language learning in the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school, Academic period 2013- 2014.

d. REVIEW OF LITERATURE

The teaching methods

Definition

The teaching methods are the activities of interrelation between teachers and students directed to reach the goals of the teaching-learning process, also can best be defined as the types of principles and methods used for instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Class participation, demonstration, recitation, and memorization are some of the teaching methods being used. When a teacher is deciding on their method, they need to be flexible and willing to adjust their style according to their students. Student success in the classroom is largely based on effective teaching methods. Prator and Celce- Murcia, (1979; 3)

Teaching in the Classroom

For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans of their own, borrow plans from other teachers, or search online or within books for lesson plans. When deciding what **teaching method** to use, a teacher needs to consider students' background knowledge, environment, and learning goals.

Characteristics of teaching methods.

What are the characteristics of a language teaching method? All instructional designs for the teaching of a second or foreign language draw on a number of sources for the principles and practices they advocate. For example they generally make explicit or implicit use of:

- A theory of language: an account of what the essential components of language are and what proficiency or competence in a language entails
- A theory of learning: an account of the psycholinguistic, cognitive and social processes involved in learning a language and the conditions that need to be presented for these processes to be activate. Both the theory of language and language learning underlying an instructional design results in the development of principles that can serve to guide the process of teaching and learning. Different instructional designs in language teaching often reflect very different understandings of the nature language and of language learning, as we will see below. The particular theory of language and language learning underlying an instructional design in turn leads to further levels of specification. For example:
 - Learning objectives: determine the goals of teaching and learning will be
 - The syllabus: includes the primary units of organization for a language course.
 - Teacher and learner´s roles: what roles teachers and learners are expected to play in the classroom?
 - Activities: the recommended classroom activities and techniques.

Traditional methods for the English teaching- learning.

➤ Grammar translation method:

The Grammar Translation Method was developed for the study of “dead” languages and to facilitate access to those languages’ classical literature. That’s the way it should stay. English is certainly not a dead or dying language, so any teacher that takes “an approach for dead language study” into an English language classroom should perhaps think about taking up Math or Science instead. Rules, universals and memorized principles apply to those disciplines – pedagogy and communicative principles do not. **Prator and Celce-Murcia (1979:3),**

Objective:

Most teachers who employ the Grammar Translation Method to teach English would probably tell that the most fundamental reason for learning the language is to give learners access to English literature, develop their minds mentally through foreign language learning and to build in them the kinds of grammar, reading, vocabulary and translation skills necessary to pass any one of variety of mandatory written tests required at high school. **Prator and Celce-Murcia (1979:3),**

Key features

According to Prator and Celce-Murcia (1979:3), the key features of the Grammar Translation Method are as follows:

- 1) Classes are taught in the mother tongue, with little active use of the target language.
- 2) Much vocabulary is taught in the form of lists of isolated words.
- 3) Long elaborate explanations of the intricacies of grammar are given.
- 4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- 5) Reading of difficult classical texts is begun early.
- 6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- 7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- 8) Little or no attention is given to pronunciation.

Typical Techniques

Diane Larsen-Freeman, (1986:13) provides expanded descriptions of some common/typical techniques closely associated with the Grammar Translation Method.

The listing here is in summary form only.

- 1) Translation of a Literary Passage:** Translating target language to native language.
- 2) Reading Comprehension Questions:** Finding information in a passage, making inferences and relating to personal experience.
- 3) Antonyms/Synonyms:** Finding antonyms and synonyms for words or sets of words
- 4) Cognates:** Learning spelling/sound patterns that correspond between L1 and the target language.
- 5) Deductive Application of Rule:** Understanding grammar rules and their exceptions, then applying them to new examples.
- 6) Fill-in-the-blanks:** Filling in gaps in sentences with new words or items of a particular grammar type.
- 7) Memorization:** Memorizing vocabulary lists, grammatical rules and grammatical paradigms.
- 8) Use Words in Sentences:** Students create sentences to illustrate they know the meaning and use of new words.

➤ **Direct method:**

The direct method of teaching, sometimes called the natural method. Not limited to but often used in teaching foreign languages, the method refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900.

Features:

- Teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials
 - Teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language).
 - Centrality of spoken language (including a native-like pronunciation).
 - Focus on question-answer patterns.
- **Audio lingual method:** The audio-lingual method, Army Method, or New Key, is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method didn't focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

This in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychologist went on to become what is known as the Audio lingual method.

Objective:

The Audio lingual method was to create communicative competence in learners; however, it was thought that the most effective way to do this was for students to overlearn the language being studied through extensive repetition and a variety of elaborate drills.

Features:

- New material is presented in dialogue form.
- There is dependence on mimicry, memorization of set phrases.
- Grammar structure was taught in repetition.
- Vocabulary is strictly limited and learned in context.

Typical techniques:

- **Dialog memorization:** students memorize an opening dialog using mimicry and applied role-playing.
- **Repetition drill:** students repeat teacher's model as quickly and accurately possible.
- **Complete the dialog:** various games designed to practice a grammar point in context, using lots of repetition.
- **Grammar games:** various games designed to practice a grammar point in context, using lots of repetition.
- **Communicative language learning:** Communicative language teaching makes use of real-life situations that necessitate communication. The teacher

sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Objectives: The community language learning method does not attempt to teach students how to use another language communicatively; it also tries to encourage the students to take increasingly more responsibility for their own learning, and to learn about their learning, so to speak.

Features:

- Students are to be considered as “learner-clients” and the teacher as a “teacher- counselor”.
- A relationship of mutual trust and support is considered essential to the learning process.
- Grammar and vocabulary are taught inductively but using context.
- Students apply the target language independently and without translation when they feel inclined/ confident enough to do so.

Typical techniques.

- ✓ **Tape recording student conversation:** students choose what they want to say, and their target language production is recorded for later listening/ dissemination.
- ✓ **Transcription:** teacher produces a transcription of the tape-recorded conversation with translation in the mother language- this is then used for the follow up activities or analysis.

- ✓ **Reflection on experience:** teacher takes time during or after various activities to allow students to express how they feel about the language and the learning experience, and the teacher indicates empathy/ understands.

➤ **The silent way:**

The Silent Way is a language-teaching method created by Caleb Gattegno that makes extensive use of silence as a teaching technique. It is not usually considered a mainstream method in language education. It was first introduced in Gattegno's book *Teaching Foreign Languages in Schools: The Silent Way* in 1963. Gattegno was skeptical of the mainstream language education of the time, and conceived of the method as a special case of his general theories of education. (Gattegno, 2001)

The method emphasizes the autonomy of the learner; the teacher's role is to monitor the students' efforts, and the students are encouraged to have an active role in learning the language. Pronunciation is seen as fundamental; beginning students start their study with pronunciation, and much time is spent practicing it each lesson.

Objectives: Teachers using the silent way method want their students to become highly independent and experimental learners. Making errors is a natural part of the process and a key learning device, as it is a sign that students are testing out their hypotheses and arriving at various conclusions about the language through a trial and error style approach.

The teacher tries to facilitate activities whereby the students discover for themselves the conceptual rules governing the language, rather than imitation or memorizing those expresses.

Features:

- Learner discovers or creates rather than remembers and repeats.
- Learning is facilitated by accompanying physical objects.
- Learning is facilitated by problem-solving involving the material to be learned.

Typical techniques:

- **Sound color chart:** the teacher refers students to a color-coded wall chart depicting individual sounds in the target language- students use this to point out and build words with the correct pronunciation.
 - **Teacher's silence:** teacher is generally silent, only giving help when it absolutely necessary.
 - **Peer correction:** students encouraged to help each other in a cooperative and not competitive spirit.
 - **Self- correction gestures:** teacher uses hands to indicate that something is incorrect or needs changing. E.g. using fingers as words then touching the finger/word that is in need of correction.
- **Suggestopedia:** Suggestopedia (USA English) or Suggestopaedia (UK English) is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. It is used in different fields, but mostly in the field of foreign language learning. Lozanov has claimed that by using this method a teacher's students can learn a language approximately three to five times as quickly as through conventional teaching methods.

Suggestopedia has been called a "pseudo-science". It strongly depends on the trust that students develop towards the method by simply believing that it works.

The theory applied positive suggestion in teaching when it was developed in the 1970s. However, as the method improved, it has focused more on “Desuggestive learning” and now is often called “desuggestopedia.” Suggestopedia is a portmanteau of the words “suggestion” and “pedagogy”. A common misconception is to link "suggestion" to "hypnosis". However, Lozano intended it in the sense of offering or proposing, emphasizing student choice.

Objective: Students act like a child, and the teacher is authoritative.

➤ **Total physical response.**

(TPR) is a language-teaching method developed by James Asher, a professor emeritus of psychology at San José State University. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions.

Objectives: one of the primary objectives was that learning needed to become more enjoyable and less stressful. Asher thought that a natural way to accomplish this was recreate the natural children learn their native language, most notably through facilitating an appropriate listening and comprehension period.

Features:

- The teacher directs and students act in response.
- Listening and physical response skills are emphasized over oral production.
- Students are not required to speak until they feel naturally ready or confident enough to do so.
- Grammar and vocabulary are emphasized over other language areas.

Typical techniques:

- **Using commands to Direct Behavior:** the use of commands requiring physical actions from the students in response is the major teaching technique.
- **Role Reversal:** students direct the teacher and fellow learners.
- **Action sequence:** teacher gives interconnected directions which create a sequence of actions.

➤ **The Natural Approach**

Krashen and Terrell see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach. The Natural Approach "is similar to other communicative approaches being developed today" (Krashen and Terrell 1983).

They reject earlier methods of language teaching, such as the Audio lingual Method, which viewed grammar as the central component of language. According to Krashen and Terrell, the major problem with these methods was that they were built not around "actual theories of language acquisition, but theories of something else; for example, the structure of language" Krashen and Terrell (1983- 2001)

Objectives: some important underlying principles are that there should be a lot of language acquisition as opposed to language processing and there needs to be a considerable amount of compressible input from the teacher.

Features:

- Students listen to the teacher using the target language communicatively from the very beginning.

- Students are not corrected during oral production, as the teacher is focusing on meaning rather than form.

Typical techniques:

- **Preproduction:** developing listening skills.
- **Early production:** students struggle with the language and make many errors which are corrected based on content and not structure.
- **Extending production:** promoting fluency through a variety of more challenging activities.

Teacher's Methodology

Grammar is very often presented out of context. Learners **context** are given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation.

Ellis writes that Grammar Teaching involves any instructional technique that draws learners 'attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and process it in comprehension and production so that they can internalize it. Ellis, (2006, p.84)

Harmer, J says that the methodology is the study of pedagogical practices in general, whatever considerations are involved in how to teach are methodological. A teaching methodology is essentially the way in which a teacher chooses to explain or teach to students so they can learn. There are many different methodologies that can be utilized by a teacher, and the methods chosen often depend on the educational philosophy and preferences of a teacher. Harmer, J. (2001)

Harmer, J assures that the teaching methodology is not the same as an educational philosophy for a teacher, though they can often be related. The philosophy a teacher chooses usually indicates how the teacher believes students can best learn new material, and the ways in which students and teachers should relate and interact in the classroom. This philosophy often impacts the choices a teacher can make regarding which teaching methodology or methodologies he or she chooses to use, but they are not necessarily directly connected. Teachers commonly refer to their preferred teaching methods and philosophies together, to give other teachers or students an understanding of their approach, while a number of different methodologies can be used by a teacher, one common and traditional teaching method is often referred to as lecturing or explaining. Harmer, J. (2001)

Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. Whereas interpreting undoubtedly antedates writing, translation began only after the appearance of written literature; there exist partial translations. The extended use of the mother tongue may not be suitable for every English language classroom.

Baynham impetus for implementing translation as a technique was to “overcome a block in motivation” with an advanced student. Baynham (1983)

The main objective was to improve the student’s writing by analyzing both written and spoken discourse in the student’s mother tongue. The student was encouraged to look for the “English way” of saying something rather than merely translating word-for-word. By incorporating meaningful material from the student’s home country into the English lesson and giving more responsibility for learning to the student, Baynham achieved a positive result in the form of increased motivation and increased self-awareness of his student’s personal writing style. Baynham (1983)

Use of language

Harmer J. agrees that students have to practice their English, and suggest that the time the teachers should spend talking in class is 30%, of the whole time dedicated to the class and students 70%. Harmer J. (1998)

However Hall G states that there will be moments that the teacher has to explain complex lessons or activities that will require more time talking in the class. Besides, the learner need language input and comprehension that only the teacher can provide them in the classroom. However Hall G. (2011)

Many English language teachers go to great lengths to avoid the use of their students' mother tongue in the classroom. Nunan describes a situation where an EL (English Language) teacher in China imposed fines on his students when they spoke Cantonese in the classroom. The effect, unsurprisingly, was that the students just fell silent. The teacher got his wish of no Cantonese, but ironically he did not get any English from his students either! Nunan (1999: 158)

Harbord contends that the "strategy of mother tongue avoidance" in ELT (English language teaching) can be explained by the emergence of two major trends:

- The growth of ELT (English Language Teaching) as a casual career for young travelers visiting Europe, which necessitated the use of English only in the classroom.
- The development of a "British-based teacher training movement", which aimed at providing guidance to English teachers working with multilingual classes.

Even with many teachers avoiding the students' L1, it can work its way into the English language classroom in a variety of ways, for a variety of reasons. Harbord (1992: 350)

The English language teaching learning process.

Teaching-learning process

It is the heart of education. On it depends the fulfillment of the aims & objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching learning are related terms. In teaching - learning process, the teacher, the learner, the curriculum & other variables are organized in a systematic way to attain some pre-determined goal. Let us first understand in short about learning, teaching and then teaching-learning relation.

Learning

It can be defined as the relatively permanent change in an individual's behavior or behavior potential (or capability) as a result of experience or practice (i.e., an internal change inferred from overt behavior). This can be compared with the other primary process producing relatively permanent change-maturation that results from biological growth and development. Therefore, when we see a relatively permanent change in others, or ourselves we know that the primary cause was either maturation (biology) or learning (experience). As educators, there is nothing we can do to alter an individual's biology; the only influence open to use is to provide an opportunity for students to engage in experiences that will lead to relatively permanent change.

Teaching

It can be thought of as the purposeful direction and management of the learning process. Note that teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher. Harmer (2000)

Essential aspects of the teaching-learning process

- (a) Discussion -between the teacher and learner.
- (b) Interaction -between the learner and some aspect of the world defined by the teacher.
- (c) Adaptation -of the world by the teacher and action by the learner.
- (d) Reflection -on the learner's performance by both teacher and learner.

Theory and principles of the teaching- learning.

Theory and Research-based Principles of Learning

The following list presents the basic principles that underlie effective learning. These principles are distilled from research from a variety of disciplines.

1. Students' prior knowledge can help or hinder learning.

Students come into our courses with knowledge, beliefs, and attitudes gained in other courses and through daily life. As students bring this knowledge to bear in our classrooms, it influences how they filter and interpret what they are learning. If students' prior knowledge is robust and accurate and activated at the appropriate time, it provides a strong foundation for building new knowledge. However, when knowledge is inert, insufficient for the task, activated inappropriately, or inaccurate, it can interfere with or impede new learning.

2. How students organize knowledge influences how they learn and apply what they know.

Students naturally make connections between pieces of knowledge. When those connections form knowledge structures that are accurately and meaningfully organized, students are better able to retrieve and apply their knowledge

effectively and efficiently. In contrast, when knowledge is connected in inaccurate or random ways, students can fail to retrieve or apply it appropriately.

3. Students' motivation determines, directs, and sustains what they do to learn.

As students enter college and gain greater autonomy over what, when, and how they study and learn, motivation plays a critical role in guiding the direction, intensity, persistence, and quality of the learning behaviors in which they engage. When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome, and perceive support from their environment, they are likely to be strongly motivated to learn.

4. To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.

Students must develop not only the component skills and knowledge necessary to perform complex tasks, they must also practice combining and integrating them to develop greater fluency and automaticity. Finally, students must learn when and how to apply the skills and knowledge they learn. As instructors, it is important that we develop conscious awareness of these elements of mastery so as to help our students learn more effectively.

5. Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.

Learning and performance are best fostered when students engage in practice that focuses on a specific goal or criterion, targets an appropriate level of challenge, and is of sufficient quantity and frequency to meet the performance criteria. Practice must be coupled with feedback that explicitly communicates about some aspect(s) of students' performance relative to specific target criteria, provides

information to help students progress in meeting those criteria, and is given at a time and frequency that allows it to be useful.

6. Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning.

Students are not only intellectual but also social and emotional beings, and they are still developing the full range of intellectual, social, and emotional skills. While we cannot control the developmental process, we can shape the intellectual, social, emotional, and physical aspects of classroom climate in developmentally appropriate ways. In fact, many studies have shown that the climate we create has implications for our students. A negative climate may impede learning and performance, but a positive climate can energize students' learning.

7. To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

Learners may engage in a variety of metacognitive processes to monitor and control their learning—assessing the task at hand, evaluating their own strengths and weaknesses, planning their approach, applying and monitoring various strategies, and reflecting on the degree to which their current approach is working. Unfortunately, students tend not to engage in these processes naturally. When students develop the skills to engage these processes, they gain intellectual habits that not only improve their performance but also their effectiveness as learners.

Teaching Principles

Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following small but powerful set of principles can make teaching both more effective and more

efficient, by helping us create the conditions that support student learning and minimize the need for revising materials, content, and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on.

1. Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching.

When we teach, we do not just teach the content, we teach students the content. A variety of student characteristics can affect learning. For example, students' cultural and generational backgrounds influence how they see the world; disciplinary backgrounds lead students to approach problems in different ways; and students' prior knowledge (both accurate and inaccurate aspects) shapes new learning. Although we cannot adequately measure all of these characteristics, gathering the most relevant information as early as possible in course planning and continuing to do so during the semester can (a) inform course design (e.g., decisions about objectives, pacing, examples, format), (b) help explain student difficulties (e.g., identification of common misconceptions), and (c) guide instructional adaptations (e.g., recognition of the need for additional practice).

2. Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities.

Taking the time to do this upfront saves time in the end and leads to a better course. Teaching is more effective and student learning is enhanced when (a) we, as instructors, articulate a clear set of learning objectives (i.e., the knowledge and skills that we expect students to demonstrate by the end of a course); (b) the instructional activities (e.g., case studies, labs, discussions, readings) support these learning objectives by providing goal-oriented practice; and (c) the assessments (e.g., tests, papers, problem sets, performances) provide opportunities

for students to demonstrate and practice the knowledge and skills articulated in the objectives, and for instructors to offer targeted feedback that can guide further learning.

3. Effective teaching involves articulating explicit expectations regarding learning objectives and policies.

There is amazing variation in what is expected of students across American classrooms and even within a given discipline. For example, what constitutes evidence may differ greatly across courses; what is permissible collaboration in one course could be considered cheating in another. As a result, students' expectations may not match ours. Thus, being clear about our expectations and communicating them explicitly helps students learn more and perform better. Articulating our learning objectives (i.e., the knowledge and skills that we expect students to demonstrate by the end of a course) gives students a clear target to aim for and enables them to monitor their progress along the way. Similarly, being explicit about course policies (e.g., on class participation, laptop use, and late assignment) in the syllabus and in class allows us to resolve differences early and tends to reduce conflicts and tensions that may arise. Altogether, being explicit leads to a more productive learning environment for all students.

4. Effective teaching involves recognizing and overcoming our expert blind spots.

We are not our students! As experts, we tend to access and apply knowledge automatically and unconsciously (e.g., make connections, draw on relevant bodies of knowledge, and choose appropriate strategies) and so we often skip or combine critical steps when we teach. Students, on the other hand, don't yet have sufficient background and experience to make these leaps and can become confused, draw incorrect conclusions, or fail to develop important skills. They need instructors to break tasks into component steps, explain connections explicitly, and model

processes in detail. Though it is difficult for experts to do this, we need to identify and explicitly communicate to students the knowledge and skills we take for granted, so that students can see expert thinking in action and practice applying it themselves.

5. Effective teaching involves adopting appropriate teaching roles to support our learning goals.

Even though students are ultimately responsible for their own learning, the roles we assume as instructors are critical in guiding students' thinking and behavior. We can take on a variety of roles in our teaching (e.g., synthesizer, moderator, challenger, and commentator). These roles should be chosen in service of the learning objectives and in support of the instructional activities. For example, if the objective is for students to be able to analyze arguments from a case or written text, the most productive instructor role might be to frame, guide and moderate a discussion. If the objective is to help students learn to defend their positions or creative choices as they present their work, our role might be to challenge them to explain their decisions and consider alternative perspectives. Such roles may be constant or variable across the semester depending on the learning objectives.

Teaching- learning strategies.

Early years

Impulse control is a skill many children develop naturally around the age of four, but this may not be the case for children in care. Many will have had poor modelling in their family home, as well as experiences of abuse, that may make controlling their emotions difficult.

Key teaching strategies:

- Ensure children are appropriately challenged intellectually
- Build personal best measures into assessments so students can experience success
- Provide a structure for social interaction (e.g. games or activities at lunchtime).

Middle years

Children begin to develop key communication and social skills in their middle years. At this stage the ability to communicate effectively with a wide range of people is crucial for learning. Children in care may exhibit a lack of social skills leading to isolation and anti-social behavior.

Key teaching strategies:

- building supportive relationships and a sense of belonging to the school
- providing skills and opportunities to communicate with a range of peers and adults
- assisting children to identify and build on their skills and interests
- Encouraging children to learn through the delivery of challenging, engaging curriculum.

Older students

Older students may struggle with more complex learning tasks because they do not have the same basic knowledge as other students.

Key teaching strategies:

- One-to-one support and the opportunity to 'check in' with teachers

- Private sessions used to break up tasks into smaller, more manageable sections
- Identifying areas of the curriculum in which they can demonstrate their skills.

The motivation in the learning process.

Motivation definition

Motivation is the reason for any action. It is a psychological characteristic that drives a human being into action. Motivation paves the way for the attainment of a goal. It is indeed true that you cannot achieve your goal without motivation. As a matter of fact every one of us needs motivation at some point in life or the other. Life without motivation can be very dull for sure. Motivation has the innate power to chance your life for the better.

Brown defines motivation based on behavioristic and cognitive definition. Based on behavioristic Brown defines motivation as anticipation of reinforcement which is powerful concept for the class room. Based on cognitive definition, Brown classified motivation definition into three categories. First based on drive theory, motivation stems from basic innate drives, so motivation have been exist since we are born. Second based on hierarchy, motivation is something that comes from individual needs. Third, based on self-control theory, motivation is something that appear if there is opportunity to make someone to make own choices about what to pursue and what not to pursue (self-control) (Brown, 2001:73-75).

Motivation can be defined as an inspiring force that finds you. In other words you need not go in search of it. If you are in a workplace then the incentive that your boss may give you for accomplishing a task can motivate you to work better and gain even more job experience in the process. Thus motivation certainly enhances the quality of your life. Motivation builds your confidence and general outlook towards life. Motivation factors differ according to your psychological nature.

Motivation definitions say that each individual can show a liking towards a few motivating factors. These factors are called motivators.

Therefore according to motivation definition is nothing but emotional or a mental desire that drives human beings into action in order to achieve success in researching their targets with precision.

Psychologist defines motivation as a kind of energy that gives rise to a will to work and perform with great enthusiasm.

Types of Motivation

Teachers can often readily identify students who demonstrate high or low motivation in a certain task. Motivated students engage in the task with intensity and feeling, whereas unmotivated students procrastinate and indicate in other ways that they would rather do something else. These differences exemplify the quantitative dimension of motivation, ranging from high to low. Teachers can often also identify highly motivated students who engage in tasks in different ways. Some may attempt to finish the task quickly, while others may seek more information. Some may persist, while others may begin enthusiastically but give-up when they encounter difficulty. These differences reflect the qualitative dimension of motivation. The distinction between intrinsic and extrinsic motivation has been one of the important theoretical conceptualizations of qualitative differences in engagement.

- **Intrinsic motivation**

Refers to engagement in an activity with no other reason than the enjoyment and satisfaction of engagement itself.

Intrinsic motivation is not influenced by external factors but it comes from individual inside factor. The internal factors might include needs, interest, and enjoyment (Marsh, 1996: 27).

The needs of students can engage them to achieve learning goal. For example, a learner who learns English because he needs English skill to do communication in his social life has a high motivation in learning English in order to master English to help him survive in social life. In other hand, interest also has a role in increasing motivation level of student. If a student is interested to study English they will reach the learning goal easily. Then, enjoyment is also important in increasing motivation of student. If the students do not feel enjoy in learning class, the material taught is difficult to be transferred. So, intrinsic motivation is motivation that is created by individual self-influenced by personal factors that are needs, interest and enjoyment. The learners can create motivation by their self.

- **Extrinsic motivation**

Refers to engagement that provides means to ends that go beyond the engagement itself. The goals of extrinsically motivated engagement might be the attainment of tangible rewards such as money, prizes, or other benefits; intangible rewards such as social approval, a sense of worthiness, or even a sense of conscientiousness; or the avoidance of tangible and intangible punishments such as time-out, scolding, rejection or sense of low self-worth.

Extrinsic motivation is the contrary of intrinsic motivation. Extrinsic motivation is influenced by external factor of learner. Marsh wrote in his book that motivation refers to external stimulus which follows as result of a certain response (Marsh, 1996- 2001: 28).

In addition, Harmer explained in his book that extrinsic motivation is caused by any number of outside factors. That might include the hope of financial reward; need to pass an exam, or the possibility of future level (Harmer, 1988- 2005:51). So, extrinsic motivation is any stimulus which comes from outside of learner and which drives the learner in learning process. Any factor that comes from learner

outside and that support students to study harder in learning process is called extrinsic motivation.

- **Fear**

Fear motivation involves consequences. This type of motivation is often one that is utilized when incentive motivation fails. In a business style of motivation often referred to as the, “carrot and stick,” incentive is the carrot and fear is the stick.

Punishment or negative consequences are a form of fear motivation. This type of motivation is commonly used to motivate students in the education system and also frequently in a professional setting to motivate employees. If we break the rules or fail to achieve the set goal, we are penalized in some way.

- **Power**

The motivation of power can either take the form of a desire for autonomy or other desire to control others around us. We want to have choices and control over our own lives. We strive for the ability to direct the manner in which we live now and the way our lives will unfold in the future.

We also often aspire to control others around us. The desire for control is stronger in some people than others. In some cases, the craving for power induces people to harmful, immoral, or illegal behavior. In other situations, the longing for power is merely a desire to affect the behavior of others. We simply want people to do what we want, according to our timetable, and the way we want it done.

- **Social**

Many people are motivated by social factors. This may be a desire to belong and to be accepted by a specific peer group or a desire to relate to the people in our

sphere or in the larger world. We have an innate need to feel a connection with others. We also have the need for acceptance and affiliation.

A genuine and passionate desire to contribute and to make a difference in the lives of others can be another form of social motivation. If we have a longing to make a contribution to the world around us, it is generally a sign that we are motivated by social factors.

The real importance of understanding the different types of motivation is in our ability to determine which form of motivation is the most effective for inspiring the desired behavior in either others or ourselves. None of these styles of motivation is inherently good or bad, the positive or negative outcome is truly determined by the way they are used.

- **Achievement**

This is the motivation of a person to attain goals. The longing for achievement is inherent in every man, but not all persons look to achievement as their motivation. They are motivated by a goal. In order to attain that goal, they are willing to go as far as possible. The complexity of the goal is determined by a person's perception.

To us, the terms "simple" and "complex" are purely relative. What one person thinks is an easy goal to accomplish may seem to be impossible to another person. However, if your motivation is achievement, you will find that your goals will grow increasingly complex as time goes by.

Motivation in the Learning process

Motivation is a critical component of learning. Motivation is important in getting students to engage in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to

which they will be exposed to. Students who are motivated to learn something use higher cognitive processes in learning about it. Motivation to do something can come about in many ways. It can be a personality characteristic or a stable long-lasting interest in something. There are several theories of motivation that exist. Some state that motivation is tied to the idea that behaviors that have been rewarded in the past will be more likely to be repeated in the future. Therefore past experiences will motivate a student to perform in future ones.

Other theories prefer to think of motivation as a way to satisfy certain needs. Some basic needs people must satisfy are food, shelter, love and positive self-esteem. Therefore, motivation to do something may be based on the achievement of these needs.

Yet another theory (the attribution theory) seeks to understand people explanations and excuses when it comes to their successes and failures. When people feel that they have control over their success in something, then they are more motivated to achieve in it. If they feel that they will not have any control in their success they might not be as motivated to achieve.

The expectancy theory of motivation is based on the belief that peoples efforts to achieve depends on their expectations of rewards. People will be motivated to do something based on whether they think that they will be successful and be rewarded. (Brown, D. 2005)

There are also ways that a teacher can imply that they have positive expectations for their students.

These include:

- Waiting for the student to respond to a question.

- Avoid making distinctions of achievement among students.
- Assessment and results should be a private matter.
- Treat all students equally. Call on all students regardless of achievement levels, and spend equal amounts of time with them.

Teacher's role in motivating students.

While students success is important every educational level, it gains significance during the college years because this phase often represents the last formal education many students receive before competing for work.

The roots of students' motivation are in their home environment. Some children receive the message that learning is worthwhile, frequently fun and satisfying. Their parents by encouraging exploration, competence and autonomy help them to enter the classroom motivationally "rich" and ready to take risk and cope with failure. On the other hand, students whose motivation is low associate learning with drudgery instead of delight and being physically present they often stay mentally absent. Increasing their engagement and motivation should be a priority for teachers and administrators.

There is a variety of specific actions that teachers can take to increase motivation on classroom task. In general, they fall into the categories of intrinsic and extrinsic motivation. As the intrinsic motivation is concerned, the topics must be closely linked to the interests and experiences of particular learners and be presented within familiar, authentic guidelines. They must also depict the culture of the target language creating and maintaining learners' curiosity. One of the secrets of motivation is not to force a topic on students that they are not interested in. Learners are attentive and motivated when they notice their needs are being fulfilled. Sometimes if we do not find out any use for one of the topics, we can just leave it or use it differently. It requires more work from the teacher but as a

result both sides can benefit. Students will be engaged in the tasks and the teacher will have no reason for feeling stressed and frustrated. It is also valuable to stimulate students' curiosity by providing challenging but achievable learning activities in order all our language students can succeed. (Burgess. D. 1998-2007).

Teachers can act in various ways building up learners' extrinsic motivation. Establishing high expectations and helping students to develop realistic but positive attitudes to language learning and to their own abilities as learners is therefore a fundamental motivational strategy. If students believe that language learning is a feasible, an interesting, or a useful activity, there is a good likelihood that they will experience their language study in this light. One of teachers' main concerns is to help students perceive why they are learning the language and what possibilities it can open for them. Students' motivation for learning a language increases when they see connections between what they do in the classroom and what they hope to do with the language in the future. Meaningful, purposeful activities which make learning relevant to students' lives and show how language skills can be applied in the real world can be especially valuable. Students may need the target language in different situations such as ordering a meal in a restaurant, using the telephone at work as well as planning a holiday or another type of journey to the target language country.

Motivation in the classroom.

Student motivation in the classroom is extremely important for their success in the future. In this article, we shall discuss the importance of motivation along with the different concepts involved.

The classroom is a place where students spend most of their time. So, the values learned in the classroom will always remain with the students. All teachers want their students to excel in life and motivating the students is one of the important

ways to help achieve this goal. There might be some students in the classroom who are extremely self-motivated and do not require inspiration from someone else. While others would require that extra push.

Motivation in the classroom plays an important part. There are many reasons why motivation is important and there are many different things that effect a student's motivation. A student outside or home life may affect the student's ability to perform in the classroom or the students social life while at school. When a teacher is trying to get his or her class motivated about learning there are many things that her or she needs to take in consideration.

Teachers should make sure that they know their students, get to know their likes and dislikes. Use this when teaching a lesson, if your students are active try and incorporate an activity that involves them being active, if there are students that like technology use the computer in your lesson, for your creative students has them create a project about the lesson. Somehow find a way to engage them all into the lesson. Don't forget to change how you teach your lesson, "Variety awakens students' involvement in the course and their motivation. Break the routine by incorporating a variety of teaching activities and methods in your course: role playing, debates, brainstorming, discussions, demonstrations, case studies, audiovisual presentations, guest speakers, or small group work." (Forsyrh & McMillan, 1991).

Make sure that the students are active participants within the learning. Students learn better by being involved, they also get motivated when they are doing something instead of sitting there listening to a teacher lecture about a subject. "Students learn by doing, making, writing, designing, creating, and solving." (Davis, 1999, page 2). Allow students to participate in making goals, help them to make an achievable goal, but let them have a say in it. By allowing the students to have a say in their goal or how they are going to reach their goal will get the student excited about it, this will then get them motivated to reach that goal.

e. MATERIALS AND METHODS

METHODS, TECHNIQUES AND INSTRUMENTS

METHODS:

Scientific Method

This method was used appropriately to review and analyze all the sources of bibliography and the information that the researcher used. It's also a procedure used by scientist to test hypotheses by making predictions about the outcomes of an experiment before the experiment is performed.

It is a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge. On the other hand, it is a method or procedure that has characterized natural science and consisting in systematic observation, measurement, experiment, formulation, verification of hypotheses.

Descriptive Method

This method is also known as statistical research. It described data and characteristics about the population or phenomenon being studied. However, it does not answer questions about how, when and why the characteristics occurred, which are doing with analytical research. The purpose of using the descriptive research method was to acquire accurate, factual, systematic data that can provide you with an actual picture of data set that you are reviewing. It is advice that the descriptive method should not be used to create a causal relationship, where one variable affects the other.

Analytic-Synthetic Method

This method helped to researcher to analyze and interpret results. It also was used to establish the conclusions based on it, of major tendency.

Explicative Method

This method was used to explain all theoretical references we obtain in the field work which contrast them. They let us identify the strategies and techniques that the teachers apply to motivate students in English language learning.

TECHNIQUES AND INSTRUMENTS

The instrument that the researcher applied during the research work to obtain empiric information with the English teachers and students of 9th year of Basic General Education was the following:

Survey: This technique was applied to find the opinion of the teachers and students about a topic.

Observation: The researcher used this technique to obtain direct information.

POPULATION

The population that the researcher studied for this research work was 70 students in total of 9th year of Basic General Education and four English teachers. It was a small group for the investigation.

This information is detailed in the following chart:

YEARS	Numbers of students and teachers
9 th year of Basic Education.	70
English Teachers	4
TOTAL	74

f. RESULTS

TEACHERS AND STUDENT'S SURVEY

➤ HYPOTHESIS ONE:

The methods used by the English teachers have characteristics of the traditional didactic what limit the learning of the students of 9th year of Basic General Education at Nacional Nocturno Catamayo High School. Academic period 2013-2014.

1. What kind of methodology do you use to teach English?

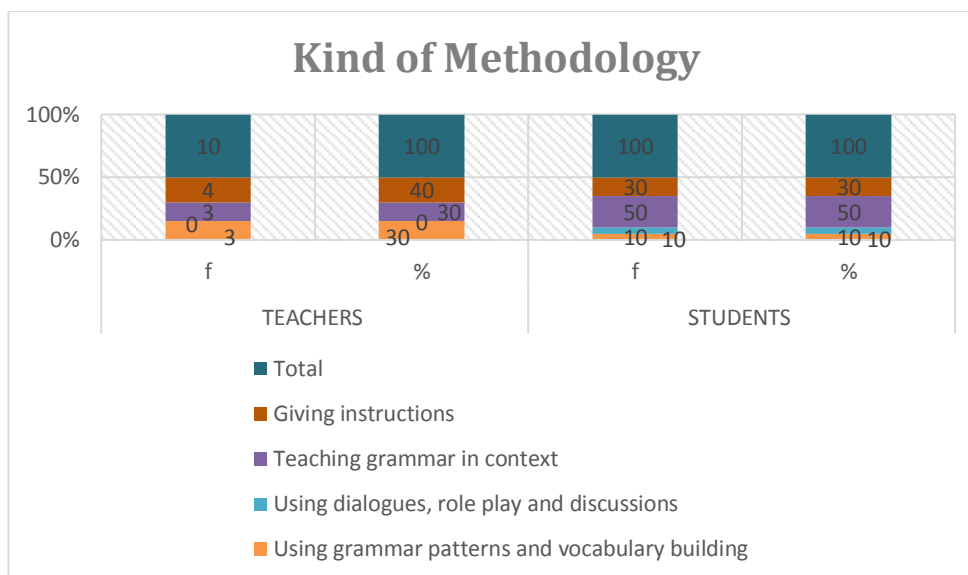
a) Chart

Kind of Methodology				
ENGLISH METHODOLOGY	TEACHERS		STUDENTS	
	F	%	f	%
Using grammar patterns and vocabulary building	3	30	10	10
Using dialogues, role play and discussions	0	0	10	10
Teaching grammar in context	3	30	50	50
Giving instructions	4	40	30	30
Total	10	100	100	100

Source: Students and Teacher's survey.

Researcher: Alexandra Magaly Macas Jiménez.

b) Graph



c) Logical Analysis

As we can see, in this question there is a contradiction. The majority of the teachers said that the methodology they use in class is giving instructions; while the majority of students said that the teachers work with teaching grammar in context. Grammar is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation.

According to Ellis. (2006) “Grammar Teaching involves any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and process it in comprehension and production so that they can internalize it”.

Therefore the methodology that teachers use is traditionally.

2. How do you consider the teacher's methodology in the English language class?

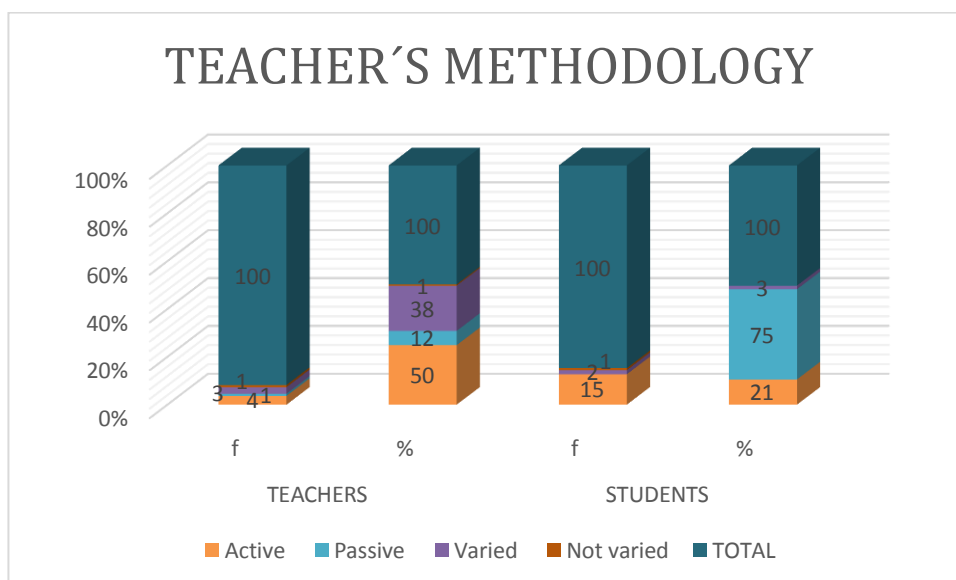
a) Chart

Teacher's methodology				
TEACHER'S METHODOLOGY	TEACHERS		STUDENTS	
	f	%	F	%
Active	4	50	15	21
Passive	1	12	55	75
Varied	3	38	2	3
Not varied	0	0	1	1
TOTAL	8	100	73	100

Source: Students and Teacher's survey.

Researcher: Alexandra Magaly Macas Jiménez

b) Graph



c) Logical analysis

As we can see, the majority of the teachers said that the methodology is active, while some students disagreed and said that the teacher's methodology is passive.

Harmer, J. (2001) says that "the methodology is the study of pedagogical practices in general, whatever considerations are involved in how to teach are methodological. A teaching methodology is essentially the way in which a teacher chooses to explain or teach to students so they can learn. There are many different methodologies that can be utilized by a teacher, and the methods chosen often depend on the educational philosophy and preferences of a teacher."

For that reason is necessary to indicate that teachers use the traditional methodology.

3. Who speaks more into the English class?

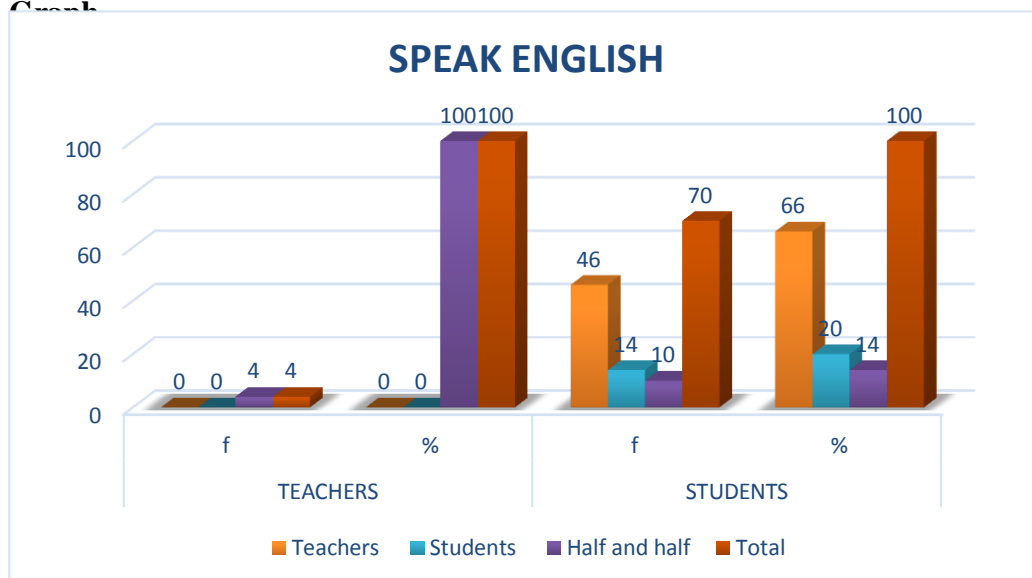
a) Chart

English spoken in class				
ENGLISH SPEAK	TEACHERS		STUDENTS	
	f	%	F	%
Teachers	0	0	46	66
Students	0	0	14	20
Half and half	4	100	10	14
Total	4	100	70	100

Source: Students and Teacher's survey

Researcher: Alexandra Magaly Macas Jiménez

b) Graph



c) Logical analysis

As we can see in this question there is a contradiction. The majority of the teachers said that in the class both students and teachers participate into the classroom; while the majority of students said that the teachers speak more during it.

According to Harmer J. (1998) “students have to practice their English, and suggest that the time the teachers should spend talking in class is 30%, of the whole time dedicated to the class and students 70%”.

If teacher speaks more they use grammar translation method which is related to the traditional methodology.

4. When you do not understand something how does the teacher explain?

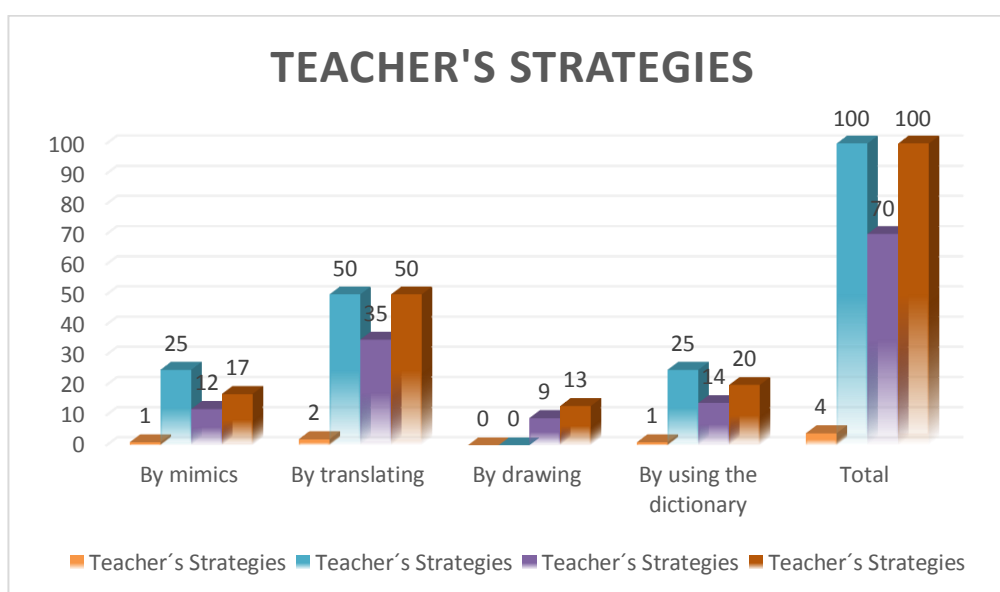
a) Chart 4

Teacher's Strategies				
TEACHER'S STRATEGIES	TEACHER		STUDENTS	
	f	%	f	%
By mimics	1	25	12	17
By translating	2	50	35	50
By drawing	0	0	9	13
By using the dictionary	1	25	14	20
Total	4	100	70	100

Source: Students and Teacher's survey

Researcher: Alexandra Magaly Macas Jiménez

b) Graph 4



c) Logical analysis

The majority of teachers and students answered that the strategy that they use to explain the class is by translation. Most of teachers who employ the Grammar translation method to teach English would tell that the most fundamental reason for learning the language is to give learners access to English literature.

According to Baynham's (1983) "translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. Whereas interpreting undoubtedly antedates writing, translation began only after the appearance of written literature; there are partial translations. The extended use of the mother tongue may not be suitable for every English language classroom."

In this way, teachers are use traditional methodology because they teach students to translate the texts.

5. What percentage of language does your teacher use in the English class?

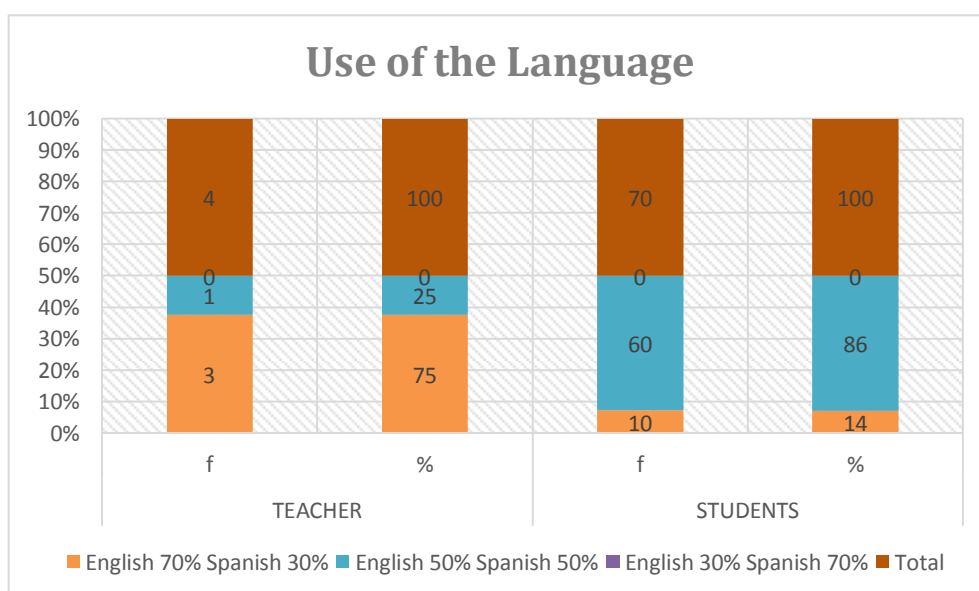
a) Chart

Use of language				
Use of the language	TEACHER		STUDENTS	
	f	%	f	%
English 70% Spanish 30%	3	75	10	14
English 50% Spanish 50%	1	25	60	86
English 30% Spanish 70%	0	0	0	0
Total	4	100	70	100

Source: Students and Teacher's survey.

Researcher: Alexandra Magaly Macas Jiménez.

b) Graph



c) Logical analysis

As we can see, the majority of teachers said that they use English in a 70% and Spanish in 30%, while the majority of students disagree and they answered that the teachers use the English in a 50% and Spanish in a 50%.

According to Harbord (1992: 350) contends that the “strategy of mother tongue avoidance in ELT (English language teaching) can be explained by the emergence of two major trends:

- The growth of ELT (English Language Teaching) as a casual career for young travelers visiting Europe, which necessitated the use of English only in the classroom.

- The development of a “British-based teacher training movement”, which aimed at providing guidance to English teachers working with multilingual classes.

Even with many teachers avoiding the students’ L1, it can work its way into the English language classroom in a variety of ways, for a variety of reasons.”

For that reason teachers use the traditional methodology.

➤ **HIPOTHESIS TWO**

Students have little motivation to learn the English Language in the 9th year of Basic General Education at “Nacional Nocturno Catamayo” high school. Academic year 2013- 2014.

6. Do you feel motivated in the English language learning class?

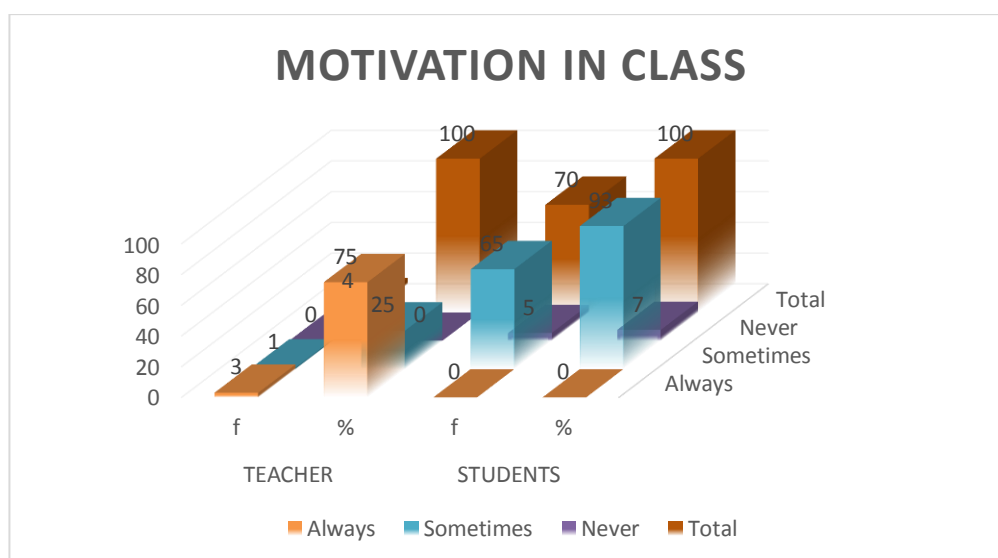
a) Chart

Motivation in class				
Motivation in class	TEACHER		STUDENTS	
	f	%	f	%
Always	3	75	0	0
Sometimes	1	25	65	93
Never	0	0	5	7
Total	4	100	70	100

Source: Students and Teacher's survey.

Researcher: Alexandra Magaly Macas Jiménez

b) Graph



c) Logical analysis

All teachers said that the students always feel motivated; while students answered that they sometimes feel motivated in the English class.

According to Brown (2001) “motivation is based on behavioristic and cognitive definition. Based on behavioristic, Brown defines motivation as anticipation of reinforcement which is powerful concept for the classroom. Based on cognitive definition, Brown classified motivation definition into three categories. First based on drive theory, motivation stems from basic innate drives, so motivation has existed since we were born. Second based on hierarchy, motivation is something that comes from individual needs. Third, based on self-control theory, motivation is something that appear if there is opportunity to make someone to make own choices about what to pursue and what not to pursue”.

This means that the students have little motivation into the classroom.

7. What is your normal attitude in the English language class?

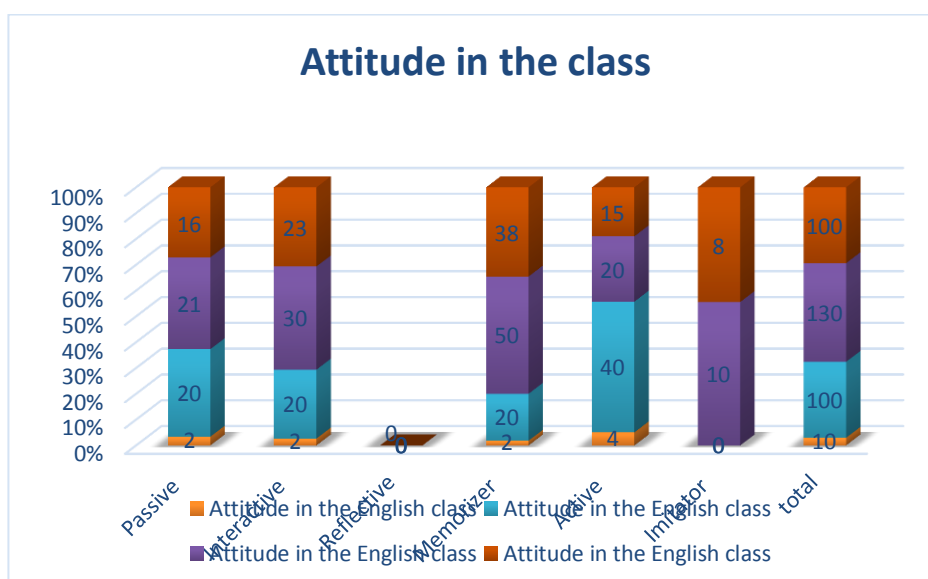
a) Chart

Attitude in the English class				
Attitude in class	TEACHER		STUDENTS	
	F	%	f	%
Passive	2	20	21	16
Interactive	2	20	30	23
Reflective	0	0	0	0
Memorizer	2	20	50	38
Active	4	40	20	15
Imitator	0	0	10	8
total	10	100	130	100

Source: Students and Teacher's survey

Researcher: Alexandra Magaly Macas Jiménez

b) Graph



c) Logical analysis

As we can see, in this question there is a contradiction because the majority of students said that the attitude in the class is to memorize contents, and the majority of teachers answered that the students' attitude is active.

Davis, (1999) assures that "the students are active participants within the learning. Students learn better by being involved, they also get motivated when they are doing something instead of sitting there listening to a teacher lecture about a subject. "Students learn by doing, making, writing, designing, creating, and solving." Allow students to participate in making goals, help them to make an achievable goal. By allowing the students to have to say in their goal or how they are going to reach their goal, will get the student excited about it, this they will get motivated to reach that goal."

In this way students can adopt a better attitude and they can be more motivated.

8. Which of the following motivation types do you think you have in the English language learning?

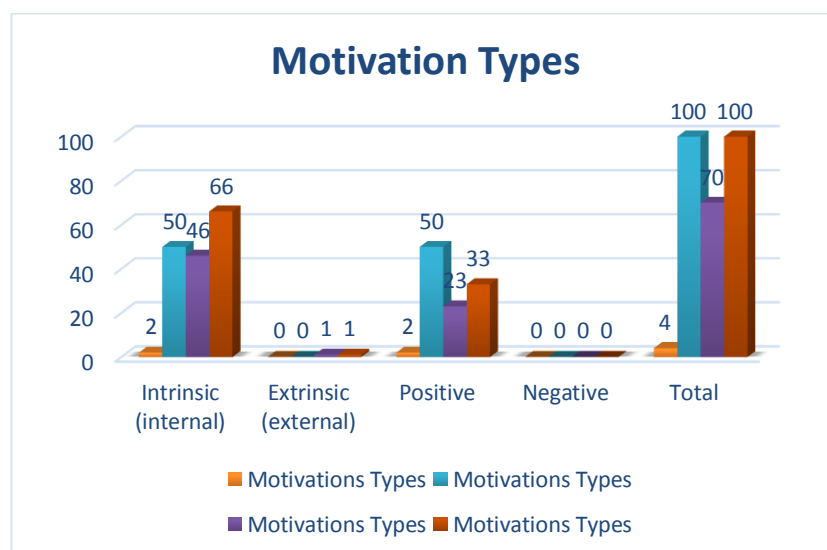
a) Chart

Motivations Types				
Motivations Types	TEACHERS		STUDENTS	
	f	%	f	%
Intrinsic (internal)	2	50	46	66
Extrinsic (external)	0	0	1	1
Positive	2	50	23	33
Negative	0	0	0	0
Total	4	100	70	100

Source: Students and Teacher's survey

Researcher: Alexandra Magaly Macas Jiménez

b) Graph



c) Logical analysis

The majority of teachers and students answered that the type of motivation they have in the English language learning is intrinsic, which is an internal motivation.

According to Marsh (2002) “intrinsic motivation is an activity with no other reason than the enjoyment and satisfaction of engagement itself. Intrinsic motivation is not influenced by external factors but it comes from individual inside factor. The internal factors might include needs, interest, and enjoyment. If the students do not feel this in learning class, the material taught is difficult to be transferred. So, intrinsic motivation is motivation that is created by individual self-influenced by personal factors that are needs, interest and enjoyment. The learners can create motivation by themselves.”

Therefore, students have little motivation in the English class.

9. What is your natural interest for learning the English language?

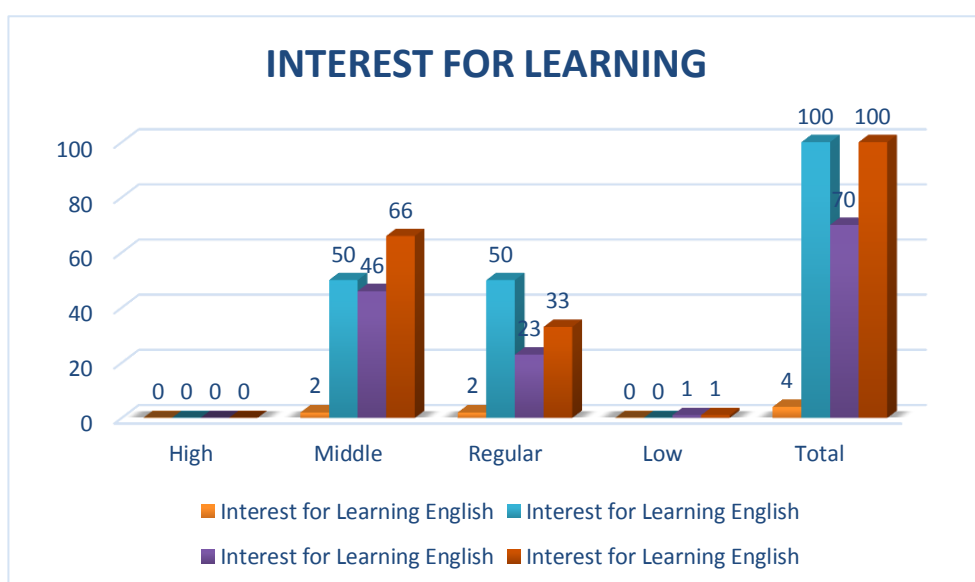
a) Chart

Interest for Learning English				
Interest for Learning	TEACHERS		STUDENTS	
	f	%	f	%
High	0	0	0	0
Middle	2	50	46	66
Regular	2	50	23	33
Low	0	0	1	1
Total	4	100	70	100

Source: Students and Teacher's survey

Responsible: Researcher.

b) Graph



b) Logical analysis

The majority of both teachers and students said that they the natural interest for learning English is middle. On the other hand, another percentage of teachers said that the interest of students is regular.

Brown, H.D. (2007) assures that “there are a lot of factors which influence success in language learning. However, one of the most important factors is the learner's motivation to learn the language in order to be able to use it in real-life situations.

Research and experience show that learners with strong motivation can achieve a lot regardless of circumstances. Studies of motivation in second language learning have led to several distinctions, one of which is the distinction between integrative and instrumental motivation”.

In this way, we can realize that students do not receive an adequate motivation.

10. How do you consider your learning of the English language?

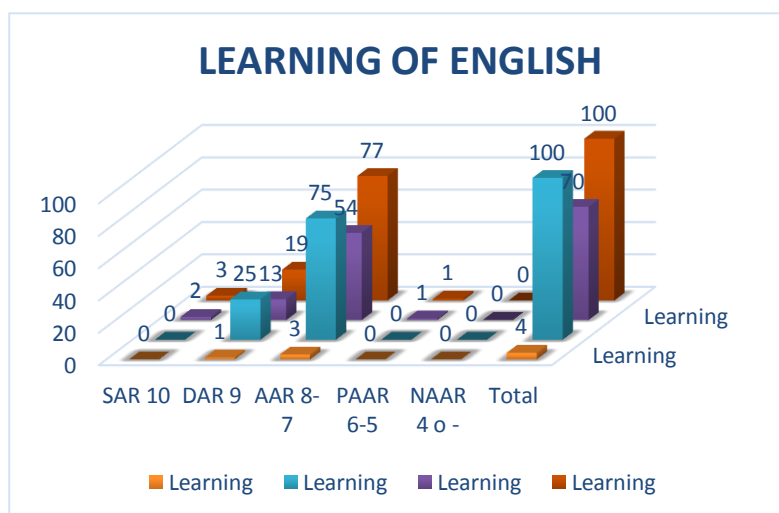
a) Chart

English Learning				
English Learning	TEACHERS		STUDENTS	
	f	%	F	%
SAR 10	0	0	2	3
DAR 9	1	25	13	19
AAR 8-7	3	75	54	77
PAAR 6-5	0	0	1	1
NAAR 4 o -	0	0	0	0
Total	4	100	70	100

Source: Students and Teacher's survey

Researcher: Alexandra Magaly Macas Jiménez.

b) Graph



c) Logical analysis

The majority of both teachers and students said that they consider learning like Reach Required Learning 8- 7 and a few of population expressed that the learning is Domain Required Learning 9.

Harmer J. (2011) defines learning as “the relatively permanent change in an individual's behavior or behavior potential (or capability) as a result of experience or practice (i.e., an internal change inferred from overt behavior). This can be compared with the other primary process producing relatively permanent change-maturation that results from biological growth and development. Therefore, when we see a relatively permanent change in others, or ourselves we know that the primary cause was either maturation (biology) or learning (experience)”.

This means that students have little motivation in the English class.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement

The methods used by the English teachers have characteristics of the traditional didactic what limits the learning of the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school. Academic period 2013-2014.

b) Demonstration

Question **ONE** talks about the kinds of methodology that the teachers use to teach the English class. In this case, teachers have a disadvantage because 50% of students work with grammar in context. This means they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation.

Question **TWO**, which was about how consider the teacher's methodology in the English language learning, even when 50% of the teachers said that the methodology is active, 75% of the students answered that the teacher's methodology is passive.

Question **THREE** was about who speaks more into the English class, both teachers and students disagree because 100% of the teachers said that in the classroom half and half speaks the language and 66% of students expressed that the teacher speaks more in the English class, it means students do not develop the language in their totally which affects in their knowledge.

This hypothesis has been essentially verified through question **FOUR** which was about when the students do not understand something how the teacher explains the class. It is considered by 50% of the teachers and 50% of students agree in the strategy the teacher uses in the class is translation, which is a characteristic of the didactic traditional because English is certainly not a dead or dying language, so some teacher that takes “an approach for dead language study” into an English language classroom perhaps should think about taking up Math or Science instead. Rules, universals and memorized principles apply to those disciplines – pedagogy and communicative principles do not.

Question **FIVE** is the support and complement of the previous one. This question was about what percentage of English the teacher uses in the class; 44% of the students and 33% of the teachers expressed that they use the English language in a 50% and 50% of the Spanish. Through four and five question the researcher has established that the teachers and students are not only conscious about the use of the mother tongue in an English class, but they also agree that translation is not an adequate technique for learning a second language, because the method that they use in the classroom is the Grammar translation, therefore the use of this method limits the learning of the students.

c) Decision

Taking into account the obtained results from the teachers and students’ survey; the first hypothesis is accepted because the methods used by English teachers have characteristics of the traditional one, what limits the students’ learning of 9th year of Basic General Education at Nacional Nocturno Catamayo high school. Academic period 2013- 2014.

HYPOTHESIS TWO

a) Statement

Students have little motivation to learn the English Language in the 9th year of Basic General Education at “Nacional Nocturno Catamayo” high school. Academic year 2013- 2014.

b) Demonstration

This hypothesis has been proved through question **SIX**, it asked if students feel motivated in the English language class, although 75% of the teachers said that students always feel motivated in the English class, 93% of students said that they sometimes feel motivated in the English class. The researcher has noticed that not only teachers and students are conscious about the great importance that motivation has into the teaching- learning process, but students too, who is motivated to learn something he or she uses higher cognitive process in learning, so, get they engaged in academic activities.

Question **SEVEN** is the support of the previous one. This question was about the normal attitude that students have in the English class. Here, 40% of the teachers said that the attitude of their students is active, while 38% of the students said that the attitude of them is to memorize the contents. The researcher has noticed that the teachers are conscious that they have to maintain the active participation in their students in order to students show the interest for learning a second language; this is essential, because students learn better by being involved and it helps to fulfill their goals.

Question **EIGHT** is the support of the previous one. This question was about the types of motivation that the students have in the English language learning. In this case, 50% of the teachers and 66% of the students agree that the motivation

they have is intrinsic, the researcher has noticed that not only teachers but only students know that the intrinsic motivation refers to internal factors; which without motivation the goal of learning is difficult to be reached.

Question **NINE** was about the natural interest for learning the English language. Here, 50% of the teachers and 66% of the students answered that they have middle interest for learning English language; it means that the teachers do not apply an external motivation; so that students could be driven to the teaching-learning process. Even though teachers cannot control all types and aspects of motivation, they can do a lot to help learners develop motivation and interest for learning the language.

Question **TEN** was about how consider the learning in the English language, 75% of the teachers and 77% of the students assure that their learning is AAR that is equivalent to 8-7. The researcher has noticed that not only teachers and students are conscious they need to improve their learning to be success.

c) Decision

Based on the results gotten in the described questions and the analysis of each one; it is possible to accept the second hypothesis that states students have low motivation to learn the English Language in the 9th year of Basic General Education at “Nacional Nocturno Catamayo” high school. Academic year 2013-2014.

h. CONCLUSIONS

- The English teaching- learning is based on the grammar translation method because teachers use translation, repetition, which they learn to translate the texts words by words and they do not learn to translate by context. Therefore, it seems that teachers do not diversify methods that allow students to be more participative in the classrooms; this will make students become act like in a passive way.
- Students speak a little into the English class. In spite of it, teachers do not permit students develop the use of the language in the classroom, and use the mother tongue (Spanish) when they do not understand teaching. Consequently, students feel that their teachers are not guiding them properly because of they limit the language learning.
- Students sometimes feel motivated by their teachers, however teachers are conscious that students need to be more active in the English learning, so that the environment in the classroom can become boring for students, and teachers do not make an effort to obtain participation of them.
- Students and teachers are aware that the type of motivation they have to learn into the English class is intrinsic, students are not being motivated in the classroom and of this way they do not receive an external motivation. However teachers are conscious they have to improve the interest in students to learn a second language, due to there are some students that not like English and only with an adequate motivation can achieve their goals.
- The results assure that students are not receiving an appropriate teaching method and a good motivation, which can be affected in the interest of the student to learn a second language, because of this; students do not reach good grades in their teaching- learning process.

i. RECOMMENDATIONS

- Teachers should provide to their students appropriate activities and techniques related to updated methods and approaches, in order to make the class more interesting and focused to the improvement of their learning. As a result students will perform the exercises in a positive way and they will also reach the stated goals.
- Teachers should use role plays, dialogues and conversations, in order to get students familiarized with the language and in this way they can speak and participate more into the English class, Teachers should use the English language instead of Spanish. This way, students will be involved in learning a second language.
- Teachers should motivate their students by providing them some didactic material so that students get engaged to the English class, some recommended activities are: crosswords, puzzles, wallpapers. They will help students to become more confidence for learning a second language.
- Teachers should apply some activities out the class, it helps students to keep motivated and interested in learning, because external motivation influences on their knowledge, which drives the learner in the teaching- learning process, but also to be more concentrate and fulfills the objectives.
- Teachers should work or develop motivational activities like: games, use of technology, songs and use more teaching techniques; with this activities learners practice in order to be successful at the moment to apply their knowledge in the English lessons, in this way their learning will become more effective and efficient.

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1859

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

**THE TEACHING METHODS AND THE MOTIVATION FOR THE
ENGLISH LANGUAGE LEARNING IN STUDENTS OF 9TH
YEAR OF BASIC GENERAL EDUCATION AT NACIONAL
NOCTURNO CATAMAYO HIGH SCHOOL DURING THE
ACADEMIC PERIOD OF 2013-2014**

THESIS PROJECT PREVIOUS TO
OBTAIN THE BACHELOR'S DEGREE IN
SCIENCES OF EDUCATION,
ENGLISH, LANGUAGE
SPECIALIZATION.

Authoress: Alexandra Magaly Macas Jimenez

1859

**LOJA- ECUADOR
2013**

a. THEME

THE TEACHING METHODS AND THE MOTIVATION FOR ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF 9TH YEAR OF BASIC GENERAL EDUCATION AT NACIONAL NOCTURNO CATAMAYO HIGH SCHOOL, DURING THE ACADEMIC PERIOD 2013-2014.

b. PROBLEM STATEMENT

1. Background

The present research will be carrying out in the “Nacional Nocturno Catamayo” high school during the Academic Year 2012- 2013. The Nacional Nocturno Catamayo high school was created on August 20th in the year of 1970 by Ministerial Agreement N. 2870.

Doctor Augusto Solórzano authorized the running of administration of first course of basic cycle; during this period of time teachers worked without receive salary. On April 18th, 1973 by agreement N. 444 this prestigious Institution reached the fiscalization. The first promotion of school year 1975-1976 was of 21 students. After that, through public deed the Loja Municipality gave to this high school a piece of land of 7.974 square meters.

Alejandro Quinde Burneo was the first Rector of this Educative Institute, at the beginning; the high school did not have its own local for that reason the teachers and students worked in the Ovidio Decroly school until the year 2000, but thanks to the efforts to the actual Rector Mgs. Edgar Castro Aguirre obtained the infrastructure to build the high school.

The Nacional Nocturno Catamayo high school is located in Catamayo, Loja province, on 18 de Agosto between Eugenio Espejo and Olmedo street. The institution has had during 13 years as its main authority to Mgs. Edgar Castro

Aguirre and in this Institute there are 42 teachers, 9 administrators and 36 promotions in total, also it has a student's population of 847 students from 8th to 10th years of Basic General Education and 1st to 3rd year of high school Bachillerato.

The institution offers to the community fifth specialties such as: Basic Sciences, Physical Mathematics, Chemistry and Biology, Social Studies and Accounted. In addition other subjects like: English Language, Literature, Language and Communication. The institution was created with the objective to help students that working and do not have enough time to study in the morning. The Nacional Nocturno Catamayo high school is a fiscal institution which is projected to help the community and delivered a quality education.

Mission

The mission of this institution is to educate students of popular sectors of Catamayo, and the South Region of the country, in response to the necessities of the society, which is important to emphasize the high level in the scientific, human and practice aspects.

Vision

Its vision is to be an institution of academic and humanist excellence with scientific-techniques base, it is also based in values of justice, solidarity and community spirit

that promote the investigation and human development, with a wide approach in short careers that permit to students insert in the productive field.

Current situation of the Research

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skills that are being taught, and it may also be influenced by the aptitude and enthusiasm of the students. It is necessary to understand that teaching methods can be very important to apply in a class because students will obtain meaningful learning.

There are many teaching methods which are related with motivation because students have to learn more and they have the interest to learn the English language.

Motivation, one of the foremost problems in education, is often inadequately addressed in typical foundation courses. There are three things to remember about education. The first one is motivation. The second one is motivation and the third one is motivation. Knowledge of motivation concepts, principles, and theories should be basic elements in a foundations course in educational psychology, but this is not really what educational psychology should be about. Teachers need to know how this conceptual knowledge relates to the classroom and to their

instructional role in the classroom. Teachers also need to know how to rely on this knowledge when dealing with issues that involve motivational concerns and when making instructional decisions.

The motivation has been defined variously by psychologist as the phenomena involved in a person's drives and goals seeking behavior, the tendencies to activity which commence with a persistent stimulus and end with an appropriate responses.

The motivation for learning could be in different ways such as funny activities or works that motive students, the motivation is a critical component of learning because the students need to be motivated to learn English, due to, and there are some students that often do not pay attention in class. Students who are motivated to learn something use higher cognitive processes in learning about it.

When people feel they have control over their success in something, they are more motivated to achieve it. The motivation is the interest that students have for learning; this interest can be acquired when the teacher uses an appropriate way and method to motivate them. In many institutions there is a serious problem with the students that is the lack of motivation in them, because the teachers do not use an available methodology.

It is necessary that teachers have a convenient preparation of how to motivate student's because in some cases students do not like English subject and this can

cause they do not pay attention in these classes. In the observation that the researcher made could notice that there is a problem with teachers of English language that they do not apply motivational activities to students learn this subject and the classes sometimes are boring and students do not show interest in the classroom.

The motivation will help to students to improve the learning of English language and it will be based in how teachers will develop the activities and apply the methods to create more attention in class.

The teaching methods have relation with the motivation for learning because only with this the students can obtain knowledge about it, the learning with not have a meaningful value in the different classes given by a teacher.

Motivation for learning is not synonymous with achievement and student motivation cannot necessarily be inferred by looking at achievement test scores. Immediate achievement may actually have the effect of diminishing student's interest in learning as well as their long term involvement in learning.

As a conclusion the researcher defines the motivation for learning like an important tool that is join with the teaching methods because without a good motivation and a good methods there not be good students, and with it; students could develop their skills.

Of course there are many students that are not interest in the English language for that reason the teacher has to be prepared and he or she should has a correct knowledge to motivate students applying the necessary methods because of students obtain a meaningful learning and teacher can intensify these classes with funny activities, available materials, phrases or small prizes to help students to acquire knowledge about this important subject because is very important learn it, and this can incentive students in the classroom.

2. RESEARCH PROBLEM

HOW DO THE TEACHING METHODS USED BY THE ENGLISH TEACHERS AFFECT THE TEACHING LEARNING PROCESS WITH THE STUDENTS OF 9TH YEAR OF BASIC GENERAL EDUCATION AT NACIONAL NOCTURNO CATAMAYO HIGH SCHOOL OF CATAMAYO?

3. Delimitation of the Research

It is though that the teaching methods are important in the motivation for the English language learning because it permits to have a better learning in the Teaching learning process.

3.1. Temporal Delimitation

This research will be carried out in the Academic period 2012-2013.

3.2. Spatial Delimitation

The Nacional Nocturno Catamayo high school is located on 18 de Agosto between Eugenio Espejo and Olmedo streets in Catamayo.

3.3. Units of the observation

For this investigation are convenient as units of the observation to 70 students of 9th year of Basic General Education, and 4 teachers of English language, during the academic period 2012 -2013.

3.4. SUB PROBLEMS

- What kind of methodology do the teachers use to develop the teaching-learning process of the English language with the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school? Academic period 2012- 2013.
- How do motivation influence in the English language learning with the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school? Academic period 2012- 2013.

c. **JUSTIFICATION**

As undergraduate of the English Language career the researcher has chosen to research about **“The teaching methods and the motivation for English language learning”** in students at Nacional Nocturno Catamayo high school because is an important theme to search.

As researcher could say that teaching methods are very necessary in the English language learning, because students perform in their learning; for that reason the researcher think is important justify this research project.

This theme is framing into the English language teaching learning because since institutional point of view is convenient institutions know the importance of teaching methods for English language learning so that students can capture the knowledge in this subject.

The teacher guide students to learn a second language for social and cultural purposes, for that reason a student can be driven by a high or low level of motivation, but it is important to emphasize the teaching methods influence in the learning.

It's important to make a careful study because this theme include teachers and students which is important for can receive a better way of learning through an available applying of teaching methods.

This study's findings may provide useful guidelines for the teachers concerned with developing English-language materials/textbooks as well as better quality teaching and learning. This will lead to me a sure in enhancing any of the students' language learning motivational problems as revealed in their responses. The motivation will help to students to improve the English language learning and it will be based in how teachers will develop the activities and apply the methods to create more attention in class.

The teaching methods have relation with the motivation for learning a second language because only with this the students can obtain knowledge about it, the learning not have a meaningful value in the different classes given by a teacher if they do not apply the teaching methods available.

Motivation for learning is not synonymous with achievement and student motivation cannot necessarily be inferred by looking at achievement test scores. Of course there are many students that are not interest in the English language for that reason the teacher has to be prepared and he or she should has a correct knowledge to motivate students applying the necessary methods and techniques because of students obtain a meaningful learning and teacher can intensify these classes with funny activities, available materials, phrases or small prizes to help students to acquire knowledge about this important subject because is very important learn it, and this can incentive students in the classroom.

Since educational point of view teaching methods and motivation for learning is an important tool in the classroom because it is a help in the learning process.

However the teachers do not apply or use an appropriate form to motivate them, and it is a theme can help to students and teacher to improve their classes. Since psychologist point of view motivation for learning awake, starts, maintain, strengthens or weakens the intensity of behavior; the human being reflecting objects and satisfaction reflection of the necessities act to induce them, also experiment desires, feelings, emotions and proposals that directed their activities to set goals.

Motivation is a complex integration of mental process that implies the nervous activity. Studying another language, on the other hand, involves studying the culture of the target language because language learning is not just learning sounds and linguistic codes of the language. Those linguistic features are part of the target language culture and representative of the community's world view. Thus, a good language-learning program stresses the importance of including the cultural aspect of the target language as an integral part of the curriculum.

Nowadays there are few institutions where teachers apply the motivation; since social point of view in some cases they think that it is not really important and they are not interested in the learning of students and continued with a traditional teaching, unfortunately students do not like the English language for that reason they do not put into practice the knowledge gained.

For that reason, the researcher thinks about the necessity to help students and increase the changes in the classroom so that teachers improve the quality of the English language teaching- learning. Also it is necessary apply the teaching methods and the motivation in the social aspects because is a help so that students can express their ideas anywhere in the world.

It is very important to know how develop the student's skills because they need to understand why the students are not interesting in English, there are different reasons; for example: teacher's class, the teacher's role is an important piece to motivate them, but as researcher could say that the teaching methods are the most important in an English class due to teacher can apply different techniques and strategies to develop some activities and of this way students can be motivated and feel confidence in the class.

As future professional the researcher thinks that correct alternative guidelines will help in the future classes that she is going to impart. The present research work is will be carried out and an important theme may has all the necessary resources to developed it for that we will apply some surveys to the same permitted us to identify how does the motivation influence in the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school.

This research is important to obtain the degree in Educational Science in English language.

d. OBJECTIVES

GENERAL OBJECTIVE

To know the methods used by the English teachers to guide the teaching- learning process with the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school. Academic period 2013- 2014.

SPECIFIC OBJECTIVES

To identify the kind of methods that is used by the teachers to develop the teaching- learning process of the English language with students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school. Academic period 2013- 2014.

To analyze the influence of motivation on the English language learning with the students of 9th year of Basic General Education at Nacional Nocturno Catamayo. Academic period 2013- 2014.

e. THEORETICAL FRAME

1. The teaching methods

1.1 Definition

The teaching methods are the activities of interrelation between teachers and students directed to reach the goals of the teaching-learning process, also can best be defined as the types of principles and methods used for instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Class participation, demonstration, recitation, and memorization are some of the teaching methods being used. When a teacher is deciding on their method, they need to be flexible and willing to adjust their style according to their students. Student success in the classroom is largely based on effective teaching methods.

a) Teaching in the Classroom

For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans of their own, borrow plans from other teachers, or search online or within books for lesson plans. When deciding what teaching method to use, a teacher needs to consider students' background knowledge, environment, and learning goals.

b) Classification of teaching methods

We will now see the general classification of teaching methods, taking into consideration a number of issues, some of which are implicit in the organization of the school.

These issues highlight the positions of teacher, student discipline and school organization in the educational process. The aspects taken into account: in the form of reasoning, coordination of material, realization of education, systematization of the material, student activities, globalization of knowledge, teacher's relationship with the child, acceptance of what taught and student work.

1. The methods in the form of reasoning

Deductive method: The deductive method is an approach to reasoning that is based on deduction, or starting from a general case and, from that general case, drawing a conclusion about something more specific. An argument based on the deductive method may be formulated as such: "All men lie. Dave is a man, therefore Dave lies." Of course, the rightness or wrongness of the specific conclusion is entirely reliant on the correctness of the general claim; if the general claim is wrong, specific conclusions deduced from it are also wrong, or at the very least are incorrectly deduced. In contrast to deductive reasoning, inductive reasoning involves starting from specific cases and, from them, drawing a general conclusion.

Inductive method: The philosophical definition of inductive reasoning is much more nuanced than simple progression from particular/individual instances to broader generalizations. Rather, the premises of an inductive logical argument indicate some degree of support (inductive probability) for the conclusion but do not entail it; that is, they suggest truth but do not ensure it. In this manner, there is the possibility of moving from generalizations to individual instances. Inductive reasoning consists of inferring general principles or rules from specific facts. A well-known laboratory example of inductive reasoning works like a guessing game. The participants are shown cards that contain figures differing in several ways, such as shape, number, and color. On each trial, they are given two cards and asked to choose the one that represents a particular concept. After they choose a card, the researcher says "right" or "wrong."

Comparative method: In linguistics, the comparative method is a technique for studying the development of languages by performing a feature-by-feature comparison of two or more languages with common descent from a shared ancestor, as opposed to the method of internal reconstruction, which analyzes the internal development of a single language over time. Ordinarily both methods are used together to reconstruct prehistoric phases of languages, to fill in gaps in the historical record of a language, to discover the development of phonological, morphological, and other linguistic systems, and to confirm or refute hypothesized relationships between languages.

2. The methods in the coordination of the matter

- **Logical method:** This is when the data or facts are presented in order of antecedent and consequent, in obedience to a structuring of events ranging from least to most complex.
- **Psychological Method:** This is when presentation of the methods is therefore a logical order as an order closer to the interests, needs and experiences of the learner.

3. The methods concerning the realization of the teaching.

- **Symbolic or verbalism Method:** This is when all the work of the class are executed through the word. Oral language and written language acquired decisive importance; they are the only means of conducting the class.
- **Intuitive Method:** Occurs when the class is done with the constant help of objectification or concretization, having in view the things treated or their close substitutes.

4. The methods in terms of systematization of the matter.

- **Occasional Method:** The name given to the motivational approach that takes advantage of the moment, as well as major events of the medium. The suggestions of the students and the occurrences of the present moment are the guiding themes of the classes.

5. The methods in terms of student activities.

- **Dictation:** Lessons highlighted in the textbook, which are then reproduced from memory. Questions and Answers, with the obligation to memorize.
- **Dogmatic Exhibition:** Passive Approach: It is called so when the teacher emphasizes activity, remaining students in passive and receiving skills and knowledge provided by one, through:
- **Active Method:** This is when you take into account the development of the class with the participation of the student. The class is developed by the student; the teacher became a mentor, a guide, an incentive and not a transmitter of knowledge, a teacher.

6. Methods regarding the globalization of knowledge.

- **Method of Globalization:** It is when through one focus of the classes is held covering a group of disciplines assembled in accordance with the natural needs that arise during the activities.
- **Method not global or Specialization:** This method occurs when the subjects and also, some of them are treated in isolation, without coordination among themselves, becoming, each a true course for autonomy or independence reaching into the conduct of its activities.
- **Concentration Method:** This method assumes an intermediate position between the globalized and specialized or subject. Get method name also by season (or teaching epoch). Is to convert a subject for a period on principal,

the other as an auxiliary function. Another embodiment of this method is to spend a period studying only one discipline, to achieve a greater concentration of efforts, beneficial for learning.

7. The methods in the relationship between teacher and student.

- **Individual Method:** This version is the education of one student. It is recommended for students who for some reason have fallen behind in their classes.
- **Reciprocal Method:** We named the method by which the teacher directs his students to teach their classmates.
- **Collective Method:** The method is collective when we have a teacher to many students. This method is not only cheaper but also more democratic.

8. The methods in terms of student work

- **Individual Working Method:** It is called this way, when trying to reconcile individual differences mainly school work appropriate to the student through differentiated tasks, directed study or research contracts, leaving the teacher more freedom to guide them in their difficulties.
- **Methods of collective work:** Is that relies primarily on group instruction. A curriculum is split between the band members each contributing a lot of responsibility at all. Meeting efforts of students and collaboration among them is the total work. It can also be called Socialized Approach.

- **Joint Working Method:** It is mixed when planning, developmental activities and individual socialized. It is, in our opinion, the most desirable because it gives opportunity for socializing and action, while another type individualizing.

9. Methods regarding the acceptance of teaching

- **Dogmatic Method:** It is so called the method that requires the student to observe without question what the teacher teaches, on the assumption that this is the truth and will only be absorbed whenever it is offered by the teacher to be so.
- **Heuristic Method:** (Greek heuristic = I find). Is that the teacher encourages students to understand before posting, implying justification or theoretical rationales and can be submitted by the teacher or researched by the student.

10. The methods in what concerns the topic of study.

- **Analytical Method:** This method involves the analysis (analysis of the Greek, meaning decomposition), this is the separation of a tone in parts or in its constituent elements. It relies on knowledge of something that must be broken up into its parts.
- **Synthetic Method:** This involves the synthesis (synthesis of Greek, which means meeting), that is, union of elements to form a whole.

c) Characteristics of teaching methods.

What are the characteristics of a language teaching method?

All instructional designs for the teaching of a second or foreign language draw on a number of sources for the principles and practices they advocate. For example they generally make explicit or implicit use of:

- A theory of language: an account of what the essential components of language are and what proficiency or competence in a language entails
- A theory of learning: an account of the psycholinguistic, cognitive and social processes involved in learning a language and the conditions that need to be present for these processes to be activated Both the theory of language and language learning underlying an instructional design results in the development of principles that can serve to guide the process of teaching and learning. Different instructional designs in language teaching often reflect very different understandings of the nature language and of language learning, as we will see below. The particular theory of language and language learning underlying an instructional design in turn leads to further levels of specification. For example:
 - Learning objectives: what the goals of teaching and learning will be
 - The syllabus: what the primary units of organization for a language course.

- Teacher and learner roles: what roles teachers and learners are expected to play in the classroom?
- Activities: the kinds of classroom activities and techniques that are recommended.

d) Traditional methods to the teaching of language.

- **Direct method:**

The direct method of teaching, sometimes called the natural method. Not limited to but often used in teaching foreign languages, the method refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900.

Features:

- Teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials
- Teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language).
- Centrality of spoken language (including a native-like pronunciation).
- Focus on question-answer patterns.

- **Audio lingual method:** The audio-lingual method, Army Method, or New Key, is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method didn't focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar. This in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio lingual method.

Objective:

The Audio lingual method was to create communicative competence in learners; however, it was thought that the most effective way to do this was for students to overlearn the language being studied through extensive repetition and a variety of elaborate drills.

Features:

- New material is presented in dialogue form.
- There is dependence on mimicry, memorization of set phrases.
- Grammar structure was taught in repetition.
- Vocabulary is strictly limited and learned in context.

Typical techniques:

- **Dialogue memorization:** students memorize an opening dialog using mimicry and applied role-playing.
- **Repetition drill:** students repeat teacher's model as quickly and accurately possible.
- **Complete the dialogue:** various games designed to practice a grammar point in context, using lots of repetition.
- **Grammar games:** various games designed to practice a grammar point in context, using lots of repetition.
- **Communicative language learning:** Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and

responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Objectives: The community language learning method does not attempt to teach students how to use another language communicatively; it also tries to encourage the students to take increasingly more responsibility for their own learning, and to learn about their learning, so to speak.

Features:

- Students are to be considered as “learner-clients” and the teacher as a “teacher- counselor”.
- A relationship of mutual trust and support is considered essential to the learning process.
- Grammar and vocabulary are taught inductively but using context.
- Students apply the target language independently and without translation when they feel inclined/ confident enough to do so.

Typical techniques.

- ✓ **Tape recording student conversation:** students choose what they want to say, and their target language production is recorded for later listening/ dissemination.

- ✓ **Transcription:** teacher produces a transcription of the tape-recorded conversation with translation in the mother language- this is then used for the follow up activities or analysis.
- ✓ **Reflection on experience:** teacher takes time during or after various activities to allow students to express how they feel about the language and the learning experience, and the teacher indicates empathy/ understands.
- **The silent way:** The Silent Way is a language-teaching method created by Caleb Gattegno that makes extensive use of silence as a teaching technique. It is not usually considered a mainstream method in language education. It was first introduced in Gattegno's book Teaching Foreign Languages in Schools: The Silent Way in 1963. Gattegno was skeptical of the mainstream language education of the time, and conceived of the method as a special case of his general theories of education.

The method emphasizes the autonomy of the learner; the teacher's role is to monitor the students' efforts, and the students are encouraged to have an active role in learning the language. Pronunciation is seen as fundamental; beginning students start their study with pronunciation, and much time is spent practicing it each lesson.

Objectives: Teachers using the silent way method want their students to become highly independent and experimental learners. Making errors is a natural part of the process and a key learning device, as it is a sign that students are testing out

their hypotheses and arriving at various conclusions about the language through a trial and error style approach.

The teacher tries to facilitate activities whereby the students discover for themselves the conceptual rules governing the language, rather than imitation or memorizing those expresses.

Features:

- Learner discovers or creates rather than remembers and repeats.
- Learning is facilitated by accompanying physical objects.
- Learning is facilitated by problem-solving involving the material to be learned.

Typical techniques:

- **Sound color chart:** the teacher refers students to a color-coded wall chart depicting individual sounds in the target language- students use this to point out and build words with the correct pronunciation.
- **Teacher's silence:** teacher is generally silent, only giving help when it absolutely necessary.
- **Peer correction:** students encouraged to help each other in a cooperative and not competitive spirit.

- **Self- correction gestures:** teacher uses hands to indicate that something is incorrect or needs changing. E.g. using fingers as words then touching the finger/word that is in need of correction.

- **Suggestopedia:** Suggestopedia (USA English) or Suggestopaedia (UK English) is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. It is used in different fields, but mostly in the field of foreign language learning. Lozanov has claimed that by using this method a teacher's students can learn a language approximately three to five times as quickly as through conventional teaching methods.

Suggestopedia has been called a "pseudo-science". It strongly depends on the trust that students develop towards the method by simply believing that it works.

The theory applied positive suggestion in teaching when it was developed in the 1970s. However, as the method improved, it has focused more on “Desuggestive learning” and now is often called “desuggestopedia.” Suggestopedia is a portmanteau of the words “suggestion” and “pedagogy”. A common misconception is to link "suggestion" to "hypnosis". However, Lozano intended it in the sense of offering or proposing, emphasizing student choice.

Objective: Students act like a chair, and the teacher is authoritarian.

➤ **Total physical response.**

(TPR) is a language-teaching method developed by James Asher, a professor emeritus of psychology at San José State University. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions.

Objectives: one of the primary objectives was that learning needed to become more enjoyable and less stressful. Asher thought that a natural way to accomplish this was recreate the natural children learn their native language, most notably through facilitating an appropriate listening and comprehension period.

Features:

- The teacher directs and students act in response.
- Listening and physical response skills are emphasized over oral production.
- Students are not required to speak until they feel naturally ready or confident enough to do so.
- Grammar and vocabulary are emphasized over other language areas.

Typical techniques:

- **Using commands to Direct Behavior:** the use of commands requiring physical actions from the students in response is the major teaching technique.

- **Role Reversal:** students direct the teacher and fellow learners.
- **Action sequence:** teacher gives interconnected directions which create a sequence of actions.

➤ **The Natural Approach**

Krashen and Terrell see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach. The Natural Approach "is similar to other communicative approaches being developed today" (Krashen and Terrell 1983: 17). They reject earlier methods of language teaching, such as the Audio lingual Method, which viewed grammar as the central component of language. According to Krashen and Terrell, the major problem with these methods was that they were built not around "actual theories of language acquisition, but theories of something else; for example, the structure of language" Krashen and Terrell (1983: 1)

Objectives: some important underlying principles are that there should be a lot of language acquisition as opposed to language processing and there needs to be a considerable amount of compressible input from the teacher.

Features:

- Students listen to the teacher using the target language communicatively from the very beginning.

- Students are not corrected during oral production, as the teacher is focusing on meaning rather than form.

Typical techniques:

- **Preproduction:** developing listening skills.
- **Early production:** students struggle with the language and make many errors which are corrected based on content and not structure.
- **Extending production:** promoting fluency through a variety of more challenging activities.

2. The English language teaching learning process.

2.1 Teaching-learning process

It is the heart of education. On it depends the fulfillment of the aims & objectives of education. It is the most powerful instrument of education to bring about desired changes in the students.

Teaching learning are related terms. In teaching - learning process, the teacher, the learner, the curriculum & other variables are organized in a systematic way to attain some pre-determined goal. Let us first understand in short about learning, teaching and then teaching-learning relation.

2.1.1. Learning

It can be defined as the relatively permanent change in an individual's behavior or behavior potential (or capability) as a result of experience or practice (i.e., an internal change inferred from overt behavior). This can be compared with the other primary process producing relatively permanent change-maturation that results from biological growth and development. Therefore, when we see a relatively permanent change in others, or ourselves we know that the primary cause was either maturation (biology) or learning (experience). As educators, there is nothing we can do to alter an individual's biology; the only influence open to use is to provide an opportunity for students to engage in experiences that will lead to relatively permanent change. Brown, H.D. (2007)¹

2.1.2 Teaching

Then, can be thought of as the purposeful direction and management of the learning process. Note that teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

¹ Brown, H.D. (2007). Principles of Language Learning and Teaching. (5th Ed.). New York: Pearson

2.2 Essential aspects of the teaching-learning process

- (a) Discussion -between the teacher and learner.
- (b) Interaction -between the learner and some aspect of the world defined by the teacher.
- (c) Adaptation -of the world by the teacher and action by the learner.
- (d) Reflection -on the learner's performance by both teacher and learner.

2.2.1 Theory and principles of the teaching- learning.

2.2.1.1 Theory and Research-based Principles of Learning

The following list presents the basic principles that underlie effective learning. These principles are distilled from research from a variety of disciplines.

Students' prior knowledge can help or hinder learning.

Students come into our courses with knowledge, beliefs, and attitudes gained in other courses and through daily life. As students bring this knowledge to bear in our classrooms, it influences how they filter and interpret what they are learning. If students' prior knowledge is robust and accurate *and activated at the appropriate time*, it provides a strong foundation for building new knowledge. However, when knowledge is inert, insufficient for the task, activated inappropriately, or inaccurate, it can interfere with or impede new learning.

How students organize knowledge influences how they learn and apply what they know.

Students naturally make connections between pieces of knowledge. When those connections form knowledge structures that are accurately and meaningfully organized, students are better able to retrieve and apply their knowledge effectively and efficiently. In contrast, when knowledge is connected in inaccurate or random ways, students can fail to retrieve or apply it appropriately.

Students' motivation determines, directs, and sustains what they do to learn.

As students enter college and gain greater autonomy over what, when, and how they study and learn, motivation plays a critical role in guiding the direction, intensity, persistence, and quality of the learning behaviors in which they engage. When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome, and perceive support from their environment, they are likely to be strongly motivated to learn.

To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.

Students must develop not only the component skills and knowledge necessary to perform complex tasks, they must also practice combining and integrating them to

develop greater fluency and automaticity. Finally, students must learn when and how to apply the skills and knowledge they learn. As instructors, it is important that we develop conscious awareness of these elements of mastery so as to help our students learn more effectively.

Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.

Learning and performance are best fostered when students engage in practice that focuses on a specific goal or criterion, targets an appropriate level of challenge, and is of sufficient quantity and frequency to meet the performance criteria. Practice must be coupled with feedback that explicitly communicates about some aspect(s) of students' performance relative to specific target criteria, provides information to help students progress in meeting those criteria, and is given at a time and frequency that allows it to be useful.

Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning.

Students are not only intellectual but also social and emotional beings, and they are still developing the full range of intellectual, social, and emotional skills. While we cannot control the developmental process, we can shape the intellectual, social, emotional, and physical aspects of classroom climate in developmentally

appropriate ways. In fact, many studies have shown that the climate we create has implications for our students. A negative climate may impede learning and performance, but a positive climate can energize students' learning.

To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

Learners may engage in a variety of metacognitive processes to monitor and control their learning—assessing the task at hand, evaluating their own strengths and weaknesses, planning their approach, applying and monitoring various strategies, and reflecting on the degree to which their current approach is working. Unfortunately, students tend not to engage in these processes naturally. When students develop the skills to engage these processes, they gain intellectual habits that not only improve their performance but also their effectiveness as learners.

2.2.1.2 Teaching Principles

Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following small but powerful set of principles can make teaching both more effective and more efficient, by helping us create the conditions that support student learning and minimize the need for revising materials, content, and policies. While

implementing these principles requires a commitment in time and effort, it often saves time and energy later on. Harmer, Jeremy. (1998- 2001)²

Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching.

When we teach, we do not just teach the content, we teach students the content. A variety of student characteristics can affect learning. For example, students' cultural and generational backgrounds influence how they see the world; disciplinary backgrounds lead students to approach problems in different ways; and students' prior knowledge (both accurate and inaccurate aspects) shapes new learning. Although we cannot adequately measure all of these characteristics, gathering the most relevant information as early as possible in course planning and continuing to do so during the semester can (a) inform course design (e.g., decisions about objectives, pacing, examples, format), (b) help explain student difficulties (e.g., identification of common misconceptions), and (c) guide instructional adaptations (e.g., recognition of the need for additional practice).

Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities.

Taking the time to do this upfront saves time in the end and leads to a better course. Teaching is more effective and student learning is enhanced when (a) we,

² Harmer, Jeremy. (1998- 2001) How to teach English. Pearson Education Limited

as instructors, articulate a clear set of learning objectives (i.e., the knowledge and skills that we expect students to demonstrate by the end of a course); (b) the instructional activities (e.g., case studies, labs, discussions, readings) support these learning objectives by providing goal-oriented practice; and (c) the assessments (e.g., tests, papers, problem sets, performances) provide opportunities for students to demonstrate and practice the knowledge and skills articulated in the objectives, and for instructors to offer targeted feedback that can guide further learning.

Effective teaching involves articulating explicit expectations regarding learning objectives and policies.

There is amazing variation in what is expected of students across American classrooms and even within a given discipline. For example, what constitutes evidence may differ greatly across courses; what is permissible collaboration in one course could be considered cheating in another. As a result, students' expectations may not match ours. Thus, being clear about our expectations and communicating them explicitly helps students learn more and perform better. Articulating our learning objectives (i.e., the knowledge and skills that we expect students to demonstrate by the end of a course) gives students a clear target to aim for and enables them to monitor their progress along the way. Similarly, being explicit about course policies (e.g., on class participation, laptop use, and late assignment) in the syllabus and in class allows us to resolve differences early

and tends to reduce conflicts and tensions that may arise. Altogether, being explicit leads to a more productive learning environment for all students.

Effective teaching involves recognizing and overcoming our expert blind spots.

We are not our students! As experts, we tend to access and apply knowledge automatically and unconsciously (e.g., make connections, draw on relevant bodies of knowledge, and choose appropriate strategies) and so we often skip or combine critical steps when we teach. Students, on the other hand, don't yet have sufficient background and experience to make these leaps and can become confused, draw incorrect conclusions, or fail to develop important skills. They need instructors to break tasks into component steps, explain connections explicitly, and model processes in detail. Though it is difficult for experts to do this, we need to identify and explicitly communicate to students the knowledge and skills we take for granted, so that students can see expert thinking in action and practice applying it themselves.

Effective teaching involves adopting appropriate teaching roles to support our learning goals.

Even though students are ultimately responsible for their own learning, the roles we assume as instructors are critical in guiding students' thinking and behavior.

We can take on a variety of roles in our teaching (e.g., synthesizer, moderator, challenger, and commentator). These roles should be chosen in service of the learning objectives and in support of the instructional activities. For example, if the objective is for students to be able to analyze arguments from a case or written text, the most productive instructor role might be to frame, guide and moderate a discussion. If the objective is to help students learn to defend their positions or creative choices as they present their work, our role might be to challenge them to explain their decisions and consider alternative perspectives. Such roles may be constant or variable across the semester depending on the learning objectives.

Teaching- learning strategies.

Early years

Impulse control is a skill many children develop naturally around the age of four, but this may not be the case for children in care. Many will have had poor modelling in their family home, as well as experiences of abuse, that may make controlling their emotions difficult.

Key teaching strategies:

- ensure children are appropriately challenged intellectually
- build personal best measures into assessments so students can experience success

- Provide a structure for social interaction (e.g. games or activities at lunchtime).

Middle years

Children begin to develop key communication and social skills in their middle years. At this stage the ability to communicate effectively with a wide range of people is crucial for learning. Children in care may exhibit a lack of social skills leading to isolation and anti-social behaviour.

Key teaching strategies:

- building supportive relationships and a sense of belonging to the school
- providing skills and opportunities to communicate with a range of peers and adults
- assisting children to identify and build on their skills and interests
- Encouraging children to learn through the delivery of challenging, engaging curriculum.

Older students

Older students may struggle with more complex learning tasks because they do not have the same basic knowledge as other students.

Key teaching strategies:

- one-to-one support and the opportunity to 'check in' with teachers
- private sessions used to break up tasks into smaller, more manageable sections
- Identifying areas of the curriculum in which they can demonstrate their skills.

3. The motivation in the learning process.

3.1 Motivation definition

Motivation is the reason for any action. It is a psychological characteristic that drives a human being into action. Motivation paves the way for the attainment of a goal. It is indeed true that you cannot achieve your goal without motivation. As a matter of fact every one of us needs motivation at some point in life or the other. Life without motivation can be very dull for sure. Motivation has the innate power to chance your life for the better. How do we understand the motivation definition better?

Brown defines motivation based on behavioristic and cognitive definition. Based on behavioristic brown defines motivation as anticipation of reinforcement which is powerful concept for the class room. Based on cognitive definition, Brown classified motivation definition into three categories. First based on drive theory,

motivation stems from basic innate drives, so motivation have been exist since we are born. Second based on hierarchy, motivation is something that comes from individual needs. Third, based on self-control theory, motivation is something that appear if there is opportunity to make someone to make own choices about what to pursue and what not to pursue (self-control) (Brown, 2001:73-75)³

Motivation can be defined as an inspiring force that finds you. In other words you need not go in search of it. If you are in a workplace then the incentive that your boss may give you for accomplishing a task can motivate you to work better and gain even more job experience in the process. Thus motivation certainly enhances the quality of your life. Motivation builds your confidence and general outlook towards life. Motivation factors differ according to your psychological nature. Motivation definitions say that each individual can show a liking towards a few motivating factors. These factors are called motivators.

Therefore according to motivation definition is nothing but emotional or a mental desire that drives human beings into action in order to achieve success in researching their targets with precision.

Psychologist defines motivation as a kind of energy that gives rise to a will to work and perform with great enthusiasm.

³ Brown, H.D. (2007). Principles of Language Learning and Teaching. (5th Ed.). New York: Pea

4. Types of Motivation

Teachers can often readily identify students who demonstrate high or low motivation in a certain task. Motivated students engage in the task with intensity and feeling, whereas unmotivated students procrastinate and indicate in other ways that they would rather do something else. These differences exemplify the quantitative dimension of motivation, ranging from high to low. Teachers can often also identify highly motivated students who engage in tasks in different ways. Some may attempt to finish the task quickly, while others may seek more information. Some may persist, while others may begin enthusiastically but give-up when they encounter difficulty. These differences reflect the qualitative dimension of motivation. The distinction between intrinsic and extrinsic motivation has been one of the important theoretical conceptualizations of qualitative differences in engagement.

- **Intrinsic motivation** refers to engagement in an activity with no reason other than the enjoyment and satisfaction of engagement itself.

Intrinsic motivation is not influenced by external factors but it comes from individual inside factor. The internal factors might include needs, interest, and enjoyment (Marsh, 1996: 27)⁴ the needs of students can engage them to achieve

⁴ Marsh (2002) Types of Motivation. Intrinsic and Extrinsic Motivation.

learning goal. For example, a learner who learns English because he needs English skill to do communication in his social life has a high motivation in learning English in order to master English to help him survive in social life. In other hand, interest also has a role in increasing motivation level of student. If a student is interested to study English they will reach the learning goal easily. Then, enjoyment is also important in increasing motivation of student. If the students do not feel enjoy in learning class, the material taught is difficult to be transferred. So, intrinsic motivation is motivation that is created by individual self-influenced by personal factors that are needs, interest and enjoyment. The learners can create motivation by their self.

- **Extrinsic motivation** refers to engagement that provides means to ends that go beyond the engagement itself. The goals of extrinsically motivated engagement might be the attainment of tangible rewards such as money, prizes, or other benefits; intangible rewards such as social approval, a sense of worthiness, or even a sense of conscientiousness; or the avoidance of tangible and intangible punishments such as time-out, scolding, rejection or sense of low self-worth.

Extrinsic motivation is the contrary of intrinsic motivation. Extrinsic motivation is influenced by external factor of learner. Marsh wrote in his book that motivation refers to external stimulus which follows as result of a certain response (Marsh, 1996: 28). In addition, Harmer explained in his book that

extrinsic motivation is caused by any number of outside factors. That might include the hope of financial reward; need to pass an exam, or the possibility of future level (Harmer, 1988:51)⁵. So, extrinsic motivation is any stimulus which comes from outside of learner and which drives the learner in learning process. Any factor that comes from learner outside and that support students to study harder in learning process is called extrinsic motivation.

- **Fear**

Fear motivation involves consequences. This type of motivation is often one that is utilized when incentive motivation fails. In a business style of motivation often referred to as the, “carrot and stick,” incentive is the carrot and fear is the stick.

Punishment or negative consequences are a form of fear motivation. This type of motivation is commonly used to motivate students in the education system and also frequently in a professional setting to motivate employees. If we break the rules or fail to achieve the set goal, we are penalized in some way.

- **Growth**

The need for self-improvement is truly an internal motivation. A burning desire to increase our knowledge of ourselves and of the outside world can be a very strong form of motivation. We seek to learn and grow as individuals

⁵ Harmer, Jeremy. (1998- 2001) How to teach English. Pearson Education Limited.

Motivation for growth can also be seen in our yearning for change. Many of us are wired by our personality or upbringing to constantly seek a change in either our external or internal environment or knowledge. We view stagnation to be both negative and undesirable.

- **Power**

The motivation of power can either take the form of a desire for autonomy or other desire to control others around us. We want to have choices and control over our own lives. We strive for the ability to direct the manner in which we live now and the way our lives will unfold in the future.

We also often aspire to control others around us. The desire for control is stronger in some people than others. In some cases, the craving for power induces people to harmful, immoral, or illegal behavior. In other situations, the longing for power is merely a desire to affect the behavior of others. We simply want people to do what we want, according to our timetable, and the way we want it done.

- **Social**

Many people are motivated by social factors. This may be a desire to belong and to be accepted by a specific peer group or a desire to relate to the people in our sphere or in the larger world. We have an innate need to feel a connection with others. We also have the need for acceptance and affiliation.

A genuine and passionate desire to contribute and to make a difference in the lives of others can be another form of social motivation. If we have a longing to make a contribution to the world around us, it is generally a sign that we are motivated by social factors.

The real importance of understanding the different types of motivation is in our ability to determine which form of motivation is the most effective for inspiring the desired behavior in either others or ourselves. None of these styles of motivation is inherently good or bad, the positive or negative outcome is truly determined by the way they are used.

- **Achievement**

This is the motivation of a person to attain goals. The longing for achievement is inherent in every man, but not all persons look to achievement as their motivation. They are motivated by a goal. In order to attain that goal, they are willing to go as far as possible. The complexity of the goal is determined by a person's perception.

To us, the terms "simple" and "complex" are purely relative. What one person thinks is an easy goal to accomplish may seem to be impossible to another person. However, if your motivation is achievement, you will find that your goals will grow increasingly complex as time goes by.

3.2 Motivation in the Learning process

Motivation is a critical component of learning. Motivation is important in getting students to engage in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to which they will be exposed to. Students who are motivated to learn something use higher cognitive processes in learning about it. Motivation to do something can come about in many ways. It can be a personality characteristic or a stable long-lasting interest in something. There are several theories of motivation that exist. Some state that motivation is tied to the idea that behaviors that have been rewarded in the past will be more likely to be repeated in the future. Therefore past experiences will motivate a student to perform in future ones.

Other theories prefer to think of motivation as a way to satisfy certain needs. Some basic needs people must satisfy are food, shelter, love and positive self-esteem. Therefore, motivation to do something may be based on the achievement of these needs.

Yet another theory (the attribution theory) seeks to understand people explanations and excuses when it comes to their successes and failures. When people feel that they have control over their success in something, then they are more motivated to achieve in it. If they feel that they will not have any control in their success they might not be as motivated to achieve.

The expectancy theory of motivation is based on the belief that peoples efforts to achieve depends on their expectations of rewards. People will be motivated to do something based on whether they think that they will be successful and be rewarded.

There are also ways that a teacher can imply that they have positive expectations for their students.

These include:

- Waiting for the student to respond to a question.
- Avoid making distinctions of achievement among students.
- Assessment and results should be a private matter.
- Treat all students equally. Call on all students regardless of achievement levels, and spend equal amounts of time with them.

Here are six effective strategies for motivating students to learn I do at the beginning of lessons:

1. **Use critical thinking questions:** The great thing about using these types of questions is that they don't necessarily have a right or wrong answer so students are allowed to express their own opinions as opposed to simply being told to memorize facts.

Here's a quick example. Let's take a social studies lesson on the use of the atomic bomb to end World War II. To spark interest at the beginning of the lesson the teacher can ask students to all write down an answer to the following question... "Do you think President Truman was justified in dropping the atomic bomb to end WWII? Why?"

2. Teachers can then let students share their answers for a quick class discussion and then take a class poll. Now that the students are interested in the topic it is much easier for the teacher to start the lesson. Then, at the end of the lesson, the teacher can take another poll to see if the student's opinions have changed.
- 3 **Use music to teach:** Music is one of the most underrated learning tools and is a great way to spark student interest. For example, when teaching a lesson on the slave trade and the Middle Passage I introduce the topic by playing the Bob Marley songs "Buffalo Soldier" and "Catch a Fire".
- 4 **Use video:** Video is one of the most misunderstood teaching tools and is often abused. However, if used correctly video can be a great tool increase student motivation to learn. The key is to use short clips from movies and documentaries at beginning of lessons rather than the end. Hollywood movies are great for this, but you can also use unitedstreaming.com to download short clips from documentaries on any subject for any grade level.

Relate what students are learning to what is going on in the "real world". This is obviously easier done with some subjects than others, but it can be done. Students need to know "why" they are learning something. Relate what students are learning to what is important to them. The trick here is to get to know your students and learn about their own interests.

- 5 Use technology...**or rather, have the student use technology to learn. Have them create podcasts, videos, web sites, brochures etc. Increasing student motivation to learn can be challenging, but it is an essential element in being an effective teacher. The added bonus is you will also find yourself enjoying teaching much more when it doesn't feel like you are pulling teeth trying to get your students involved.

3.3 Teacher's role in motivating students.

While students success is important every educational level, it gains significance during the college years because this phase often represents the last formal education many students receive before competing for work.

The roots of students' motivation are in their home environment. Some children receive the message that learning is worthwhile, frequently fun and satisfying. Their parents by encouraging exploration, competence and autonomy help them to enter the classroom motivationally "rich" and ready to take risk and cope with

failure. On the other hand, students whose motivation is low associate learning with drudgery instead of delight and being physically present they often stay mentally absent. Increasing their engagement and motivation should be a priority for teachers and administrators. There is a variety of specific actions that teachers can take to increase motivation on classroom task. In general, they fall into the categories of intrinsic and extrinsic motivation. As the intrinsic motivation is concerned, the topics must be closely linked to the interests and experiences of particular learners and be presented within familiar, authentic guidelines. They must also depict the culture of the target language creating and maintaining learners' curiosity. One of the secrets of motivation is not to force a topic on students that they are not interested in. Learners are attentive and motivated when they notice their needs are being fulfilled. Sometimes if we do not find out any use for one of the topics, we can just leave it or use it differently. It requires more work from the teacher but as a result both sides can benefit. Students will be engaged in the tasks and the teacher will have no reason for feeling stressed and frustrated. It is also valuable to stimulate students' curiosity by providing challenging but achievable learning activities in order all our language students can succeed.

Teachers can act in various ways building up learners' extrinsic motivation. Establishing high expectations and helping students to develop realistic but positive attitudes to language learning and to their own abilities as learners is therefore a fundamental motivational strategy. If students believe that language

learning is a feasible, an interesting, or a useful activity, there is a good likelihood that they will experience their language study in this light. One of teachers' main concerns is to help students perceive why they are learning the language and what possibilities it can open for them. Students' motivation for learning a language increases when they see connections between what they do in the classroom and what they hope to do with the language in the future. Meaningful, purposeful activities which make learning relevant to students' lives and show how language skills can be applied in the real world can be especially valuable. Students may need the target language in different situations such as ordering a meal in a restaurant, using the telephone at work as well as planning a holiday or another type of journey to the target language country.

HYPOTHESES

GENERAL

The teaching methods used by the English teachers affects the teaching learning process with the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school. Academic period 2012-2013

SPECIFICS.

The methods used by the English teachers has characteristics of the traditional didactic what limits the learning of the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school. Academic period of 2012-2013.

Students have little motivation to learn the English language in the 9th year of Basic General Education at Nacional Nocturno Catamayo high school. Academic period of 2012- 2013.

f. METHODOLOGY

This research work is characterized as a non- experimental work because it is a socio-educative work and it will be developed in a descriptive way. The researcher applied different techniques and methods for developing this research work for that reason this is a formative research. First we presented request to the authorities of the Nacional Nocturno Catamayo high school with the intention to let us to carry out the research work. All the research work is a complex and methodological process, which has to be developed with a correct methodology, so that, according with the characteristics of this investigation for this it is convenient to be guided with some methods that will let to reach a satisfactory level of explanation and prediction.

METHODS, TECHNIQUES AND INSTRUMENTS.

Methods.

The methods that the researcher applied during the research work were the following:

Descriptive:

Also known as statistical research, it will be used in order to describe data and characteristics about the population or phenomenon being studied. However, it

does not answer questions about e.g.: how, when, why, the characteristics occurred, which is done under analytic research.

Scientific.

The researcher will need it to review and analyze all the sources of bibliography that she already has and the information that the researcher is going to use, because it is a group of logical procedures that researcher is going to discover and enrich the science. The scientific method will be applied in order to discover the information and it is a procedure used by scientists to test hypotheses by making predictions about the outcome of an experiment before the experiment is performed.

Bibliographic.

The description and identification of the edition, dates of issue, authorship and typography of books or other written material.

Qualitative.

This is a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts.

Analytic.

Reasoning or acting from a perception of the parts and interrelations of a subject.

Hypothetical.

The hypothetical-deductive method (HD method) is a very important for testing theories or hypothesis. It is sometimes said to be “the scientific method”. This is not quite correct because surely there is not just one method being used in science. However, it is true that the HD method is of central importance, because it is one the more basic methods common to all scientific disciplines.

TECHNIQUES AND INSTRUMENTS.

The instrument that the researcher applied during the research work to obtain empiric information with the students of 9th year of Basic General Education was the following:

Survey:

This technique was applied to know the opinion of the authorities, teachers and students about a topic.

Procedures:

To develop this research project will take into account the following procedures:

Tabulation.

It will be used for the process of arranging data orderly in form of rows and columns are known as tabulation. Rows are horizontal arrangements, columns are vertical arrangements.

Organization.

The organization of the empiric information will be made according to the specific hypothesis that will guide the classification of the obtained results with the surveys which will prove each hypothesis.

Description.

The obtained data will be described it in statistic tables that will show the frequency and the percentages of the obtained indicators with the applied instruments. This will let to do the representation of information graphically.

Graphic representation.

After describing the data, the following step will be to represent them graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. It is necessary use the bars diagram to show this information.

Interpretation and analysis.

Once 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 major tendencies in the results and the variables of specific hypothesis.

Hypothesis verification.

The verification of the hypothesis will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation which final results will be expressed in a descriptive way. It is indispensable to contrast the results with the searched information which will help to prove or deny our hypothesis.

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 chapters that let the understanding of the theory and of the results that will be obtained in the present research which can be used to develop more researchers in the future.

Population.

There are 70 students in total of 9th year of Basic General Education and there are four English teachers, it is a small group for the investigation.

This information is detailed the sample in the next chart

YEARS	Numbers of students and teachers
9 TH year of Basic Education.	70
English Teachers	4
TOTAL	74

g. TIMETABLE

[illegible]

h. BUDGET AND FINANCING

RESOURCES

HUMAN SOURCES.

- ✓ **Researcher:** Alexandra Magaly Macas Jimenez.
- ✓ Teachers of the area of English language of Nacional Nocturno Catamayo high school.
- ✓ Students of 9th year of basic general education at Nacional Nocturno Catamayo high school.

MATERIAL SOURCES.

- ✓ Office materials.
- ✓ Copies.
- ✓ Folders.

TECHNOLOGICAL SOURCES.

- ✓ Computer.
- ✓ Internet.
- ✓ Pen drive.
- ✓ Printer.

BUDGET.

✓ Impression of the first draft:	\$100,00
✓ Impression of the second draft:	\$200,00
✓ Impression of the final work:	\$500
✓ Unforeseen:	\$70,00
✓ Final work:	\$ 530,00
TOTAL:	\$1400, 00

FINANCING.

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

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THEME: THE TEACHING METHODS AND THE MOTIVATION FOR THE ENGLISH LANGUAGE LEARNING IN STUDENTS OF 9TH YEAR OF BASIC GENERAL EDUCATION AT NACIONAL NOCTURNO CATAMAYO HIGH SCHOOL, ACADEMIC PERIOD 2013-2014.

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>GENERAL</p> <ul style="list-style-type: none"> How the teaching methods used by the English Teachers do affect the Teaching Learning process with the students of 9th year of basic general education at Nacional Nocturno Catamayo high school of Catamayo? Academic Period 2012- 2013. <p>SUBPROBLEMS</p> <ul style="list-style-type: none"> What kind of methods do the teachers use to develop the teaching-learning process of the English language with the 	<p>GENERAL</p> <ul style="list-style-type: none"> To know the methods used by the English Teachers to guide the teaching-learning process with the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school. Academic Period 2012- 2013. <p>SPECIFICS</p> <ul style="list-style-type: none"> To identify the kind of methods that are used by the teachers to develop the teaching- learning process of the English language with the students of 9th year of Basic General Education 	<p>GENERAL</p> <ul style="list-style-type: none"> The teaching methods used by the English teachers affect the teaching learning process with the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school. Academic period 2012-2013. <p>SPECIFICS</p> <ul style="list-style-type: none"> The methods used by the English teachers have characteristics of the traditional didactic 	<p>INDEPENDENT</p> <p>The teaching methods. English language learning.</p>	<p>The teaching methods in the basic general education. Definition. Objectives. The teaching methods. Classification of the teaching methods. The teaching learning process</p> <p>The motivation in the learning process. Types of motivation.</p> <p>Motivation in the classroom. Motivation in the learning process. Strategies to motivate students.</p>

<p>students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school?</p> <ul style="list-style-type: none"> • How do the motivation influence in the English language learning with the students of 9th year of Basic general Education at Nacional Nocturno Catamayo high school? Academic period 2012-2013. 	<p>at Nacional Nocturno Catamayo high school. Academic period 2012-2013.</p> <ul style="list-style-type: none"> • To analyze the influence of motivation on the English language learning with the students of 9th year of Basic General Education at Nacional Nocturno Catamayo. High school. Academic period 2012- 2013. • To develop alternatives guidelines that contributes to the improvement of the teaching methods and increasing the motivation of students of 9th year of Basic general education for the English language learning. 	<p>what limit the learning of the students of 9th year of Basic General Education at Nacional Nocturno Catamayo high school. Academic period of 2012-2013.</p> <ul style="list-style-type: none"> • Students have little motivation to learn the English language in the 9th year of Basic General Education at Nacional Nocturno Catamayo high school. Academic period of 2012- 2013. 	<p>DEPENDENT</p> <p>The motivation for the English language learning.</p>	
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STUDENT'S SURVEY

As undergraduate of the English Language Career of the National University of Loja is important your collaboration answering this survey which it will help to develop the Thesis Project about The teaching methods and the motivation for learning of the English language.

1. How does your teacher teach the English language class?

- a) Using grammar patterns and vocabulary building. ()
- b) Using dialogues, role plays and discussions. ()
- c) Teaching grammar in context. ()
- d) Giving instructions. ()
- e) Others ()

Which one:

2. How do you consider your teacher's methodology in the English language class? Mark 2 options.

- a) Active ()
- b) Passive ()
- c) Varied ()
- d) Not varied ()

Why?.....

3. Who speaks more into the English language class? Only mark one option.

- a) Teacher ()
- b) Students ()
- c) Half and half ()

Why?.....

4. When you do not understand something, how does your teacher explain?

- a) By mimics ()
- b) By translating ()
- c) By drawing ()
- d) By using the dictionary ()

Why?.....

5. What percentage of language does your teacher use in the English class?

English (70%)	Spanish (30%)
English (50%)	Spanish (50%)
English (30%)	Spanish (70%)

6. Do you feel motivated in the English language class?

- a) Always ()
- b) Sometimes ()
- c) Never ()

Why?.....

7. What is your normal attitude in the English language class?

- a) Passive ()
- b) Interactive ()
- c) Reflective ()
- d) Memorizer ()
- e) Active ()
- f) Imitator ()

Others

8. Which of the following motivation types do you think you have in the English language learning?

- a) Intrinsic. (internal) ()
- b) Extrinsic. (external) ()
- c) Positive ()
- d) Negative ()

Others

9. What's your natural interest for learning the English language?

- a) High ()
- b) Middle ()
- c) Regular ()
- d) Low ()

Others

10. How do you consider your learning of the English language?

- a) SAR 10 ()
- b) DAR 9 ()
- c) AAR 8-7 ()
- d) PAAR 6-5 ()
- e) NAAR 4-0 ()

THANKS FOR YOUR COLABORATION



TEACHER'S SURVEY

As undergraduate of the English Language Career of the National University of Loja is important your collaboration answering this survey which it will help to develop the Thesis Project about The teaching methods and the motivation for learning of the English language.

1. What kind of methodology do you use to teach English?

- f) Using grammar patterns and vocabulary building. ()
- g) Using dialogues, role plays and discussions. ()
- h) Teaching grammar in context. ()
- i) Giving instructions. ()
- j) Others ()

Which one:

2. How do you consider your teaching methodology in the English language class? Mark 2 options.

- e) Active ()
- f) Passive ()
- g) Varied ()
- h) Not varied ()

Why?.....

3. Who do speak more into the English language class? Only mark one option.

- d) Teacher ()
- e) Students ()
- f) Half and half ()

Why?.....

4. When students do not understand something, how do you explain?

- e) By mimics ()
- f) By translating ()
- g) By drawing ()
- h) By using the dictionary ()

Why?.....

5. What percentage of language do you use in the English class?

English (70%)	Spanish (30%)
English (50%)	Spanish (50%)
English (30%)	Spanish (70%)

6. Do students feel motivated in the English language class?

- d) Always ()
- e) Sometimes ()
- f) Never ()

Why?.....

7. What is the students' attitude in the English language class?

- g) Passive ()
- h) Interactive ()
- i) Reflective ()
- j) Memorizer ()
- k) Active ()
- l) Imitator ()

Others

8. Which of the following motivation types do you think students have in the English language learning?

- e) Intrinsic. (internal) ()
- f) Extrinsic. (external) ()
- g) Positive ()
- h) Negative ()

Others

9. What's the students natural interest for learning the English language?

- e) High ()
- f) Middle ()
- g) Regular ()
- h) Low ()

Others

10. How do you consider the students' learning of the English language?

- f) SAR 10 ()
- g) DAR 9 ()
- h) AAR 8-7 ()
- i) PAAR 6-5 ()
- j) NAAR 4-0 ()

THANKS FOR YOUR COLABORATION

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