



UNIVERSIDAD NACIONAL DE LOJA

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

ENGLISH LANGUAGE DEPARTMENT

TITLE:

**“THE TEACHING TECHNIQUES AND STUDENT’S
MOTIVATION IN THE ENGLISH LEARNING ON THE
STUDENTS OF THE 8TH YEARS OF BASIC
EDUCATION AT INSTITUTO SUPERIOR
TECNOLOGICO BEATRIZ CUEVA DE AYORA OF
LOJA CITY PERIOD 2012-2013”**

Thesis as a previous requirement to
obtain the Bachelor’s degree in
Sciences of Education, English
Language Specialization.

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Loja, April 22nd, 2014


Dr. Mg. Sc. Eva Margarita Samaniego

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The Author

DEDICATION

I dedicate this research mainly, to God and to my parents Jhoe Astudillo and Doris Tinoco who have supported me through all the training process to finish one of the main goals in my life.

Santiago Leonardo Astudillo Tinoco

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El mapa muestra la Provincia de Loja, Ecuador, con sus cantones coloreados y etiquetados: Saraguro (norte), Loja (noreste), Catamayo (este), Gonzanamá (centro-este), Quilanga (sureste), Espíndola (sur), Calvas (suroeste), Sozoranga (centro-suroeste), Celica (oeste-suroeste), Paltas (centro), Chaguarpamba (centro-norte), Olmedo (centro-norte), Puyango (noroeste), Pindal (oeste-noroeste) y Zapotillo (oeste). Se indican también las ciudades de Saraguro, Loja, Catamayo, Gonzanamá, Quilanga, Espíndola, Calvas, Sozoranga, Celica, Paltas, Chaguarpamba, Olmedo, Puyango, Pindal y Zapotillo. El mapa incluye una escala de 0 a 10 km, una leyenda para carreteras y fronteras, y una lista de cantones con sus respectivos colores.



THESIS SCHEME

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a. TITLE:

**“THE TEACHING TECHNIQUES AND STUDENT’S
MOTIVATION IN THE ENGLISH LEARNING ON THE
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AT INSTITUTO SUPERIOR TECNOLOGICO BEATRIZ
CUEVA DE AYORA OF LOJA CITY PERIOD 2012-2013”**

b. RESUMEN.

El presente trabajo de investigación titulado: “THE TEACHING TECHNIQUES AND STUDENT’S MOTIVATION IN THE ENGLISH LEARNING ON THE STUDENTS OF THE 8TH YEARS OF BASIC EDUCATION AT INSTITUTO SUPERIOR TECNOLOGICO BEATRIZ CUEVA DE AYORA OF LOJA CITY PERIOD 2012-2013”; ha sido desarrollado para evaluar si las técnicas de enseñanza que los profesores aplican, afectan la motivación del estudiante en el proceso de aprendizaje del Idioma Inglés.

Para ello se utilizó el método científico para obtener información sobre las técnicas de enseñanza y si estas ayudan en el proceso de enseñanza-aprendizaje de los estudiantes, también fueron utilizados los métodos analítico y descriptivo para analizar las encuestas aplicadas a estudiantes y profesores.

La técnica aplicada fue la encuesta para conocer la opinión de los profesores y estudiantes. Con una muestra de 109 estudiantes y 5 profesores de inglés que participaron en las encuestas.

Los resultados de las encuestas que las técnicas de enseñanza aplicadas por los profesores influyen en la motivación del estudiante en el proceso de aprendizaje del idioma Inglés.

ABSTRACT

The present research work entitled: “THE TEACHING TECHNIQUES AND STUDENT’S MOTIVATION IN THE ENGLISH LEARNING ON THE STUDENTS OF THE 8TH YEARS OF BASIC EDUCATION AT INSTITUTO SUPERIOR TECNOLÓGICO BEATRIZ CUEVA DE AYORA OF LOJA CITY PERIOD 2012-2013”; has been developed to evaluate if the teaching techniques that teachers apply, affect on the student’s motivation in the English Language Learning process.

It was used the scientific method to obtain information about the teaching techniques and if these will help in the teaching-learning process on students, and also were used the analytical and descriptive methods to analyse the surveys applied to students and teachers.

The technique applied was the survey to know teachers and students opinion. With the sample of 109 students and 5 English teachers who participated in the surveys.

The results of the surveys determined that the teaching techniques applied by teachers influence on the student’s motivation in the process of learning English.

c. INTRODUCTION

The present research entitled: **“THE TEACHING TECHNIQUES AND STUDENT’S MOTIVATION IN THE ENGLISH LEARNING ON THE STUDENTS OF THE 8TH YEARS OF BASIC EDUCATION AT INSTITUTO SUPERIOR TECNOLOGICO BEATRIZ CUEVA DE AYORA OF LOJA CITY PERIOD 2012-2013”** was carried out to attend the different kinds of problems that students and teachers need to overcome in order to give a solution to their problems.

For that reason the main problem of this research work is to know which are the teaching techniques applied by teachers and how they are related on the students’ motivation in the English learning process. And this principal problem carries out two sub problems and these are:

The teaching techniques that teachers apply in the English teaching process on the students. There are few teaching techniques applied by teachers in the classroom; also these are not applied according to students’ level of foreign language of the 1st year high school mainly with listening and writing skills. The academic plans start from false criteria to develop the four English skills without take into account that it involves a logical process in its development.

And the second sub problem indicates if the teaching techniques applied by teachers motivate to students in the English learning process. On other hand, the lack of motivation about the importance of foreign language by authorities, educational community and students are affecting negatively on the students' profile. There is a wrong judgment when they think that some subjects are most important than others ones. In this context, English language is considered as a trivia subject, which lastly is affecting the pupils' encouragement.

The reasons which motivated the research were the following: to know if the teaching techniques that use the teacher to impart their classes are sufficiently suitable to promote good learning on the students and if these techniques help to the students' motivation.

The specific objectives related to the present research problem are: to identify the teaching techniques that teachers apply in the English teaching process and to verify if the students' motivation has a relationship with techniques applied by teachers.

The general hypothesis establishes that the teaching techniques and students' motivation influence in the English learning on the students of the 8th years of basic education at "Instituto Superior Tecnológico Beatriz Cueva de Ayora" of Loja city during the period 2012-2013.

In order to research the proposed objective and the verification of the corresponding hypotheses, it was necessary to apply some methods. The most important, the

scientific which will contribute to obtain clear information about the study techniques this help in the teaching-learning process. Other method was the descriptive which permitted to handle the descriptive data, using the information given by the surveyed people. Another important method is the analytical one, which facilitated the analysis of the surveys.

This research work in its structure is organized in the following way:

First, it is the introduction, which presents the thesis parameters in all its parts, and it also describes the contextual framework, which instigated the research study.

The abstract describes clearly and in an effective way the pertinence of the research and summarizes the main conclusions and outcomes, which the research arrived at through this thesis work.

A review of literature was also included where the main variables of the stated hypothesis are synthesized and which were used as indicators to verify them through a logical analysis.

Also the materials and methodology used during the research process. In this section, the methods, techniques, procedures and instruments used in the research process are described.

The work presents a description of the results obtained by the teachers and students' surveys and there were analyzed and interpreted. Also each question with its graphic

was contrasted by means of a corresponding analysis and discussion. It helped the hypothesis verification and permitted to confirm that the two specific hypotheses were accepted.

Finally, the conclusions and recommendations were done on the base of hypothetical analysis performed in the research. That is to say, they were extracted in terms of the logical analysis and given for each of them their corresponding recommendations.

d. REVIEW OF LITERATURE.

1. National Education System.

According to Reforma curricular para la educación básica; Ministerio de Educación y Cultura (2012). The education in Ecuador is regulated by the Ministerio de Educacion; it is divided into fiscal, public-missionary, municipal, and private education. Public education is secular at all levels, obligatory until basic level and free until high school. The school year has 200 days distribute into two periods of five months. There is a holiday of 15 days after completing the first period. From 2012-2013 removed the qualification 20/20 in the primary and secondary levels. Now teachers must evaluate over 10 points. The minimum score to pass the grade is over 7 points. Currently, the Ministerio de Educacion works on the basic education system which comprises two subsystems: The schooled education system and the non-schooled education system, which is detailed below.

1.1 Scope of General Basic Education.

According to Reforma curricular para la educación básica; Ministerio de Educación y Cultura (2012). The General Basic Education in Ecuador includes ten levels of study, from first to tenth grade. Students who complete this level can continue their studies in high school and participate actively in political and social life as Ecuadorian citizens. This level of education allows students to develop skills to communicate, to

interpret, solve problems, and to understand the natural and social life. Students who complete studies of basic general education will be citizens able to:

- Demonstrate logical, critical and creative thinking in analysis of problems of reality.
- Interpret and apply to a basic level a foreign language communication.
- Make good use of free time in cultural, sporting, artistic and recreational activities that permit to relate to others and their environment.

1.2 Organization of General Basic Education.

According to Reforma curricular para la educación básica; Ministerio de Educación y Cultura (2012). The organization of general basic education is divided into 4 levels; there are the following:

- Preparatory corresponds to 1st grade of general basic education, 5 years-old kids.
- Basic elementary education corresponds to 2nd, 3rd, 4th grades of general basic education. The students enter it at the age of 6-8.
- Basic media education corresponds to 5th, 6th, 7th grades of general basic education for students from 9-11.
- Basic superior education corresponds to 8th, 9th, 10th grades of general basic education which is for students from 12-14 years of age.

1.3 Goals of General Basic Education

According to Reforma curricular para la educación básica; Ministerio de Educación y Cultura (2012). The principal objectives of general basic education are:

- Provide a common basic education to children and adolescents for their learning.
- To achieve the most important knowledge acquisition: verbal and written communication, mathematical operative, natural sciences, technology and informatics related to local, national and universal scope.
- A clear and deep awareness of being Ecuadorian, inside of a frame of recognition about the cultural, ethnic, geographic and gender aspects.
- To develop the students' intelligence to promote the creative.
- To build the individual, social and personal development of each student toward to a responsible behavior inside the community in relation to their rights and duties.

1.4 Curriculum of Basic Education.

According to Reforma curricular para la educación básica; Ministerio de Educación y Cultura (2012). The Ministry of Education developed the updated Curriculum of the General Basic Education, which runs from September 2010 in the Sierra regime, and April 2011 in the Costa region. This document contains the four areas (Language and literature, mathematics, natural science and social science) for each year from first to

tenth. The curriculum process of the general basic education has as the main objective to develop the students' human condition, oriented to train citizens and to practice the human values allowing them to interact within society.

Curricular timetable to general basic education:

SUBJECTS	Hours of class per subject weekly / Years of general basic education								
	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH	10 TH
Language and Literature	12	12	9	9	8	8	6	6	6
Mathematics	6	6	6	6	6	6	6	6	6
Natural and social environment	5	5	-	-	-	-	-	-	-
Natural Science	-	-	4	4	4	4	6	6	6
Social Science	-	-	4	4	5	5	5	5	5
Aesthetic education	3	3	3	3	3	3	3	3	3
Physical education	2	2	2	2	2	2	2	2	2
Foreign Language	-	-	-	-	-	-	5	5	5
Optional	2	2	2	2	2	2	2	2	2

Reforma curricular para la educación básica; Ministerio de Educación y Cultura (2012)

1.4.1 Curricular plan of the 8th year of Basic Education.

In accordance with Ministerio de Educación del Ecuador. Currículo de la Educación General Básica (2007) the 8th year of basic education represents different challenges for students that integrate the life studies, due to a new experience oriented to their studies. In the 8th year of basic education the idea is promoted the fellowship, love of learning and school life. In this stage is developed a curricular plan in order to establish basic fundamentals for a proper academic, emotional, social and psychological development.

Curricular timetable to 8th year of basic education:

Subjects of 8th year of basic education	Hours of class per subject weekly.
Language and Literature	6
Mathematics	6
Natural Science	6
Social Science	5
Aesthetic education	3
Physical education	2
Foreign Language	5
Optional	2
TOTAL	35

Ministerio de Educación del Ecuador. Currículo de la Educación General Básica (2007)

1.5 The English language in the 8th year of basic education.

In accordance with Ministerio de Educación del Ecuador. Currículo de la Educación General Básica (2007) the communicative approach proposed for the English curriculum in the eighth year of Basic education by MEE recognizes two main aspects to be developed in this period:

1. To focus on real-world contexts: Because students have to use language productively (through speaking and writing) and receptively (through listening and reading) outside the classroom with tasks that contain activities that students have developed within the classroom, and that they improve communication in everyday life.

2. Transversal issues of language (grammar, vocabulary and pronunciation): Language techniques are designed to engage students in authentic and functional use of language, supported by knowledge of language structures.

1.5.1 English language skills in the 8th year of basic education.

El Acuerdo Nro. 306-11. Ministerio de Educación del Ecuador. Currículo de la educación general básica (2011) said that when a teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously (such as reading, writing, listening, and writing), they provide their students with situations that allow for well-rounded development and progress in all areas of language learning.

COMUNICATIVE COMPETENCE	COMPETENCE LEVEL
Listening	* To understand expressions, words and sentences related to the academic (e.g. personal information, daily activities, typical themes, etc.) * To listen carefully speeches, with pauses for that student to assimilate what they are listening.
Reading	* To Understand and identify simple texts (e.g. messages, postcards, catalogs, etc.) One sentence at a time, recognizing basic. phrases. * To Extract the essence and key information from simple informational texts.
Speaking	* To Perform talks slow but well developed (e.g. with frequent pauses to search expressions, new words, errors, etc.). * Interact asking and answering simple questions about students and education. Communication is highly dependent on the repetition.
Writing	* Producing simple word can have few details, little variety in prayer, and may have some error.

Acuerdo Nro. 306-11. Ministerio de Educación del Ecuador. Currículo de la educación general básica (2011)

1.6 The English Language teaching/learning processes in Basic Education.

Darwin Brown (2007) mentions that teachers should give students an environment of guidance and support. In recent years, the foreign languages have evolved

considerably. Similarly the interest to learn English has increased notably, because of its use as a working tool and a means of communication very important around the world.

1.6.1 Teaching – Learning Process

Morris Bermúdez (2002) said that the teaching process produces consistent changes in individuals, whose stages occur in an upward order. It becomes a progressive and dynamic process whose purpose is the acquisition of new knowledge, skill or ability. This process includes the act of teaching by means of some techniques applied by a teacher; and by other hand, a student who learns, catches and recreates the provided knowledge. This to say, the teacher should direct the cognitive and affective processes that must be assimilated by learners according to teaching strategies.

1.6.2 Interaction between Teachers – Students

It was stated by Carmen Mellizo Sanz (2004), teachers have a close relationship with students by means of the content. This relationship goes beyond the teaching that unites them. In the initial courses, students are in an unknown environment without any family member and they feel lost. This can cause a blockage that prevents processing all the new information to be learned. The unique person leading the academic chores is the teacher, so they have to create an environment of understanding, protection, support and complicity between the two parties to give student's security and facilitate their learning.

In the adolescent stage, the relationship between teachers and students should be of collaboration and understanding to make them to participate in new challengeable activities. This will create an environment of trust that helps to build the self-confidence and improve the school performance of each student. Mention

1.6.3 Relation between Method – Content

In accordance with Monzón García, Samuel Alfredo (1998), the method is the element that directs the training process between teacher and student. In other words, the method is the sequence and organization of the teaching process. A Content is a topic in which teacher is going to work in class. Therefore the content and learning is related. The relation of teachers with Method-Content should always be focused on the student welfare and should be directed to the student knowledge to get a good learning.

- **Method and Teaching Techniques.**

Method represents a set of actions of teachers and students as a way to organize students' training activities to achieve the academic goals. This component is related with the content and education purpose. The way to develop the process is the method, that is to say, the order, the sequence and the internal organization during the task execution.

The **techniques** of the teaching-learning process are organized by the teacher through which they intend to fulfill the goals. These techniques adjust the teaching practice

since they are in a close relationship with the personal characteristics and professional teachers' skills, among other elements such as: the students' group characteristics, the classroom physical conditions, the working content and the time. The teaching techniques are applied every day in the classroom, in order to reach a better students' knowledge and teachers can teach easily the learning topics to achieve the academic objectives.

1.7 The classical teaching techniques used in the teaching/learning process.

According to Thomas Graham (2010), the most classical teaching techniques used in the teaching/learning process are:

Memory Technique.

To learn how to memorize it is necessary to follow three steps: record, retain and to get. In the record phase, if we record information well be easier memorization, that is, be aware of what we are doing, pay attention, avoid distractions, etc. Many factors influence this phase as well as attention, motivation of students, analytical skills, creativity, logical thinking, etc. In the retain phase, it is essential to go periodically refreshing the knowledge learned. For well you have studied a lesson if they end up forgetting is reviewed.

Finally, in the retrieve phase is related to being able to remember what was stored will depend largely on the quality of the record. For a good recovery is essential to

have assimilated what has been studied. This is achieved by working information and understanding it.

Dialogues Recording.

This technique has two main strengths, they are: The first is that you will have to put the work into your own words either out loud, on a tape or to a friend. The strength of doing it with a friend is that you will have to explain it a number of times before he/she understands in doing this you will be learning a little more each time you repeat it. The other strength is that you are using another of your senses, hearing, to help you learn. The more senses you can involve, the better you can learn.

Summarizing.

This is a process of reducing your textbook and lecture notes. Students make summaries of their textbook. It is best to do this at least three times. Each time you make a new summary by reducing the previous one, you are revising the material and learning more of both the detail and main ideas. Each time the students' summaries need less writing, headings, outline or detail to remember the same amount of information. Eventually you can lock up whole chunks of material behind a few well-chosen terms or brief lists or skeleton diagrams.

1.8 Teaching techniques most used of the English Language.

Brainstorming.

According to Phil Bartle (2010), brainstorming is an activity used to generate ideas in small groups. The purpose is to generate as many ideas as possible within a specified time period. These ideas are not evaluated until the end, and a wide range of ideas is often produced. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for more workable ideas. Its principle is that learners need a lot of ideas to get good ideas.

Role playing/simulation.

According to Phil Bartle (2010), role-playing is one of the effective methods to learn and gain experience. An individual is likely to remember their personal feelings more intensely and for a longer period of time. The role game helps to analyze how people behave in a certain situation, how to evaluate and predict their reactions. Therefore, to gain the maximum effect from the role game, proposed situations should be as close to reality as possible.

Songs to reinforce teaching.

According to Phil Bartle (2010), music and sing activities are effective in the classroom because it is easy for music to get stuck in one's head. It gives the class a

fun way to remember information, creating a more engaging and fun environment for learning topics and concepts that are generally hard.

Follow instruction.

James Heather (2006) mentions that pre-instruction activities are generally effective because they provide an easy break-in to new information. Additionally, they provide the students with notes, or something to look back on to relate the new information with the old so that the concept is easier to grasp. For instance, a chart may compare new materials with old thus drawing a line between the two that the student can follow. These activities also draw the student into the new concept to keep them motivated and interested in what is being taught.

Getting the main idea.

Erica Leigh, (2013) says that the main idea of a passage or reading is the central thought or message. In contrast to the term topic, which refers to the subject under discussion, the term main idea refers to the point or thought being expressed. The difference between a topic and a main idea will become clearer to you if you imagine yourself overhearing a conversation in which your name is repeatedly mentioned. When you ask your friends what they were discussing, they say they were talking about you. At that point, you have the topic but not the main idea. Undoubtedly, you wouldn't be satisfied until you learned what your friends were saying about this particular topic. You would probably pester them until you knew the main idea, until

you knew, that is, exactly what they were saying about your personality, appearance, or behavior.

1.9 Evaluation – Accreditation.

Alejandro Sarbach, (2012) asserted that the concepts of "accreditation" and "evaluation" are related, as the components of teaching and learning. Accreditation is a formal requirement which is represented in quantitative assessments and its aim that the student certain goals established by an educational institution. Instead, the evaluation is mainly considered as a set of education tools developed in the process of teaching and learning. This implies that when teachers evaluating to students both learn.

2 THE MOTIVATION OF ENGLISH LANGUAGE LEARNING ON BASIC EDUCATION.

2.1 What involve Students' motivation?

Carol Midgley (1999) mention that at any age student motivation is a key factor for learning, for that reason is important to understand why students' motivation decreases and so they also develop poor school performance, especially when they change from primary to secondary. Some people think that this decline is mainly caused by unfavorable characteristics of the learning environment in schools. One factor that influences student motivation is the school history. When students

accumulate failures experiences in school, it's hard to think that they want to be successful. Teachers should encourage students to overcome their weaknesses, and they may influence the construction of a positive image with students.

2.2 Student motivation for learning English Language.

Martin Maehr and Carol Midgley (1991) said that student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ. Student motivation refers to a student's interest, desire, compulsion, and need to participate in and be successful in the learning process. It is generally accepted that student motivation plays a key role in academic learning.

2.3 Abilities to motivate students' learning.

According to Robert Harris (2010), the most principal strategies to motivate students' learning are:

2.3.1 Teachers' explanation.

Teachers should spend more time explaining why we teach what we do, and why the topic or approach or activity is important and interesting and worthwhile. In the process, some of the teacher's enthusiasm will be transmitted to the students, who will be more likely to become interested. Similarly, teachers should spend more time

explaining exactly what is expected on assignments or activities. Students who are uncertain about what to do will seldom perform well.

2.3.2 Trust.

Students respond with interest and motivation to teachers who appear to be human and caring. Teachers can help produce these feelings by sharing parts of themselves with students, especially little stories of problems and mistakes they made, either as children or even recently. Such personalizing of the student/teacher relationship helps students see teachers as approachable human beings and not as aloof authority figures.

2.3.3 Students' participation.

One of the major keys to motivation is the active involvement of students in their own learning. Standing in front of them and lecturing to them is thus a relatively poor method of teaching. It is better to get students involved in activities, group problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, working with each other, or in some other way getting physically involved in the lesson.

2.3.4 Visual learning.

Even before young people were reared in a video environment, it was recognized that memory is often connected to visual images. Teachers can provide better learning by attaching images to the ideas we want to convey. The use of drawings, diagrams,

pictures, charts, graphs, bulleted lists, even three-dimensional objects can help students anchor the idea to an image.

2.4 Didactic resources to motivate the students' learning.

Kerry Jones (2007) mention that the most important didactic resources to motivate the students' learning are:

2.4.1 Worksheets.

The worksheets provide detailed information and advice covering most of the image processing operations found in most image processing packages. Generally, each worksheet describes one operator. However, in addition, many worksheets also describe similar operators or common variants of the main operator. And since different implementations of the same operator often work in slightly different ways, we attempt to describe this sort of variation as well.

2.4.2 Videos.

Digital video is now a powerful tool that teachers can use in their classrooms in any subject area. Challenging your students to think at a higher level by creating curriculum-based videos to be shown in class, a newscast to show to the school, or a classroom video podcast will be an experience that students will never forget.

2.4.3 Songs.

When you hear a new song on the radio for the first time, you don't start singing along with it right away. You hear it a few times, and before you know, even if

haven't been actively listening, soon you find yourself singing along. Nobody "teaches" you the song. Keep this in mind when introducing songs to young learners.

2.4.4 Crossword puzzles.

Crossword puzzles have the advantage of appealing to different learning styles. Visual learners often have strong puzzle-solving skills, and feel great satisfaction when they complete one. Auditory learners enjoy step-by-step reasoning, so they also benefit from the sequential steps of completing a crossword. Even kinesthetic learners enjoy the multi-task strategies required to solve a crossword. It has the benefit of being customizable to study content. Puzzle creation software and websites are abundant, and easy to use, so teachers can create curriculum-specific crosswords with little trouble.

2.4.5 Posters.

Posters are colorful and inspiring works of art that draw student's attention to the subject being taught. Posters don't have to be just wall decoration. Posters can be used to highlight vocabulary being taught, visually organize student's work or be turned into learning games that help to teach and reinforce skills being taught in the classroom.

2.5 Strategies to motivate students to learn the English language.

The University of Southern Queensland (2009) mentions the three principal strategies to motivate students to learn the English language.

2.5.1 Work in groups.

A study group consists of between 3 and 6 students who are studying the same course. They meet as a group outside of class or normal study time for an hour or two each week. The group spends its time discussing course content and preparing for assignments, test and exams.

2.5.2 Work in pairs.

This technique optimizes personalized student learning time as each student can get personalized attention even if it is not given by the teacher. This is also helpful when the teacher is not supposed to be the focus of activities and instead can move from table to table and help as needed. It creates a community setting and gets students into helping each other and learning from each other. Cooperative groups work because there are many ways to break students into groups that allow them personally catered lessons on their level.

2.5.3 Work individuals.

To maintain in control the study need four main steps: In 5 minutes students spend noting what are going to learn in. In 20 minutes the students carry out their actions. In the final 3 minutes surveying or reviewing what they have just done, making some record of what you have learned. This step is a crucial one in reinforcing what they have just covered and making it easier to remember. The last 2 minutes of your half-hour you spend concluding your work and checking if this has any mistake.

e. RESOURCES AND METHODS.

*** Human Resources**

- Teachers and its administrative staff from the “Instituto Superior Tecnologico Beatriz Cueva de Ayora”
- Students from 8th years of Basic Education from the “Instituto Superior Tecnologico Beatriz Cueva de Ayora”

*** Institutional Resources**

- Universidad Nacional de Loja
- Instituto Superior Tecnologico Beatriz Cueva de Ayora.

*** Material Resources**

- **Office material:** Paper, copies, dictionaries, books, etc.
- **Technical resources:** Computer, internet, printer, etc.

1. DESIGN OF THE RESEARCH

The present research work was identified as a non-experimental; therefore it was developed in a descriptive way, because each problem that was found was taken from reality without of being manipulated by the investigator.

2. METHODS.

The methods applied during the stages of this research were adopted according to its nature.

- The **scientific method** was used as a general method; method in which first the problem was identified, observations, experiments or other relevant data were gathered, and a hypothesis was formulated from these data, and after the hypothesis was empirically tested. It also was useful to formulate the conclusions based on the theoretical referents and the tendencies of the obtained results in the research field.
- The **descriptive** method was used to obtain results in the research field and it also was used to determine the teaching techniques that English teachers applied in class to teach.
- The **analytic-synthetic method** was used to analyze the obtained results in the field work and to derive the respective conclusions according to the results.

3. TECHNIQUES AND INSTRUMENTS.

To get the empiric information in the research field about the researched object the following techniques and instruments were applied: to the teachers and students.

- **TECHNIQUES**

- * **Survey:** This technique was applied to know the opinion of the teachers and students about the investigation topic.

- * **Observation:** This technique was applied to recognize the problems that exist in “Instituto Superior Tecnológico Beatriz Cueva de Ayora”.

- **INSTRUMENTS**

- * Questionnaire

- * Observation guide

4. PROCEDURES

The following procedures were carried out, in order to perform this research.

- **Tabulating**

In the tabulation of the data obtained in the field research the descriptive statistics were used for the closed questions and unifying criteria of every question.

- **Organizing**

The obtained data was organized in statistic tables that showed the frequency and the percentage of the obtained in the applied instruments.

- **Graphic Representation**

The information obtained was represented graphically. These graphics facilitated the visualization and interpretation of the data.

- **Interpretation and analysis**

The data was interpreted and analyzed according to the obtained percentages and taking into account the major tendencies in the results and the variables of the specific hypothesis.

- **Hypotheses verification.**

The hypotheses were demonstrated in a descriptive way through descriptive process of logical analysis of the results, considering the most representative ones in relation to the stated variables.

- **Conclusions and Recommendations**

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

- **Population and Sample.**

The population was 312 students from 8th years of Basic Education who participated in the surveys. Therefore it was necessary to obtain a sample from the population and

it was of 109 students. Likewise teachers who were participated in this research all the 5 teachers.

Here is detailed the sample in this chart:

CHART 1

COURSE	POPULATION	SAMPLE
8 th year of basic education	312	109
Teachers' population	4	4
English Area Coordinator	1	1
TOTAL	317	114

f. RESULTS.

HYPOTHESIS 1

The teaching techniques applied by the teachers improve the English teaching process on the students of the 8th Years of Basic Education at “Instituto Superior Tecnológico Beatriz Cueva de Ayora” of Loja city period 2012-2013.

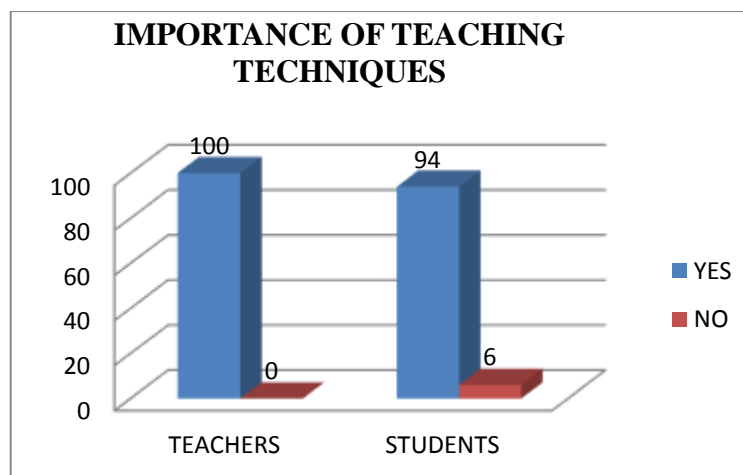
1. Do you think that teaching techniques are important to teach English?

a) Chart 1

IMPORTANCE OF TEACHING TECHNIQUES	TEACHERS		STUDENTS	
	f	%	F	%
YES	5	100	102	94
NO	0	0	7	6
TOTAL	5	100	109	100

Source: Teachers and Students of Instituto Superior Tecnológico Beatriz Cueva de Ayora
Author: Santiago Leonardo Astudillo Tinoco

b) Graph 1



c) Logical Analysis:

According to the results all teachers and almost all of students answered that the teaching techniques are important in the English teaching-learning process in order to learn with effectiveness the new content. And few students consider that teaching techniques are not important. Monzón García Samuel Alfredo (1998) says: The methods and techniques of teaching are fundamental tools for teaching. The methods and techniques are designed to make more efficient the learning direction. They can elaborate the knowledge, develop the skills and to interpret the students' logical thinking.

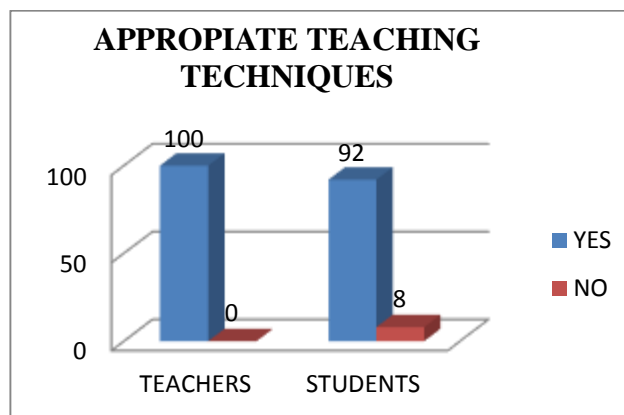
2. Do you use appropriately teaching techniques to teach English Language?

a) Chart 2

APPROPRIATE TEACHING TECHNIQUES	TEACHERS		STUDENTS	
	f	%	f	%
YES	5	100	100	92
NO	0	0	9	8
TOTAL	5	100	109	100

Source: Teachers and Students of Instituto Superior Tecnológico Beatriz Cueva de Ayora
Author: Santiago Leonardo Astudillo Tinoco

b) Graph 2



c) Logical Analysis:

All teachers and most of students answered that the teaching techniques are being used appropriately in the English Language classroom. As well, few students consider they are not used appropriately. Teachers are obligated to use the teaching techniques appropriately for guiding students in a better way and fulfill the academic objectives. These teaching techniques have to be chosen according the students' needs.

According to Monzón García Samuel Alfredo (1998) the teaching-learning process techniques are organized by the teacher through which they intend to fulfill the goals. These techniques adjust the teaching practice because they are in constant contact with the personal characteristics and professional skills of teachers, without forgetting other elements such as: the characteristics of students group, the physical conditions of the classroom, the work content and the working time.

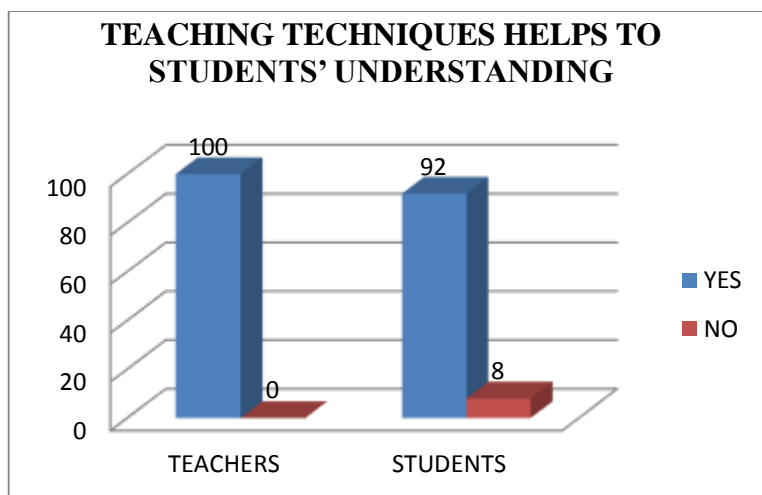
3. Do you consider that teaching techniques help to improve the students' understanding?

a) Chart 3

TEACHING TECHNIQUES HELPS TO STUDENTS' UNDERSTANDING	TEACHERS		STUDENTS	
	f	%	f	%
YES	5	100	100	92
NO	0	0	9	8
TOTAL	5	100	109	100

Source: Teachers and Students of Instituto Superior Tecnológico Beatriz Cueva de Ayora
Author: Santiago Leonardo Astudillo Tinoco

b) Graph 3



c) Logical Analysis:

It is evident that all teachers and most of students consider that teaching techniques help to improve their understanding. If teachers apply an appropriate technique, learners can understand in a better and faster way the English teaching. By other hand, few students consider that techniques do not help to improve their understanding. Therefore, the teaching techniques help so much to the students' understanding about the knowledge and also these techniques permit to carry out a good teaching process to the teacher.

Monzón García Samuel Alfredo (1998) explains that the teaching techniques are applied every day in the classroom, so there is a greater efficiency in the students 'knowledge and the teachers can teach more easily the learning themes and thus able to achieve the academic objectives.

4. What kind of teaching techniques do you use?

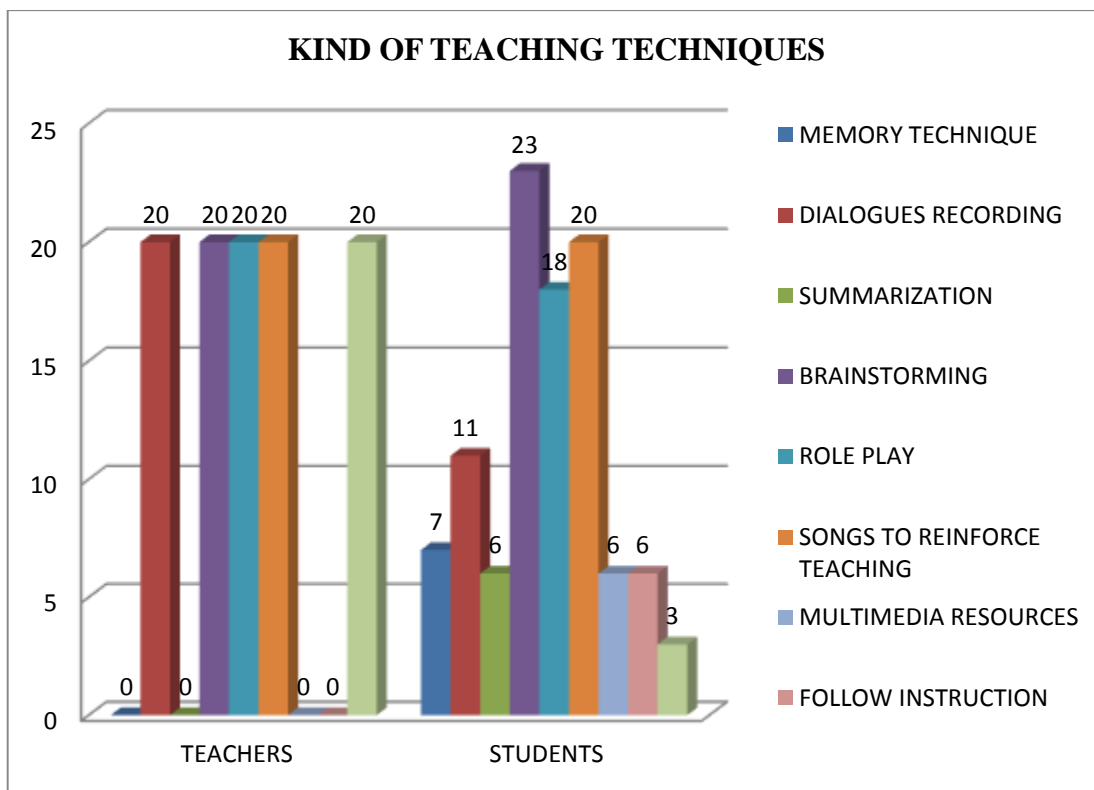
a) Chart 4

KIND OF TEACHING TECHNIQUES	TEACHERS		STUDENTS	
	f	%	f	%
MEMORY TECHNIQUE	0	0	8	7
DIALOGUES RECORDING	1	20	12	11
SUMMARIZATION	0	0	5	6
BRAINSTORMING	1	20	25	23
ROLE PLAY	1	20	20	18
SONGS TO REINFORCE TEACHING			22	20
MULTIMEDIA RESOURCES	0	0	7	6
FOLLOW INSTRUCTION	0	0	7	6
GETTING THE MAIN IDEA	1	20	3	3
TOTAL	5	100	109	100

Source: Teachers and Students of Instituto Superior Tecnológico Beatriz Cueva de Ayora

Author: Santiago Leonardo Astudillo Tinoco

b) Graph 4



c) Logical Analysis:

Teachers` and students` answers show almost the same criteria in relation to the teaching techniques used in the classroom. Each teacher employs distinct tools to teach. Meanwhile, students have the same idea in relation to their teachers' teaching techniques. It means these tools such as: BRAINSTORMING, DIALOGUES RECORDING, ROLE PLAY, SONGS TO REINFORCE TEACHING and GETTING THE MAIN IDEA are the main resources in class. According to Thomas Graham (2010), the **memory technique, dialogues recording and Summarization** are some important classical English teaching techniques used by teachers to develop a good English practice with students. Likewise, Phil Bartle (2010), James Heather (2006) and Erica Leigh (2013) explain that **Brainstorming, Role play, Songs to reinforce teaching, Multimedia Resources, follow instruction and getting the main idea** are the best teaching techniques that teachers could use in class according the students' level. These teaching techniques are very dynamic and maintain active the students' concentration.

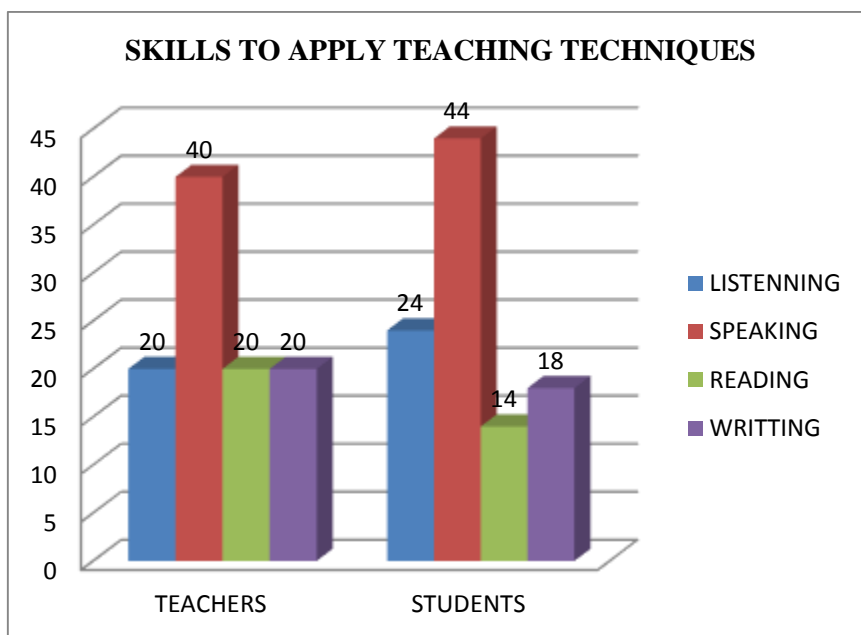
5. In what linguistic skill do you use more the teaching techniques?

a) Chart 5

SKILLS TO APPLY TEACHING TECHNIQUES	TEACHERS		STUDENTS	
	f	%	f	%
LISTENNING	1	20	26	24
SPEAKING	2	40	48	44
READING	1	20	15	14
WRITTING	1	20	20	18
TOTAL	5	100	109	100

Source: Teachers and Students of Instituto Superior Tecnológico Beatriz Cueva de Ayora
Author: Santiago Leonardo Astudillo Tinoco

b) Graph 5



c) Logical Analysis:

The obtained data related to the linguistic skills used in the classroom show an agreement between teachers and students because they coincide in their opinions that these teaching techniques are applied in the four abilities. Even though they recognize that into the speaking skill, these tools are more visible. The four abilities skills are very important in the English Language but sometimes many teachers consider that the students firstly should practice the receptive skills and after that they can train the productive skills to get good results in the students' knowledge. And for each ability skill there are many teaching techniques for applying the students and that they understand better the English Language.

A document from Ministerio de Educacion del Ecuador (2011) establishes that when a teacher makes use of activities that have been specially designed to incorporate

several language skills simultaneously (such as reading, writing, listening, and writing), they provide their students with situations that allow for well-rounded development and progress in all areas of language learning.

HYPOTHESIS 2

The teaching techniques influence on the student's motivation in their English learning process on the students of the 8th Years of Basic Education at “Instituto Superior Tecnológico Beatriz Cueva de Ayora” of Loja city period 2012-2013.

6. Do you consider important to motivate students to learn English?

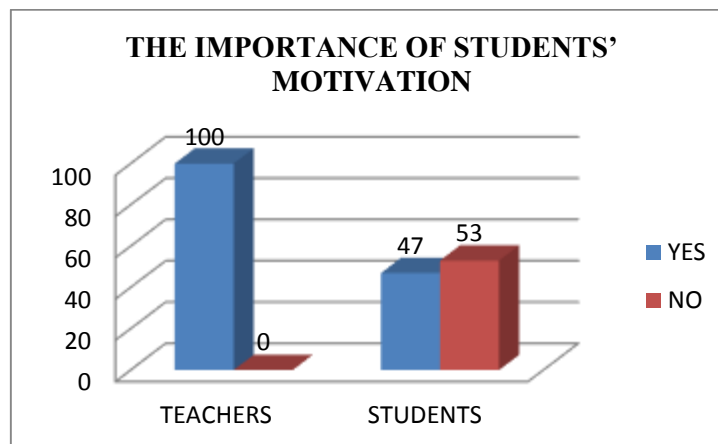
a) Chart 6

THE IMPORTANCE OF STUDENTS' MOTIVATION	TEACHERS		STUDENTS	
	f	%	f	%
YES	5	100	51	47
NO	0	0	58	53
TOTAL	5	100	109	100

Source: Teachers and Students of Instituto Superior Tecnológico Beatriz Cueva de Ayora

Author: Santiago Leonardo Astudillo Tinoco

b) Graph 6



c) Logical Analysis:

Results confirmed that all teachers consider so important to motivate students for learning English. The students' answers are divided since most of them consider that it is not important to be motivated by them. On the other hand, there is a considerable percentage that recognizes the importance that their teachers motivate them to learn this subject. Teacher skills to motivate students play an essential role on students' achievement. The lack of motivation leads to a low level of learning. So, academic trainers should find effective techniques to encourage students to learn.

Carol Midgley (1999) expresses: at any age student motivation is a key factor for learning. For that reason it is important to understand why the students' motivation decreases and so they also develop poor school performance, especially when they change from primary to secondary. Some people think that this discourages are mainly caused by unfavorable characteristics of the learning environment in schools.

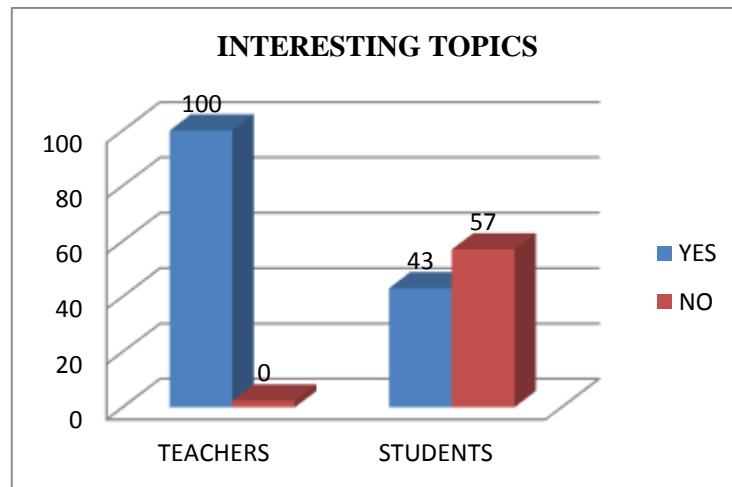
7. Do you explain interesting topics to students?

a) Chart 7

INTERESTING TOPICS	TEACHERS		STUDENTS	
	f	%	f	%
YES	5	100	47	43
NO	0	0	62	57
TOTAL	5	100	109	100

Source: Teachers and Students of Instituto Superior Tecnológico Beatriz Cueva de Ayora
Author: Santiago Leonardo Astudillo Tinoco

b) Graph 7



c) Logical Analysis:

Even though all teachers answered that they explain interesting topics to their students; but students' answers are divided. The majority of them establish that their explanations are not much interesting. It is necessary that teachers explain interesting topics in the classroom; because, in that way, teachers can maintain the students' enthusiasm and they make a participatory class.

Martin Maehr and Carol Midgley (1999) say that student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ. Student motivation refers to a student's interest, desire, compulsion, and need to participate in and be successful in the learning process. It is generally accepted that student motivation plays a key role in academic learning.

8. Do you use enough examples when you explain a new topic to students?

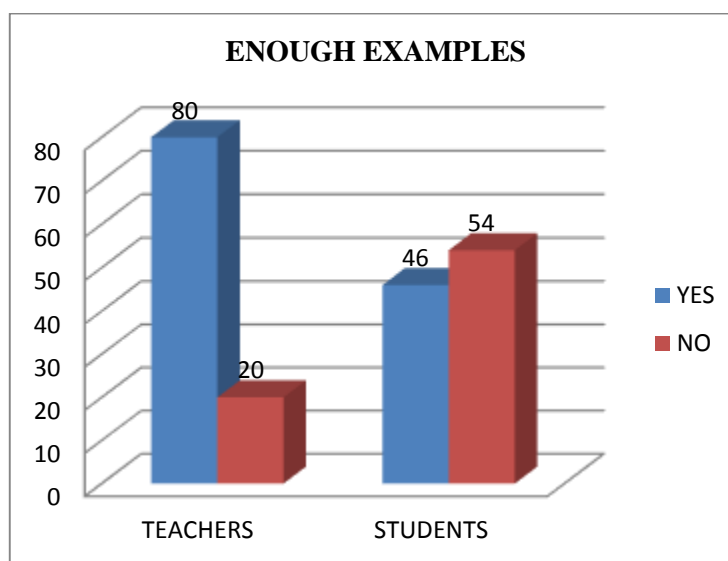
a) Chart 8

ENOUGH EXAMPLES	TEACHERS		STUDENTS	
	f	%	f	%
YES	4	80	50	46
NO	1	20	59	54
TOTAL	5	100	109	100

Source: Teachers and Students of Instituto Superior Tecnológico Beatriz Cueva de Ayora

Author: Santiago Leonardo Astudillo Tinoco

b) Graph 8



c) Logical Analysis:

The majority of teachers answered that they use many example when they explain a new topic. Although most of students answered negatively there is an important percentage related to the teachers` opinion. The examples are necessary in order to make students understand the topic or the theme; after that, teachers ought to make them participate. This way they can produce their own examples using their reality; so that their guide can check immediately if they understood the new topic.

Robert Harris (2010) explains that teachers should spend more time explaining why we teach what we do, and why the topic, approach or activity is important and interesting and worthwhile. In the process, some teachers` enthusiasm will be transmitted to the students, who will probably be more interested. Similarly, teachers should spend more time explaining what is expected on assignments or activities, by given examples for a better students` comprehension.

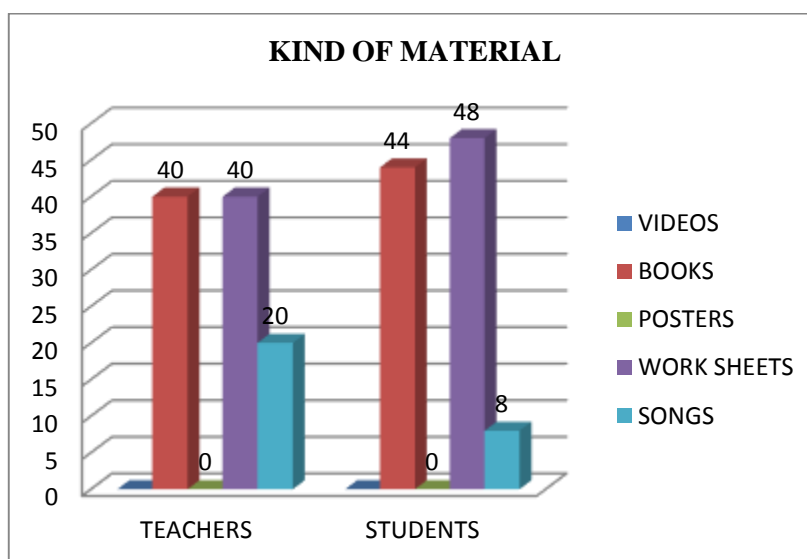
9. What kind of material do you use to present your class?

a) Chart 9

KIND OF MATERIAL	TEACHERS		STUDENTS	
	f	%	f	%
VIDEOS	0	0	0	0
BOOKS	2	40	48	44
POSTERS	0	0	0	0
WORK SHEETS	2	40	52	48
SONGS	1	20	9	8
TOTAL	5	100	109	100

Source: Teachers and Students of Instituto Superior Tecnológico Beatriz Cueva de Ayora
 Author: Santiago Leonardo Astudillo Tinoco

b) Graph 9



c) Logical Analysis:

The obtained data shows that teachers` and students` answers are similar because they coincide in the kind of materials that use teachers to present the class, between the most significant are: books, work sheets and songs. The didactic resources are important tools to motivate the students` learning. With these resources teachers can maintain the students` attention and this permit that students can understand the English subject.

Kerry Jones (2007) says that the didactic resources are instruments that help teachers to achieve the goals. That is, these tools are auxiliary material that motivate, facilitate and develop the students` learning process. The most important didactic resources mention: the worksheets, digital videos, songs, crossword puzzles and posters.

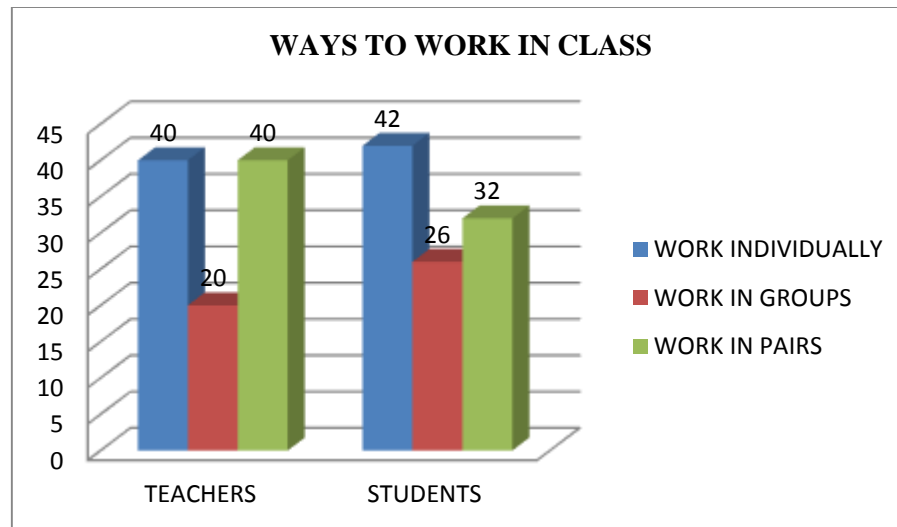
10. What do you consider the best option for students to work more motivated?

a) Chart 10

WAYS TO WORK IN CLASS	TEACHERS		STUDENTS	
	f	%	f	%
WORK INDIVIDUALLY	2	40	45	42
WORK IN GROUPS	1	20	28	26
WORK IN PAIRS	2	40	36	32
TOTAL	5	100	109	100

Source: Teachers and Students of Instituto Superior Tecnológico Beatriz Cueva de Ayora
Author: Santiago Leonardo Astudillo Tinoco

b) Graph 10



c) Logical Analysis:

The results indicate that teachers` and students` answers have similar criteria because they coincide in the ways to work in class that use teachers to motivate the students, they think that all alternatives are using in class such as: work individually, work in groups and work in pairs.

The University of Southern Queensland (2009) declares that; there are some strategies to motivate students in class, but it depends on the activity that teacher are going to develop because if the teacher wants to keep the student's attention he/she should develop activities in a funny way, form students groups or pairs to develop the tasks, in this form, the teacher can maintain a work environment participatory. Among the best ways to work with students are: in groups, in pairs and individually.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement.

The teaching techniques applied by the teachers improve the English teaching process on the students of the 8th Years of Basic Education at Instituto Superior Tecnológico Beatriz Cueva de Ayora of Loja city period 2012-2013.

b) Demonstration.

In question **ONE**, 100% of teachers and 94% of students were conscious that the **teaching techniques are important to teach English**, and 6% of students were opposed to this answer. The results indicate that all teachers and the majority of students consider that the teaching techniques are fundamental tools for the teaching/learning process which are designed to facilitate the students' learning.

In question **TWO**, 100% of teachers and 92% of students consider that they **use appropriately teaching techniques to teach and learn English**, 8% of students have different opinion to this. The results show that all teachers and a big percentage of students realize that teaching techniques are correctly applied by the teacher, in order to fulfill the goals.

In question **THREE**, 100% of teachers and 92% of students think that the **teaching techniques help to improve the students' understanding**, 8% of students were opposite to this answer. So, it is well known that teaching techniques are developed every day in the classroom. Equally, students' knowledge will increase their practice when teachers apply some of these techniques to get students' attention in the English class.

In question **FOUR**, related to **the most useful teaching techniques in classes**, there are many answers: 20% of teachers and 11% of students marked **dialogues recording**. 20% of teachers and 23% of students manifested that **brainstorming** is a good teaching technique, 20% of teachers and 18% of students indicated that **role play** is a useful technique, 20% of teachers and 20% of students established that **songs** help them to understand English, the last 20% of teachers and 3% of students expressed that **getting the main idea** is another teaching technique. These are the most useful teaching techniques that teachers use in class according the students' level.

In question **FIVE** concerning to **the linguistic skill more useful to apply teaching techniques**, teachers and students answered: 20% of teachers and 24% of students think that the **listening** is appropriate to apply teaching techniques, 40% of teachers and 44% of students marked that the **speaking** is the best linguistic skill to develop teaching techniques, 20% of teachers and 14% of students manifested that **reading** is another linguistic skill where should be used the teaching techniques, the last 20% of teachers and 18% of students answered that in **writing** were observed most of them.

When teachers perform their plans it is compulsory to apply techniques according to the topics to be taught in relation to the four linguistic skills.

c) Decision.

Based on the analyzed results, **the first hypothesis is accepted** for the following reasons: teachers and students consider that teaching techniques are very important to the English teaching/learning process. It is corroborated in the five questions answered in the teachers' and students' surveys which give them a meaningful role into the class. The idea is, when teachers use appropriate techniques to teach English, it means that students feel interested and excited towards learning. It makes much easier for students' understanding and getting better outcomes.

HYPOTHESIS TWO

a) Statement.

The teaching techniques influence on the student's motivation in their English learning process on the students of the 8th Years of Basic Education at Instituto Superior Tecnológico Beatriz Cueva de Ayora of Loja city period 2012-2013.

b) Demonstration.

In question **SIX**, 100% of teachers and 47% of students were conscious that is **important to motivate students to learn English**, and 53% of students were

opposed to this answer. The results indicate that all teachers and big percentage of students consider that the motivation is essential for students to pay interest to the English subject.

In question **SEVEN**, 100% of teachers and 43% of students consider that the **topics performed in class are very meaningful to learn English**, 57% of students have different opinion on this subject. The results show that all teachers and a high percentage of students realize that it is vital to promote interesting and updated topics related with the real life to encourage student's learning.

In question number **EIGHT**, 80% of teachers and 46% of students think that tutor **use enough examples when they explain a new topic in class**, endeavoring to encourage the students' learning, 20% of teachers and 54% of students were opposite to this answer. By all means, it is observed a major percent about that there is enough examples given by teachers in class. It is clear, when teachers teach a new topic, they use a lot of examples permitting students take out their own examples to verify the level of students' comprehension.

In question number **NINE**, is related to **the material that teachers use to present their class**, there are many answers: 40% of teachers and 44% of students think that they only use **books** to explain the class, 40% of teachers and 48% of students manifested that teachers use **worksheets**, the last 20% of teachers and 8% of students indicated that tutors practices with **English songs**. These are the most useful didactic materials that teachers use in class according the students' level.

In question number **TEN** concerning to **better option for students to work more motivated**, teachers and students answered: 40% of teachers and 42% of students think that the **work individually** is appropriate in any activities, 20% of teachers and 26% of students marked that the **work in group** is developed only when is necessary, the last 40% of teachers and 32% of students answered that student's **work in pairs** in specific activities. When teachers perform the activities they have to choose the most appropriate strategy to develop these activities.

c) Decision.

The analysis undertaken has allowed verifying the **second hypothesis and it is accepted**; due to the teaching techniques to develop the student's knowledge and motivation about the English subject. Therefore, it is essential that teachers apply the appropriate teaching techniques to maintain the student's enthusiasm; these teaching techniques make students more active in the learning process and at the same time, make their learning more meaningful and fun.

h. CONCLUSIONS

- It is evident that teachers and students consider that teaching techniques are important in the English teaching-learning process and these academic resources are being used appropriately in the English language classroom.
- Most of the teachers employ different teaching techniques to promote learning in class according to their own experience which are helping to improve the students' understanding by means of an active interaction in their classes.
- The researcher found out that teachers emphasize the use of teaching techniques to develop the productive skills, basically in speaking. Furthermore they also recognize the use of other techniques to impulse the others skills, which are important in the teaching-learning process. However, teachers need to be aware the importance to develop the receptive and productive skills.
- Although teachers consider the importance to motivate students for learning English by explaining interesting topics according the student's level. Students do not agree with these criteria. They are not much conscious about the importance of some topics studied in class.
- Students' criteria establish teachers do not use enough examples when they develop a new topic, it can be because teachers are interested in teaching without

taking into account the importance of a conscious learning and its relationship with others subjects.

- Although teachers use some teaching techniques in correct way, it can be noticed that they do not have audiovisual resources to encourage students to learn therefore, the learners are not awarded why to study in this way.
- The majority of teachers apply some strategies to work in class according to the planned activities. Teachers use the appropriate strategy in order to catch the students' attention.

i. RECOMMENDATIONS

- Teachers have a good level of awareness about the importance of the usage of the teaching techniques applied in class, for that reason they should share their experience with other colleagues of English Area.
- It is recommended that the obtained experience in the use of teaching techniques by these teachers should be socialized to other colleagues in other areas. Authorities from this high school could organize seminars to spread the experience of these teachers.
- Some teachers use the teaching techniques emphasizing on speaking skill, therefore, it is recommended that teachers apply teaching techniques to develop all English linguistics skills. This way, they can apply each technique according the activity and skill that they are going to promote.
- Teachers should begin their academic labor in class by giving students to know the contents to be studied so that they can be conscious about what they are going to develop in class to avoid students' lack of motivation.
- Teachers should take into account that examples are very necessary for students' understanding in relation to the topics by giving a variety of examples to permit students to recreate the knowledge.

- The authorities in this educative institution should provide teachers more updated didactic resources to teach in order to maintain the student's attention. Probably the most important could be the audiovisual resources.
- Teachers should always have a variety of strategies to motivate and promote the students' learning. Endeavoring to develop other strategies such as: working pairs or groups to maintain students' attention in the subject.

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k. ANNEXES

ANNEXE 1: PROJECT



UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN, EL ARTE Y
LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER**

THESIS PROJECT

**“THE TEACHING TECHNIQUES AND STUDENT’S
MOTIVATION IN THE ENGLISH LEARNING ON THE
STUDENTS OF THE 8TH YEARS OF BASIC EDUCATION AT
INSTITUTO SUPERIOR TECNOLOGICO BEATRIZ CUEVA
DE AYORA OF LOJA CITY PERIOD 2012-2013.”**

**Project as previous requirement to obtain the
Bachelor’s degree in sciences of Education.
English Language specialization.**

**AUTHOR:
Astudillo Tinoco Santiago Leonardo**

Loja-Ecuador

2013

a. THEME:

“THE TEACHING TECHNIQUES AND STUDENT’S MOTIVATION IN THE ENGLISH LEARNING ON THE STUDENTS OF THE 8TH YEARS OF BASIC EDUCATION AT INSTITUTO SUPERIOR TECNOLOGICO BEATRIZ CUEVA DE AYORA OF LOJA CITY PERIOD 2012-2013”

b. PROBLEM STATEMENT

1. BACKGROUND.

Instituto Superior Tecnológico Beatriz Cueva de Ayora high school, which is an educational institution created on September 23th, 1954, It began as a high school, by Ministerial Agreement No. 427, then in 1987 it became Technical by Ministerial Agreement No. 543. On May 21st, 1989, it became as Experimental School through an Agreement No. 4371 on August 17th, 1989.

This institution has had several important moments in its history, one of them happened in 1948 when it was called “Liceo Primero de Mayo” High School. At that time were taught subjects such as: Accounting, Dressmaking, Tailoring and Embroidery subjects, which not satisfied the needs of women who were already thinking in the University. Because of this the number of students in this institution was declining until that in a meeting one of the councilors of the City introduced the motion that this institution was eliminated gradually and is replaced by a high school for Women, this motion was accepted on October 3rd, 1952. The decision was not made and “Liceo Primero de Mayo” high school, for that reason, it continued to operate in a critical institution during the period of two years. This caused that there were more teachers than students, until on September 30th, 1954, this institution stopped to function completely and the students who studied here were woodcocks to a high school in the capital city.

On December 1st, 1954 the City Council had a meeting with the presence of important authorities for the organization of the high school for Women of Loja city. The authorities that sent the Ministry of Public Education achieved with that goal and on this date, can include the work of the National high school for Women. The director of this high school was Lcda. Emiliano Ortega Ezpinoza. He permitted that begin to operate the first course of this institution, the Ministry ordered the transfer of students from the Bernardo Valdivieso high school.

During this educational work, have passed excellent teachers and administrative, among the most prominent are: The directors, Dr. John Istebecué Astudillo, Dr. Jorge Mora Ortega, Dra. Maria Elena Leon Cevallos and members of planning Department.

About the Mission of the educational institution tells us that they aspire to contribute to the productive development of the region and country, through the efficient and effective operation of the specialties of technical school and the technological level, and, to encourage academic and administrative management dynamic, oriented by the institutional vision and based on databases produced by the Institute and external specialist centers to attend the demands of socio-educational and training of the students and community.

About the Vision of the educational institution tells us that the educational institution will become one of the centers of highest quality and excellence of the southern

region of the country. Their actions will be characterized by: base current educational processes in modern educational psychology; cultivate and practice values and human rights, justice, social equity and gender; to develop intelligence, creativity, popular culture and scientific research; defend environment; running the processes of interaction with community members educational, and by active-reflective participation of the teachers, students and graduates in the development and social change.

2. CURRENT SITUATION OF THE RESEARCH.

The English language becomes a Universal Language and it this almost obligatory in all elementary and high schools of the word. Since its founding, schools and colleges have played an important role in the teaching of English Language to students.

In Ecuador, as in many countries, English is the official language taught in various educational establishments and the authorities consider that the learning of a second language involves giving a more concrete sense of multiculturalism; it is considered that learning another language is not a privilege of elites, but like a necessary tool of education.

We know that every day student go to school and they have the opportunity to learn many important things and increase their knowledge not only about the English Language but also about all the subjects.

The educational institutions should have a good level of organization to offer a respectable level of teaching; therefore the authorities have to know very well about the rules and laws to develop their functions without mistakes so that way to get the best results into the educational process.

Instituto Superior Tecnológico Beatriz Cueva de Ayora high school has approximately eight hundred fifty students only in the afternoon section. Its structure counts with twenty four courses in the afternoon section and each course has a head teacher.

By the observations sheets I have noticed several problems in this educational institute such as: The bad use of the teaching techniques, the motivation to the students, the lack of material, insufficient English labs, etc. But the most important problem and which is related with my research project is the teaching techniques and student's motivation in the English learning. This is a big problem because many teachers do not use adequate teaching techniques to teach the English language and this is the reason for the lack students' motivation. And other important aspect is that at high school does not have didactic material for motivate and stimulate students.

3. RESEARCH PROBLEM.

The thesis project is focusing on the following problem: **WHAT ARE THE TEACHING TECHNIQUES AND HOW THEY ARE RELATED ON THE STUDENT'S MOTIVATION IN THE ENGLISH LEARNING ON THE STUDENTS OF THE 8TH YEARS OF BASIC EDUCATION AT INSTITUTO SUPERIOR TECNOLOGICO BEATRIZ CUEVA DE AYORA OF LOJA CITY PERIOD 2012-2013.**

The Ecuadorian education system has serious mistakes that affect directly the students' training. The education in Ecuador is not responding to the realities and needs of the country, it does not satisfy the demands and challenges that society imposes. So this system is reduced to fulfill in two aspects: the knowledge providing and also the development of skills, attitudes and values that permit the student to be socially and economically productive, but not to build up of an authentic and creative person.

The education system at all levels is oriented to get ideal objectives and proposes to form a real trained person in several aspects, but most of the times teachers do not apply appropriate teaching techniques to generate a meaningful learning on the students.

In relation to the English teaching troubles at the Instituto Superior Tecnológico Beatriz Cueva de Ayora was detected a shortage of teachers' teaching techniques. Sometimes they take courses of teaching methodologies from CRADLE project, but

they are not adopted in the classroom with their students, likewise they are required to present their teaching planning weekly but students have limited development of the four main English skills which was detected according to a previous observation in this high school.

There are few the teaching techniques applied by teachers in the classroom also these are not applied according to students' level of foreign language of the first year high school mainly with listening and writing skills. The academic plans start form a false criteria in order to developed the four English skills without taken into account that it involves a logical process for their development, in the same way how the mother tongue is adopted which make the teachers to plan inappropriate teaching techniques for their students affecting their learning.

By other hand, the lack of motivation about the importance of foreign language by authorities, educational community and students affects negatively on the students' profile. There is a wrong judgment when they think that some subjects are the most important than others, so English language is consider like unimportant one and that is affecting the pupils' English language learning.

Likewise it was detected that another reason for the students' demotivation is the lack of teachers' didactic materials and audio-visual media in the classrooms, since there is a single English laboratory for more than seven hundred students which do not help to students' learning.

Finally, in this high school was noticed that teachers do not perform a diagnostic test to detect the strengths and weaknesses that students could have to learn the English Language. Teachers must consider that the student population comes from different social sectors and from several schools, including the rural areas in which they even do not receive the English Language subject. This diagnostic test is convenient to be applied for the students at the beginning of the year in order to teachers develop an appropriate academic plan according to the students' needs.

4. DELIMITATION OF THE RESEARCH.

4.1 TEMPORAL: This research work will be developed in the period 2012-2013.

4.2 SPATIAL: “Instituto Superior Tecnológico Beatriz Cueva De Ayora” high school of Loja city is the place where I am going to carry out the present research.

4.3 OBSERVATION UNITS: The authorities and teachers who participated in this research are:

- Lcda. Nancy Hidalgo Chavez, English Area Coordinator
- Lcda. Ruth Cuesta Silverio, English teacher.
- Lcda. Melania Japon Herrera, English teacher.
- Dra. Elva Gualan Oviedo, English teacher.
- Dr. Vicente Songor Jaramillo, English teacher.
- Students of: 8th years of basic education at “Instituto Superior Tecnológico Beatriz Cueva De Ayora” High School.

4.4 SUB-PROBLEMS:

The research has the purpose to determine the problem about **“THE TEACHING TECHNIQUES AND STUDENT’S MOTIVATION IN THE ENGLISH LEARNING ON THE STUDENTS OF THE 8TH YEARS OF BASIC EDUCATION AT INSTITUTO SUPERIOR TECNOLOGICO BEATRIZ CUEVA DE AYORA OF LOJA CITY PERIOD 2012-2013.**

And as a result it is oriented to do the following questions:

- WHAT ARE THE TEACHING TECHNIQUES THAT TEACHERS APPLY IN THE ENGLISH TEACHING PROCESS ON THE STUDENTS OF THE 8TH YEARS OF BASIC EDUCATION AT INSTITUTO SUPERIOR TECNOLOGICO BEATRIZ CUEVA DE AYORA OF LOJA CITY PERIOD 2012-2013.?
- HOW THE TECHING TECNIQUES MOTIVATE STUDENTS IN THE ENGLISH LEARNING PROCESS ON THE STUDENTS OF THE 8TH YEARS OF BASIC EDUCATION AT INSTITUTO SUPERIOR TECNOLOGICO BEATRIZ CUEVA DE AYORA OF LOJA CITY PERIOD 2012-2013?

c. JUSTIFICATION.

We all know that there are many problems in the teaching – learning process of English Language in many schools in the Loja city, it is why this research project will take place about one of the main problems in education that is:

WHAT ARE THE TEACHING TECHNIQUES AND HOW THEY ARE RELATED ON THE STUDENT'S MOTIVATION IN THE ENGLISH LEARNING ON THE STUDENTS OF THE 8TH YEARS OF BASIC EDUCATION AT INSTITUTO SUPERIOR TECNOLOGICO BEATRIZ CUEVA DE AYORA OF LOJA CITY PERIOD 2012-2013.

This research contribute to clear up around the more appropriate teaching techniques according to the students level and how there are influencing on students learning for better student performance.

Through these results this research tries to contribute to improve the teaching learning process in this educational unit. We hope that this conclusions be taking by teachers in their classroom activities.

With this research the teachers will be informed of a right way of how to use the teaching techniques and the way how it is reflected in the student's motivation, so that, it can be helpful to promote learning in a general way since the English Language as a universal one should be learn in an easy way toward a good social development.

This thesis project will help to solve that problem existing at Instituto Superior Tecnológico Beatriz Cueva de Ayora high school and it will help for teachers and students analyze and use of possible solutions which will be show later of the thesis conclusion.

d. OBJECTIVE.

1. GENERAL OBJECTIVE.

To evaluate the teaching techniques and the student's motivation in the English learning on the students of the 8th Years of Basic Education at Instituto Superior Tecnológico Beatriz Cueva de Ayora of Loja city period 2012-2013.

2. SPECIFIC OBJECTIVES.

2.1 To identify the teaching techniques that teachers apply in the English teaching process on the students of the 8th Years of Basic Education at Instituto Superior Tecnológico Beatriz Cueva de Ayora of Loja city period 2012-2013.

2.2 To verify if the student's motivation have a relationship with the teaching techniques applied by the teachers in the English learning process on the students of the 8th Years of Basic Education at Instituto Superior Tecnológico Beatriz Cueva de Ayora of Loja city period 2012-2013.

e. THEORETICAL FRAME.

1. TEACHING TECHNIQUES AND THE LEARNING MOTIVATION OF ENGLISH LANGUAGE THE BASIC EDUCATION.

1.1 THE BASIC EDUCATION AND TEACHING TECHNIQUES OF ENGLISH LANGUAGE.

1.1.1 National Education System.

The education in Ecuador is regulated by the Ministerio de Educacion; it is divided into fiscal, public-missionary, municipal, and private education. Public education is secular at all levels, obligatory until basic level and free until high school. The school year has 200 days divide into two periods of five months. There is a holiday of 15 days after completing the first period. From 2012-2013 is removed the qualification 20/20 in the primary and secondary levels. Now teachers must to evaluate over 10 points. The minimum score to pass the grade is over 7 points. Currently, the Ministerio de Educacion works on the basic education system which comprises two subsystems: The schooled education system and the non-schooled education system, which is detailed below.

1.1.2 Scope of General Basic Education.

The General Basic Education in Ecuador includes ten levels of study, from first to tenth grade. Students who complete this level can continue their studies in high school and participate actively in political and social life as Ecuadorian citizens. This level of education allows students to develop skills to communicate, to interpret,

solve problems, and to understand the natural and social life. Students who complete studies of basic general education will be citizens able to:

- Demonstrate logical, critical and creative thinking in analysis of problems of everyday reality.
- Interpret and apply to a basic level a foreign language communication in common situations.
- Make good use of free time in cultural, sporting, artistic and recreational activities that permit to relate to others and their environment, as responsible human beings, caring and proactive.

1.1.2.1 Organization of General Basic Education.

It is divided into 4 levels:

- Preparatory corresponds to 1st grade of general basic education, 5 years-old kids.
- Basic elementary education corresponds to 2nd, 3rd, 4th grades of general basic education. The students enter it at the age of 6-8.
- Basic media education corresponds to 5th, 6th, 7th grades of general basic education for students from 9-11.
- Basic superior education corresponds to 8th, 9th, 10th grades of general basic education which is for students from 12-14 years of age. ¹

¹ CASTILLO TORRES, Mauricio Xavier (2011); Sistema Educativo del Ecuador; Universidad Católica del Ecuador.

1.1.2.2 Goals of General Basic Education

- Provide a common basic education to children and adolescents for their learning.
- To achieve the most important knowledge acquisition: verbal and written communication, mathematical operative, natural sciences, technology and informatics related to local, national and universal scope.
- A clear and deep awareness of being Ecuadorian, inside of a frame of recognition about the cultural, ethnic, geographic and gender aspects.
- To develop the students' intelligence to promote the creative, practical and theoretical thinking.
- To build the individual, social and personal development of each student toward to a responsible behavior inside the community in relation to their rights and duties.²

1.1.3 Curriculum of General Basic Education.

The Ministry of Education developed the updated Curriculum of the General Basic Education, which runs from September 2010 in the Sierra regime, and April 2011 in the Costa region. This document contains the four areas (Language and literature, mathematics, natural science and social science) for each year from first to tenth. The curriculum process of the general basic education has as the main objective to

² REFORMA CURRICULAR PARA LA EDUCACION BASICA (2012); Ministerio de Educación y Cultura.

develop the students' human condition, oriented to train citizens and to practice the human values allowing them to interact within society.

Curricular timetable to general basic education:

SIGNATURE	Hours of class per subject weekly / Years of general basic education								
	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH
Language and Literature	12	12	9	9	8	8	6	6	6
Mathematical	6	6	6	6	6	6	6	6	6
Natural and social environment	5	5	-	-	-	-	-	-	-
Natural Science	-	-	4	4	4	4	6	6	6
Social Science	-	-	4	4	5	5	5	5	5
Aesthetic education	3	3	3	3	3	3	3	3	3
Physical education	2	2	2	2	2	2	2	2	2
Foreign Language	-	-	-	-	-	-	5	5	5
Optional	2	2	2	2	2	2	2	2	2

(Reforma curricular para la educación básica; Ministerio de Educación y Cultura 2012)

1.1.3.1 Curricular plan of the 8th year of Basic Education.

The 8th year of basic education represents different challenges for students that integrate the student life, due to a new experience oriented to their studies. In the 8th year of basic education the idea is promoted the fellowship, love of learning and school life. In this stage is developed a curricular plan in order to establish basic fundamentals for a proper academic, emotional, social and psychological development.³

³ Ministerio de Educación del Ecuador (2007). Currículo de la Educación General Básica, Quito-Ecuador.

Curricular timetable to 8th year of basic education:

Signature of 8th year of basic education	Hours of class per subject weekly.
Language and Literature	6
Mathematical	6
Natural Science	6
Social Science	5
Aesthetic education	3
Physical education	2
Foreign Language	5
Optional	2
TOTAL	35

(Ministerio de Educación del Ecuador. Currículo de la Educación General Básica 2007)

1.1.4 The English language in the 8th year of basic education.

The communicative approach proposed for the English curriculum in the eighth year of Basic education by MEE recognizes two main aspects to be developed in this period:

1. To focus on real-world contexts: Because students have to use language productively (through speaking and writing) and receptively (through listening and reading) outside the classroom with tasks that contain activities that students have developed within the classroom, and that they improve communication in everyday life.

2. Transversal issues of language (grammar, vocabulary and pronunciation): Language techniques are designed to engage students in authentic and functional use of language, supported by knowledge of language structures.

1.1.4.1 English language skills in the 8th year of basic education.

When a teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously (such as reading, writing, listening, and writing), they provide their students with situations that allow for well-rounded development and progress in all areas of language learning.

COMUNICATIVE COPETENCE	COMPETENCE LEVEL
Listening	<ul style="list-style-type: none">* To Understand expressions, words and sentences related to the academic (e.g. personal information, daily activities, typical themes, etc.)* To Listen carefully speeches, with pauses for that student to assimilate what they are listening.
Reading	<ul style="list-style-type: none">* To Understand and identify simple texts (e.g. messages, postcards, catalogs, etc.) One sentence at a time, recognizing basic. phrases.* To Extract the essence and key information from simple informational texts.
Speaking	<ul style="list-style-type: none">* To Perform talks slow but well developed (e.g. with frequent pauses to search expressions, new words, errors, etc.).* Interact asking and answering simple questions about students and education. Communication is highly dependent on the repetition.
Writing	<ul style="list-style-type: none">* Producing simple word can have few details, little variety in prayer, and may have some error.

(Acuerdo Nro. 306-11.Ministerio de Educación del Ecuador. Currículo de la educación general Basica 2011)

1.1.5 The English Language teaching/learning process in Basic Education.

The teaching-learning process is driven by the motivations of students' environment, so that the teacher should be a motivator for student's learning. The learning takes place in an interpersonal system and therefore through of the interactions with the

teacher and classmates; so the student learns cognitive and communicative instruments from their culture.

The teaching of a foreign language from a socio-cultural vision involves not simply paying attention to linguistic material, but also pays attention to learners. Teachers should give students an environment of guidance and support. In recent years, the foreign languages have evolved considerably. Similarly the interest to learn English has increased notably, because of its use as a working tool and a means of communication very important around the world.⁴

1.1.5.1 Interaction between Teachers – Students

Teachers have a close relationship with students by means of the content. This relationship goes beyond the teaching that unites them. In the initial courses, students are in an unknown environment without any family member and they feel lost. This can cause a blockage that prevents processing all the new information to be learned. The unique person leading the academic chores is the teacher, so they have to create an environment of understanding, protection, support and complicity between the two parties to give student's security and facilitate their learning.

In the adolescent stage, the relationship between teachers and students should be of collaboration and understanding to make them to participate in new challengeable

⁴ BROWN, Darwin (2007); An Interactive Approach to Language Pedagogy; New York; U.S.A.

activities. This will create an environment of trust that helps to build the self-confidence and improve the school performance of each student.⁵

1.1.5.2 Teaching – Learning Process

The teaching process produces consistent changes in individuals, whose stages occur in an upward order. It becomes a progressive and dynamic process whose purpose is the acquisition of new knowledge, skill or ability. This process includes the act of teaching by means of some techniques applied by a teacher; and by other hand, a student who learns, catches and recreates the provided knowledge. This to say, the teacher should direct the cognitive and affective processes that must be assimilated by learners according to teaching strategies.⁶

1.1.5.3 Relation between Method – Content

The method is the element that directs the training process between teacher and student. In other words, the method is the order, sequence and organization of the teaching process. A Content is a topic in which teacher is going to work in class. Therefore the content and learning is related. The relation of teachers with Method-Content should always be focused on the student welfare and should be directed to the student knowledge to get a good learning.

⁵ MELLIZO SANZ, Carmen (2004); Importancia de la interacción profesor – alumno/a; Quito-Ecuador.

⁶ BERMUDEZ, Morris (2002); Dinámica de grupo en educación: su facilitación. La Habana; Cuba.

- **Method and Teaching Techniques.**

The methods and teaching techniques are fundamental tools. The methods and techniques are designed to make more efficient the learning direction. They can elaborate the knowledge, develop the skills and to interpret the students' logical thinking.

Method represents a set of actions of teachers and students as a way to organize students' training activities to achieve the academic goals. This component is related with the content and education purpose. The way to develop the process is the method, that is to say, the order, the sequence and the internal organization during the task execution. The **techniques** of the teaching-learning process are organized by the teacher through which they intend to fulfill the goals. These techniques adjust the teaching practice since they are in a close relationship with the personal characteristics and professional teachers' skills, among other elements such as: the students' group characteristics, the classroom physical conditions, the working content and the time. The teaching techniques are applied every day in the classroom, in order to reach a better students' knowledge and teachers can teach easily the learning topics to achieve the academic objectives.⁷

⁷ Monzón García, Samuel Alfredo (1998); Iniciación a la Práctica de la Investigación; Guatemala.

1.1.6 The classical teaching techniques used in the development teaching/learning process.

1.1.6.1 Memory Technique.

To learn how to memorize is necessary to follow three steps: record, retain and retrieve. In the record phase, if we record information well be easier memorization, that is, be aware of what we are doing, pay attention, avoid distractions, etc. Many factors influence this phase as well as attention, motivation of students, analytical skills, creativity, logical thinking, etc. In the retain phase, it is essential to go periodically refreshing the knowledge learned. For well you have studied a lesson if they end up forgetting is reviewed.

Finally, in the retrieve phase is related to being able to remember what was stored will depend largely on the quality of the record. For a good recovery is essential to have assimilated what has been studied. This is achieved by working information and understanding it.

1.1.6.2 Dialogues Recording.

This technique has two main strengths, they are: The first is that you will have to put the work into your own words either out loud, on a tape or to a friend. The strength of doing it with a friend is that you will have to explain it a number of times before he/she understands in doing this you will be learning a little more each time you

repeat it. The other strength is that you are using another of your senses, hearing, to help you learn. The more senses you can involve, the better you can learn.

1.1.6.3 Summarization.

This is a process of reducing your textbook and lecture notes. Students make summaries of your textbook. It is best to do this at least three times. Each time you make a new summary by reducing the previous one, you are revising the material and learning more of both the detail and main ideas. Each time you summaries you need less writing, headings, outline or detail to remember the same amount of information. Eventually you can lock up whole chunks of material behind a few well-chosen terms or brief lists or skeleton diagrams.⁸

1.1.7 Teaching techniques most used of the English Language.

1.1.7.1 Brainstorming.

Brainstorming is an activity used to generate ideas in small groups. The purpose is to generate as many ideas as possible within a specified time period. These ideas are not evaluated until the end, and a wide range of ideas is often produced. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for more workable ideas. Its principle is that learners need a lot of ideas to get good ideas.

⁸ GRAHAM Thomas M. (2010); Mind Tool; New York; U.S.A..

1.1.7.2 Role playing/simulation.

Role-playing is one of the effective methods to learn and gain experience. An individual is likely to remember their personal feelings more intensely and for a longer period of time. The role game helps to analyze how people behave in a certain situation, how to evaluate and predict their reactions. Therefore, to gain the maximum effect from the role game, proposed situations should be as close to reality as possible.⁹

1.1.7.3 Songs to reinforce teaching.

Music and sing activities are effective in the classroom because it is easy for music to get stuck in one's head. It gives the class a fun way to remember information, creating a more engaging and fun environment for learning topics and concepts that are generally hard.

1.1.7.4 Multimedia Resources.

Visual aids and the like are effective in that they can provide students with a better grasp of the concept than any other word. No matter what level the student is, they can understand the relationship between the two and easily grasp the new word or concept. In addition, these sorts of techniques spice up the classroom and keep things interesting. These strategic examples can be used as an introduction to vocabulary terms, concepts, teaching places (names/locations), and teaching specific behaviors

⁹ BARTLE Phil (2010); The Advocates; New York, U.S.A;

(cultural). Additionally, teaching parts of speech can be done using these media as visual aids for actions, colors, etc.

1.1.7.5 Follow instruction.

Pre-instruction activities are generally effective because they provide an easy break-in to new information. Additionally, they provide the students with notes, or something to look back on to relate the new information with the old so that the concept is easier to grasp. For instance, a chart may compare new materials with old thus drawing a line between the two that the student can follow. These activities also draw the student into the new concept to keep them motivated and interested in what is being taught.¹⁰

1.1.7.6 Getting the main idea.

The main idea of a passage or reading is the central thought or message. In contrast to the term topic, which refers to the subject under discussion, the term main idea refers to the point or thought being expressed. The difference between a topic and a main idea will become clearer to you if you imagine yourself overhearing a conversation in which your name is repeatedly mentioned. When you ask your friends what they were discussing, they say they were talking about you. At that point, you have the topic but not the main idea. Undoubtedly, you wouldn't be satisfied until you learned what your friends were saying about this particular topic. You would probably pester them

¹⁰ HEATHER James (2006); Lain; New York; U.S.A;

until you knew the main idea, until you knew, that is, exactly what they were saying about your personality, appearance, or behavior.¹¹

1.2 THE MOTIVATION OF ENGLISH LANGUAGE LEARNING ON BASIC EDUCATION.

1.2.1 What involve students' motivation?

At any age student motivation is a key factor for learning, for that reason is important to understand why students' motivation decreases and so they also develop poor school performance, especially when they change from primary to secondary. Some people think that this decline is mainly caused by unfavorable characteristics of the learning environment in schools. One factor that influences student motivation is the school history. When students accumulate failures experiences in school, it's hard to think that they want to be successful. Teachers should encourage students to overcome their weaknesses, and they may influence the construction of a positive image with students.¹²

1.2.2 Student motivation for learning English Language.

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be

¹¹ LEIGH Erica (2013); eHow; New York; USA.

¹² MIDGLEY, Carol (1999). La motivación del estudiante. Latinos US. EEUU.

equally motivated to perform a task, the sources of their motivation may differ. Student motivation refers to a student's interest, desire, compulsion, and need to participate in and be successful in the learning process. It is generally accepted that student motivation plays a key role in academic learning.¹³

2.2.2.1 Strategies to motivate students in the teaching/learning process

English Language.

- **Explain.**

Teachers should spend more time explaining why we teach what we do, and why the topic or approach or activity is important and interesting and worthwhile. In the process, some of the teacher's enthusiasm will be transmitted to the students, who will be more likely to become interested. Similarly, teachers should spend more time explaining exactly what is expected on assignments or activities. Students who are uncertain about what to do will seldom perform well.

- **Trust the teacher.**

Students respond with interest and motivation to teachers who appear to be human and caring. Teachers can help produce these feelings by sharing parts of themselves with students, especially little stories of problems and mistakes they made, either as children or even recently. Such personalizing of the student/teacher relationship helps

¹³ MAEHR Martin and MIDGLEY Carol (1991); Educational Psychologist; New York; USA.

students see teachers as approachable human beings and not as aloof authority figures.

- **Students' participation.**

One of the major keys to motivation is the active involvement of students in their own learning. Standing in front of them and lecturing to them is thus a relatively poor method of teaching. It is better to get students involved in activities, group problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, working with each other, or in some other way getting physically involved in the lesson.

- **Learning visual.**

Even before young people were reared in a video environment, it was recognized that memory is often connected to visual images. Teachers can provide better learning by attaching images to the ideas we want to convey. Use drawings, diagrams, pictures, charts, graphs, bulleted lists, even three-dimensional objects you can bring to class to help students anchor the idea to an image.¹⁴

¹⁴ HARRIS Robert (2010); Virtual Salt Home; New York; USA.

1.2.3 Didactic resources to motivate the students' learning.

1.2.3.1 Worksheets.

The worksheets provide detailed information and advice covering most of the image processing operations found in most image processing packages. Generally, each worksheet describes one operator. However, in addition, many worksheets also describe similar operators or common variants of the main operator. And since different implementations of the same operator often work in slightly different ways, we attempt to describe this sort of variation as well.

1.2.3.2 Videos.

Digital video is now a powerful tool that teachers can use in their classrooms in any subject area. Challenging your students to think at a higher level by creating curriculum-based videos to be shown in class, a newscast to show to the school, or a classroom video podcast will be an experience that students will never forget.

1.2.3.3 Songs.

When you hear a new song on the radio for the first time, you don't start singing along with it right away. You hear it a few times, and before you know, even if haven't been actively listening, soon you find yourself singing along. Nobody "teaches" you the song. Keep this in mind when introducing songs to young learners.

1.2.3.4 Crossword puzzles.

Crossword puzzles have the advantage of appealing to different learning styles. Visual learners often have strong puzzle-solving skills, and feel great satisfaction when they complete one. Auditory learners enjoy step-by-step reasoning, so they also benefit from the sequential steps of completing a crossword. Even kinesthetic learners enjoy the multi-task strategies required to solve a crossword. It has the benefit of being customizable to study content. Puzzle creation software and websites are abundant, and easy to use, so teachers can create curriculum-specific crosswords with little trouble.

1.2.3.5 Posters.

Posters are colorful and inspiring works of art that draw student's attention to the subject being taught. Posters don't have to be just wall decoration. Posters can be used to highlight vocabulary being taught, visually organize student's work or be turned into learning games that help to teach and reinforce skills being taught in the classroom.¹⁵

1.2.4 Strategies to motivate students to learn the English language.

1.2.4.1 Work in groups.

A study group consists of between 3 and 6 students who are studying the same course. They meet as a group outside of class or normal study time for an hour or two

¹⁵ JONES Kerry (2007); Educator and Writer on Educational; New York; USA.

each week. The group spends its time discussing course content and preparing for assignments, test and exams.

1.2.4.2 Work in pairs.

This technique optimizes personalized student learning time as each student can get personalized attention even if it is not given by the teacher. This is also helpful when the teacher is not supposed to be the focus of activities and instead can move from table to table and help as needed. It creates a community setting and gets students into helping each other and learning from each other. Cooperative groups work because there are many ways to break students into groups that allow them personally catered lessons on their level.

1.2.4.3 Work individuals.

A way to help you maintain in control your study has four main steps: The first 5 minutes of your half-hour you spend noting what you are going to do or learn in the remainder of the half-hour. Act for 20 minutes. - You now carry out your planned actions on the specific sections of your study material for the next 25 minutes. Survey for 3 minutes .- Spend the final 3 minutes surveying or reviewing what you have just done, making some record of what you have learned. This step is a crucial one in reinforcing what you have just covered and making it easier to remember. ¹⁶

¹⁶ University of Southern Queensland (2009); Disclaimer; Australia.

HYPOTHESIS

GENERAL:

The teaching techniques and student's motivation influence in the English learning on the students of the 8th years of basic education at "Instituto Superior Tecnológico Beatriz Cueva de Ayora" of Loja city period 2012-2013.

SPECIFIC:

The teaching techniques applied by the teachers improve the English teaching process on the students of the 8th Years of Basic Education at "Instituto Superior Tecnológico Beatriz Cueva de Ayora" of Loja city period 2012-2013.

The teaching techniques influence on the student's motivation in their English learning process on the students of the 8th Years of Basic Education at "Instituto Superior Tecnológico Beatriz Cueva de Ayora" of Loja city period 2012-2013.

f. METHODOLOGY

In the research is applied different techniques and methods for developing it; for that reason this is a formative research.

First I presented request to the authorities of the “Instituto Superior Tecnológico Beatriz Cueva de Ayora” in order to develop my research work.

With this purpose it will be applied some surveys to the authorities, teachers and students in order to identify the techniques of study, and student’s motivation in the English Teaching-Learning Process.

METHODS, TECHNIQUES AND INSTRUMENTS.

Methods.

Methods to be applied during the stages of this research were adopted according to its nature.

The **scientific method** was used as a general method; method in which first the problem was identified, observations, experiments or other relevant data were gathered, and a hypothesis was formulated from these data, and after the hypothesis was empirically tested. It also was useful to formulate the conclusions based on the theoretical referents and the tendencies of the obtained results in the research field.

The **descriptive** method was used to obtain results in the research field and it also was used to determine the teaching techniques that English teachers applied in class to teach students.

The **analytic-synthetic method** was used to analyze the obtained results in the work field and to derive the respective conclusions according to the results.

Techniques and Instruments.

To get the empiric information in the research field about the researched object the following techniques and instruments were applied: to the teachers and students.

* **Survey:** This technique was applied to know the opinion of the teachers and students about the investigation topic.

Procedures.

The following procedures were carried out, in order to perform this research.

Tabulation

In the tabulation of the data obtained in the field research the descriptive statistics were used for the closed questions and unifying criteria from the reason or explanation of every question.

Description

The obtained data was organized in described in statistic tables that showed the frequency and the percentage of the obtained indicators in the applied instruments.

Graphic Representation

After the data were represented graphically it facilitated the interpretation and critical analysis of each question.

Interpretation and analysis

It was interpreted and analyzed according to the obtained percentages and taking into account the major tendencies in the results and the variables of the specific hypothesis.

Hypothesis verification.

The hypothesis was demonstrated in a descriptive way through a hypothetical process of logical analysis of the results, considering the most representative ones in relation to the stated variables.

Formulation of conclusions

The formulation of conclusions was based on a specific analysis and interpretation of the results and they served to give some recommendations to the teachers and students of the researched institution in order to contribute with the solution of the problem that motivated the present investigation.

Population and Sample.

The population was 312 students from 8th years of Basic Education who participated in the surveys. Likewise teachers who were participated in this research all the 4 teachers.

In order to get the sample of the students' population, it was necessary to apply the following formula:

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

PQ = First quartile (0,25)

N= Population

n = sample

K = Proportionality Constant (2)2

E = Sample Error (10 %,) (0,1)

$$\begin{aligned} & 0,25 \times 312 \\ n = & \frac{\quad}{(311) (0,1)^2 + 0,25} \\ & \frac{\quad}{(2) 2} \\ n = & 77.75 \\ & \frac{\quad}{\quad} \\ & \frac{2.86}{\quad} \\ & \frac{\quad}{4} \\ n = & 77.75 \\ & \frac{\quad}{\quad} \\ & \frac{0,715}{\quad} \\ n = & 109 \end{aligned}$$

Here is detailed the sample in this chart:

CHART N °1

COURSE	POPULATION	SAMPLE
8 th year of basic education	312	109
Teachers' population	4	4
English Area Coordinator	1	1

g. TIMETABLE

MONTHS	2013																				2014																						
	May				June				July				Sep				Oct				Nov				Feb				March				April				May				June		
ACTIVITIES	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
Approval of thesis project	x																																										
Designation of the Director’s thesis					x																																						
Application of teachers and students surveys						x	x																																				
Review of the literature								x	x	x	x	x																															
Analysis of surveys results													x	x	x	x	x	X	x	x	x	x																					
Presentation and conclusions` results																						x	x	x	x	x	x	x	x	x	x	x											
Elaboration of conclusions and recommendations																																	x	x									
Thesis Revision																																											
Thesis correction																																											
Submission of the folders																																											
Private qualification																																											
Public sustentation and Graduation																																											

h. BUDGET AND FINANCING

1. Resources.

1.1 Human:

The resources that will be part of this project are:

- The researcher: Santiago Leonardo Astudillo Tinoco
- The English teachers of “Instituto Superior Tecnológico Beatriz Cueva de Ayora”.
- The students of “Instituto Superior Tecnológico Beatriz Cueva de Ayora”.

1.2 Material:

The material resources that will be used are: office material, books, thesis, magazines, computer, printer, Internet and others.

1.3. Institutional:

- National University of Loja
- “Instituto Superior Tecnológico Beatriz Cueva de Ayora”
- Library of the “Universidad Nacional Loja

1.4 Budget and Financing.

MATERIALS	COST
Internet	\$ 80.00
Prints	\$ 300.00
Copies	\$ 150.00
Folders	\$ 20.00
Other things	\$ 40.00
TOTAL	\$ 590.00

FINANCING

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

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ANNEX 2: SURVEYS



UNIVERSIDAD NACIONAL DE LOJA Área de la Educación el Arte y la Comunicación. English Language Career

Estimated English teachers from ISTBCA, I direct you respectfully for asking to deign answer the following survey that allows me to collect information which will benefit the educational community and to perform my thesis.

1. Do you think that teaching techniques are important to teach English?

Yes ()

No ()

Why:.....

2. Do you use appropriately teaching techniques to teach English Language?

Yes ()

No ()

Why:.....

3. Do you consider that teaching techniques help to improve the students' understanding?

Yes ()

No ()

Why:.....

4. What kind of teaching techniques do you use?

Memory Technique ()

Dialogues Recording ()

Summarization ()

Brainstorming ()

Role Play ()

Songs to reinforce teaching ()

Multimedia Resources ()

Follow Instruction ()

Getting the main idea ()

Why:.....

5. In what linguistic skill do you use more the teaching techniques?

Listening ()

Speaking ()

Reading ()

Writing ()

Why:.....

6. Do you consider important to motivate students to learn English?

Yes ()

No ()

Why:.....

7. Do you explain interesting topics to students?

Yes ()

No ()

Why:.....

8. Do you use enough examples when you explain a new topic to students?

Yes ()

No ()

Why:.....

9. What kind of material do you use to present your class?

Videos ()

Work sheets ()

Books ()

Songs ()

Posters ()

Why?:.....

10. What do you consider the better option for students to work more motivated?

Work individually ()

Work in pairs ()

Work in groups ()

Why:.....

TRANKS FOR YOUR COLABORATION



UNIVERSIDAD NACIONAL DE LOJA

Área de la Educación el Arte y la Comunicación. English Language Career

Estimated students from ISTBCA, I direct you respectfully for asking to deign answer the following survey that allows me to collect information which will benefit the educational community and to perform my thesis.

1. Do you think that teaching techniques that use your teacher are important to learn the English Language?

Yes ()

No ()

Why:.....

2. Do you consider that your teacher use appropriately the teaching techniques to teach English Language?

Yes ()

No ()

Why:.....

3. Do you consider that teaching techniques help you to understand the English Language?

Yes ()

No ()

Why:.....

4. What kind of teaching techniques does your teacher use?

Memory Technique ()

Dialogues Recording ()

Summarization ()

Brainstorming ()

Role Play ()

Songs to reinforce teaching ()

Multimedia Resources ()

Follow Instruction ()

Getting the main idea ()

Why:.....

5. In what linguistic skill do you think your teacher applies some teaching techniques?

Listening ()

Speaking ()

Reading ()

Writing ()

Why:.....

6. Do you think that is important that your teacher motivate to learn English?

Yes ()

No ()

Why:.....

7. Do you consider that your teacher explain interesting topics in class?

Yes ()

No ()

Why:.....

8. Do you think that your teacher use enough examples when he/she explain a new topic?

Yes ()

No ()

Why:.....

9. What kind of material uses your teacher to explain the class?

Videos ()

Work sheets ()

Books ()

Songs ()

Posters ()

Why?:.....

10. In what form do you work in class?

Work individually ()

Work in pairs ()

Work in groups ()

Why:.....

TRANKS FOR YOUR COLABORATION

CONSISTENCY MATRIX

THEME: “THE TEACHING TECHNIQUES AND STUDENT’S MOTIVATION IN THE ENGLISH LEARNING ON THE STUDENTS OF THE 8TH YEARS OF BASIC EDUCATION AT INSTITUTO SUPERIOR TECNOLÓGICO BEATRIZ CUEVA DE AYORA OF LOJA CITY PERIOD 2012-2013”

PROBLEM	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS	SUB INDICATORS
General	General	General	Independent		
“What are the teaching techniques and how they relate on the student’s motivation in the English Learning on the students of the 8 th years of Basic Education at “Instituto Superior Tecnológico Beatriz Cueva de Ayora” of Loja city Period 2012-2013?”	To evaluate the teaching techniques and the student’s motivation in the English learning on the students of the 8 th Years of Basic Education at “Instituto Superior Tecnológico Beatriz Cueva de Ayora” of Loja city period 2012-2013.	The teaching techniques and student’s motivation influence in the English learning on the students of the 8 th years of basic education at “Instituto Superior Tecnológico Beatriz Cueva de Ayora” of Loja city period 2012-2013.	The teaching techniques in the English Teaching-Learning Process.	*The teaching techniques. *Student’s motivation to learn.	*Management teaching techniques. *Effective teaching techniques. *Student’s motivation to learn.
Sub problems	Specific	Specific	Dependent		
*What are the teaching techniques that teachers apply in the English teaching process on the students of the 8 th years of Basic Education at “Instituto Superior Tecnológico Beatriz Cueva de Ayora” of Loja city period 2012-2013? *How the teaching techniques motivate students in the English learning process on the students of the 8 th years of Basic Education at “Instituto Superior Tecnológico Beatriz Cueva de Ayora” of Loja city period 2012-2013?.	*To identify the teaching techniques that teachers apply in the English teaching process on the students of the 8 th Years of Basic Education at “Instituto Superior Tecnológico Beatriz Cueva de Ayora” of Loja city period 2012-2013. *To verify if the student’s motivation have a relationship with the teaching techniques applied by the teachers in the English learning process on the students of the 8 th Years of Basic Education at “Instituto Superior Tecnológico Beatriz Cueva de Ayora” of Loja city period 2012-2013.	*The teaching techniques applied by the teachers improve the English teaching process on the students of the 8 th Years of Basic Education at “Instituto Superior Tecnológico Beatriz Cueva de Ayora” of Loja city period 2012-2013. *The teaching techniques influence on the student’s motivation in their English learning process on the students of the 8 th Years of Basic Education at “Instituto Superior Tecnológico Beatriz Cueva de Ayora” of Loja city period 2012-2013.	*The teaching techniques encourage the English teaching-learning process. *The student’s motivation in the English learning process.		

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