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AREA OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

THE MOTIVATIONAL ACTIVITIES AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS AT "HERNAN GALLARDO MOSCOSO" HIGH SCHOOL. ACADEMIC YEAR 2009-2010.

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

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2010

CERTIFICATION

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C E R T I F I E S:

To have directed and corrected this thesis work, previous to obtain the Licentiate's degree with the title of: "THE MOTIVATIONAL ACTIVITIES AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS AT "HERNAN GALLARDO MOSCOSO" HIGH SCHOOL. ACADEMIC YEAR 2009-2010"., under the responsibility of the undergraduated students: Elsa Valeria Ruiz Mora and Mercedes Yolanda Masache Jungal. Therefore, I authorize its presentation and defense.

Loja, Abril 2010

Dra. Carmen Ojeda P.

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AUTHORSHIP

It is important to mention that all the results of the research work and all the criteria, analysis, concepts presented here, are of their authoresses' responsibility. This thesis work can be used as a bibliographical resource.

Elsa Valeria Ruiz Mora

Mercedes Yolanda Masache Jungal

ACKNOWLEDGEMENT

The group gives its sincere thanks first, to the National University of Loja, because it gave us the opportunity to study and to obtain the degree as English Language Teachers, next to Dra Carmen Ojeda Pardo, who has given us all her support as our thesis Director to finish this research work successfully.

THE AUTHORESSES

DEDICATION

I want to dedicate this work with special affection to my mother, who while was with me, knew how to support and guide me to achieve my goals. To my son, who with his existence has reached that the battles in my life are less difficult and with whom I have overcome them.

ELSA

I dedicate this work to my mother, my brothers, and my grandmother and with special love to my uncle Ismael Jungal, who have supported me to achieve one of my set goals.

YOLANDA

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1. INTRODUCTION

It is universally known that the more motivated a person is, He / she will learn a new language easily. So that, when the students are motivated to participate in their learning process that will facilitate the teacher's teaching.

We know that most learners are learning just for some practical goals, such as for passing the exams, promoting to a higher post, or be promoted to the next grade. But they are not interested in the language itself. They do not want to know more about the target language culture, and even want to experience the life of that culture.

By other hand, teachers do not motivate students to learn, most of them just take their classes without considering that the application of motivational activities is so important into the learning of a foreign language. For those reasons, the group has considered that this research would give important tools to the teachers to improve their teaching and to get students' interest in the language as itself.

The main objective was to determine the influence of the motivational activities in the learning of the English language in the students' at Hernán Gallardo Moscoso High School, during the period 2009-2010.

Among the motivations that carry us to develop this work is the necessity of giving answers to the problematic found in the researched institution about the

lack of motivation by part of teachers who have not gotten a good level of English with the students.

Among the specific objectives that guided the research work are to characterize the motivational activities that influence in the learning of the English language and to establish the level of motivation of the students at Hernán Gallardo Moscoso High School.

In coherence with the specific objectives we also stated the hypothesis for this work the first one says that there is little application of motivational activities which influence in the Learning of the English Language on the students and the second one states that The levels of motivation to the English language by part of teachers and students are low so that it limits the learning of the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.

The main method used in this work was: the scientific one, which oriented the systematic steps to explain logic relations of the researched object and to arrive the corresponding conclusions and recommendations. We also used as particular methods: the descriptive to describe the obtained results in the field work; the analytic-synthetic that served to analyze critically the empiric information; and, the deductive one to interpret the logic implication of the hypothesis.

The present work in its structure is organized in the following way:

In the first part, it has the introduction that presents the thesis work in its whole parts and it also describes the contextual frame of the problem that got us to develop this research.

Then, it includes the revision of the Literature where we synthesize the main variables of our hypothesis and which served as indicators to prove through a logical analysis the stated hypothesis.

Next, we have the summary that describes briefly, clearly and in an effective way the pertinence of the research and it summarizes the main conclusions and outcomes that we got through this thesis work.

It also contains the materials and methodology used during the research process where we describe the methods techniques, procedures and instruments that have been used in the research process, and it also gives a reference about the researched population.

It presents the obtained results in the research instruments that were applied as to the teachers as well to the students and the respective interpretation and analysis of every question.

After that it describes the discussion of the questions with the percentages more representative and the verification of the stated hypothesis through a logical descriptive analysis.

It also refers to the conclusions which the group has arrived after having contrasting the information of the different instruments applied, establishing the logical relation among them with the specific objectives stated in the project.

Finally, it presents the recommendations or possible solutions to the problematic found and which worth the whole process of research developed in the researched institution and which could serve to improve their weaknesses regard to the lack of motivation toward the learning of the English Language.

2. SUMMARY

The present research work entitled: THE MOTIVATIONAL ACTIVITIES AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS AT “HERNAN GALLARDO MOSCOSO” HIGH SCHOOL. ACADEMIC YEAR 2009-2010., has been made with the purpose of determining the role of the motivational activities in the English language teaching learning process.

In the development of the work we have made use of the scientific method as a general one which has helped to find the true about the researched object. And as particular methods we used the descriptive to describe the data, the analytic-synthetic to analyze the results and the explicative to explain the phenomena and to elaborate the report.

In the field work we applied the instrument of the survey to the teachers and the students, to process the information we have used a logical analysis with descriptive statistics that helped us to describe the results in tables and graphs.

Among the main results of the research we found that the teachers do not apply enough motivational activities that help the students to learn better. They do not talk to the students about the usefulness, relevance and importance of learning the English language for that reason their levels of motivation towards the English subject are low and they are not interested in learning it. In fact the students' learning is placed in a regular level.

Consequently in the researched institution we have found that there are serious troubles with the teachers and students because of the lack of motivation of the students to learn the English language. Therefore we have found out that the motivational activities influence in the learning of the students in the researched High School.

3. REVISION OF LITERATURE

3.1. DEFINING MOTIVATION

Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.

You can interpret this definition in varying ways, depending on the theory of human behavior you adopt. For the sake of simplicity, let us look at theories of motivation in terms of two opposing camps. In one of these camps is a traditional view of motivation that accounts for human behavior through a behavioristic paradigm that stresses the importance of rewards and reinforcement. In the other camp are a number of cognitive psychological viewpoints that explain motivation through deeper, less observable phenomena. These two traditions are described below.

3.1.1. A Behavioristic Definition

A behavioristic psychologist like Skinner or Watson would stress the role of *rewards* (and perhaps punishments) in motivating behavior. In Skinner's operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to *reinforce* behavior: to cause it to persist. This tradition gave us what I might facetiously refer to as the "M&M theory" of behavior,

derived from the now seldom practiced administration of M&M candies to children for manifesting desired behavior.

“A behaviorist would define motivation as "the anticipation of reinforcement." We do well to heed the credibility of such a definition. Reinforcement theory is a powerful concept for the classroom. Learners, like the proverbial horse running after the carrot, pursue goals in order to receive externally administered rewards: praise, gold stars, grades, certificates, diplomas, scholarships, careers, financial independence, and ultimately, happiness”¹.

3.1.2. Cognitive Definitions

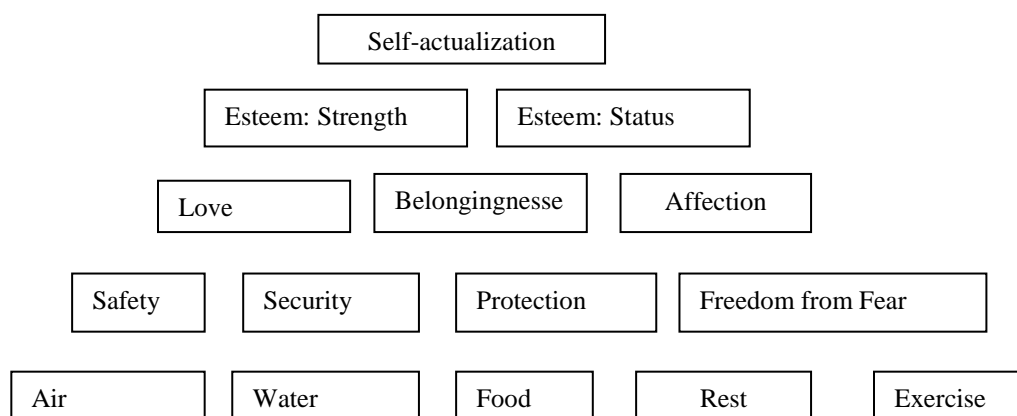
A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole picture, the difference lies in the sources of motivation and in the power of self-reward. Three different theories illustrate this side of motivation.

A. Drive theory. Those who see human *drives* as fundamental to human behavior claim that motivation stems from basic innate drives. David Ausubel (1968) elaborated on six different drives: exploration, manipulation, activity, stimulation, knowledge and ego enhancement.

¹ BROWN H. Douglas, Teaching by Principles, An Interactive Approach to Language Pedagogy. 2000. Pag. 55.

All of these drives act not so much as reinforcers, as in behavioristic theory, but as innate predispositions, compelling us, as it were, to prove the unknown, to control our environment, to be physically active, to be receptive to mental, emotional, or physical stimulation, to yearn for answers to questions, and to build our own self-esteem.

B. Hierarchy of needs theory. One of the most widely cited theories of motivation comes from Abraham Maslow (1970) who, in the spirit of drive theory, elaborated further to describe a system of needs within each human being that propel us to higher and higher attainment. Maslow's hierarchy is best viewed metaphorically as a pyramid of needs, progressing from the satisfaction of purely physical needs up through safety and communal needs, to needs of esteem, and finally to "self-actualization" a state of reaching your fullest potential.



Of key importance here is that a person is not adequately energized to pursue some of the higher needs until the lower foundations of the pyramid have been satisfied. Therefore, a person who is hungry or cold, who has gotten little sleep, etc., has little motivation to see beyond those pressing physical discomforts to pursue anything higher. Likewise, needs for safety (comfort, routine, protection) and for a feeling of belonging (in a group of classmates or friends) must be met in order for a person to devote full energy to the higher needs of academic attainment, achievement or recognition for successes.

Maslow's theory tells us that for an activity in the classroom to be considered motivating, then, it need not be outstandingly striking, innovative, or inspirational. Even familiar classroom procedures (taking roll, checking homework, small-talk at the beginning of class, etc.), if they fulfill lower-order needs, can pave the way to meeting higher-order needs.

C. Self-control theory. Certain cognitive psychologists (for instance, Hunt 1971) focus on the importance of people deciding for themselves what to think or feel or do. We define ourselves by making our own decisions, rather than by simply reacting to others. Motivation is highest when one can make one's own choices, whether they are in short-term or long-term contexts.

In the classroom, when learners have opportunities to make their own choices about what to pursue and what not to pursue, as in a cooperative learning

context, they are fulfilling this need for autonomy. When learners get things shoved down their throats, motivation can wane, according to this branch of theory, because those learners have to yield to others' wishes and commands.

3.2. INTRINSIC AND EXTRINSIC LEVELS OF MOTIVATION

“Gardner have done research on motivation in the field of second language acquisition research (Gardner & Tremblay 1994). In this succession of research studies, a distinction has been made between *integrative* and *instrumental* orientations. While the 1972 study claimed that an integrative orientation (desire to learn a language stemming from a positive affect toward a community of its speakers) was more strongly linked to success in learning a second language than an instrumental orientation (desire to learn a language in order to attain certain career, educational, or financial goals), later studies showed that both orientations could be associated with success.

First, the research by Gardner and his colleagues centered on a dichotomy of *orientation*, not motivation. Orientation means a context or purpose for learning; motivation refers to the intensity of one's impetus to learn. An integrative orientation simply means the learner is pursuing a second language for social and/or cultural purposes, and within that purpose, a learner could be driven by a **high level of motivation or a low level**. Likewise,

in an instrumental orientation, learners are studying a language in order to further a career or academic goal. Second, integrative and instrumental orientations are not to be confused with intrinsic and extrinsic motivation! they are separate issues. One (integrative/instrumental orientation) is a true dichotomy and refers only to the context of learning. The other (intrinsic/extrinsic motivation) designates a continuum of possibilities of intensity of feeling or drive, ranging from deeply internal, self-generated rewards to strong, externally administered rewards from beyond oneself².

Edward Deci (1975: 25) defined intrinsic motivation this way:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. . . . Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also

² BROWN H. Douglas, Teaching by Principles, An Interactive Approach to Language Pedagogy. 2000. Pag. 75.

extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination.

Jerome Bruner (1962), praising the "autonomy of self-reward," claimed that one of the most effective ways to help both children and adults to think and learn is to free them from the control of rewards and punishments.

Now, you may be thinking, don't extrinsic rewards play a role in a learner's motivation? Wouldn't extrinsic rewards, coupled with intrinsic motivation, enhance the intrinsic? Not according to a surprising number of research studies. An example (Kohn 1990) illustrates:

Teenage girls were given the task of teaching some games to younger children. One group of "teachers" were simply given their task; the others were told that they would receive a reward (a free ticket to the movies) for successfully completing the teaching task. Results: The first group did their task faster, with more success, and reported greater pleasure in doing so than the second group!

It is interesting that the research shows that one type of extrinsic reward can indeed have an effect on intrinsic motivation: the positive feedback that

learners perceive as a boost to their feelings of competence and self-determination. No other externally administered set of rewards has a lasting effect.

Intrinsic motivation is of course not the only determiner of success for a language learner. Sometimes, no matter how much you want to accomplish something or how hard you try, you may not succeed for a host of other reasons. But if the learners in your classroom are given an opportunity to "do" language for their own personal reasons of achieving competence and autonomy, those learners will have a better chance of success than if they become dependent on external rewards for their motivation.

3.3. INTRINSIC MOTIVATION IN THE SECOND LANGUAGE CLASSROOM

Turning to the role of intrinsic motivation in second language classrooms in particular, consider these activities that capitalize on the intrinsic by appealing to learners' self-determination and autonomy:

- teaching writing as a thinking process in which learners develop their own ideas freely and openly
- showing learners strategies of reading that enable them to bring their own information to the written word

- language experience approaches in which students create their own reading material for others in the class to read
- oral fluency exercises in which learners talk about what interests them and not about a teacher-assigned topic
- listening to an academic lecture in one's own field of study for specific information that will fill a gap for the learner
- communicative language teaching, in which language is taught to enable learners to accomplish certain specific functions
- grammatical explanations, if learners see their potential for increasing their autonomy in a second language.

“Actually, every technique in your language classroom can be subjected to an intrinsic motivation "litmus test" to determine the extent to which they adhere to this powerful principle. Apply the following checklist to help you determine whether something you're doing in the classroom is contributing to your students' intrinsic drives.

A Checklist of Intrinsically Motivating Techniques

1. Does the technique appeal to the genuine interests of your students? Is it relevant to their lives?
2. Do you present the technique in a positive, enthusiastic manner?

3. Are students clearly aware of the purpose of the technique?
4. Do students have some choice in:
 - a. choosing some aspect of the technique?
 - b. determining how they go about fulfilling the goals of the technique?
5. Does the technique encourage students to discover for themselves certain principles or rules (rather than simply being "told")?
6. Does it encourage students in some way to develop or use effective strategies of learning and communication?
7. Does it contribute—at least to some extent—to students' ultimate autonomy and independence (from you)?
8. Does it foster cooperative negotiation with other students in the class? Is it truly interactive?
9. Does the technique present a "reasonable challenge"?
10. Do students receive sufficient feedback on their performance (from each other or from you)?

Think of yourself not so much as a teacher who must constantly "deliver" information to your students, but more as a **facilitator** of learning whose job it is to set the stage for learning, to start the wheels turning inside the heads of your students, to turn them on to their own abilities, and to help channel those abilities in fruitful directions”³.

³ BROWN H. Douglas, Teaching by Principles, An Interactive Approach to Language Pedagogy. 2000. Pag. 72-83.

Zoltan Dornyei and Kata Csizer (1998" 215) offered a set of commandments" for motivating learners, based on a survey of Hungarian foreign language teachers. All ten items focus on what the teacher can do to stimulate intrinsic motivation.

1. Set a personal example with your own behavior.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners. 5- Increase the learners' linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal-oriented
10. Familiarize learners with the target language culture.

These eight guidelines, coming directly from teachers out there in the "arena," are worth careful consideration. Compare them to my own general guidelines for infusing your ESL classroom with some intrinsically motivating dynamics.

<i>Extrinsic Pressures</i>	<i>Intrinsic Innovations</i>	<i>Motivational Results</i>
SCHOOL CURRICULUM	Learner-centered personal goal-setting individualization	Self-esteem Self-actualization Decide for self
PARENTAL EXPECTATIONS	Family values	Love, intimacy, acceptance, respect for wisdom
SOCIETY'S EXPECTATIONS (conformity)	Security of comfortable routines task-based teaching	Community, belonging, identity, harmony, security
TESTS & EXAMS	Peer evaluation, self- diagnosis level-check exercises	Experience self- knowledge
IMMEDIATE GRATIFICATION ("M&MS")	Long-term goals the big picture "things take time"	Self-actualization
MAKE MONEY!	Content-based teaching, ESP vocational education workplace ESL	Cooperation harmony
COMPETITION	Cooperative learning group work the class is a team	Manipulations, strength, status, security
NEVER FAIL!	Risk-taking, innovation creativity	Learn from mistakes nobody's perfect "c'est la vie".

4. RESOURCES AND METHODS

4.1. RESOURCES

4.1.1. Human

The resources that were part of this work are:

- The research group conformed by Valeria Ruiz and Yolanda Masache
- The students of “Hernán Gallardo Moscoso” High School
- The English teachers of “Hernán Gallardo Moscoso” High School

4.1.2. Material

The material resources that we will use is, office material, books, thesis, magazines, computer, printings, Internet and others

4.1.3. Institutionals

- National University of Loja
- “Hernán Gallardo Moscoso” High School
- Library of the National University of Loja
- Cyber cafes

4.2. DESIGN OF THE RESEARCH

The group has considered that according to the nature of the theme it was developed as a non-experimental research because the group did not manipulate the variables in the group of students and teachers who participated in this project.

In a non-experimental work the process is developed in a descriptive way. The researchers make no attempt to isolate or manipulate the phenomena under investigation, and insights and generalisations emerge from close contact with the data rather than from a theory of language learning and use.

4.3. METHODS, TECHNIQUES AND INSTRUMENTS

4.3.1. Methods

Scientific Method.- We know that the development of the scientific investigation is and systematic and complex process which needs a strict procedure to carry out any research, so we used the scientific method because its characteristics seem to be the most suitable.

Thanks to this method the group stated the topic and problem, the general and specific objectives and based on them we were able to formulate the corresponding hypothesis and visualize the possible verification.

This method was also used in the searching of the theoretical- scientific fundamentals to explain the relation between the information in the field work with the scientific explanation of the variables of the hypothesis. It also served to state the most pertinent recommendations according to the conclusions that we reach, the same that they were important to contribute with some ideas to improve the motivational activities that the teachers can use into the English teaching learning process.

Descriptive Method.- Other method that was used is the descriptive one, because it gave us the rules to demonstrate the meaning of the research, to describe the problematic that the group found in the researched educative institution, to describe the variables as the independent as the dependent ones, so that we could describe coherently the results of the field work. This method also served to describe the motivational activities that the teachers use into the teaching learning process of the English language.

Analytic Synthetic Method.- We used the analytic-synthetic method to analyze the results that we obtained in the field work and to establish conclusions as of the motivational activities as the level of the motivation that the students face into the teaching learning process of the English language.

Explicative Method.- This one was also used, in the explanation of all the reasons of every question made in order to obtain more reliable information which will be contrasted with the theoretical referents about the topic.

4.3.2. Techniques and Instruments

To obtain the empiric information we applied the following techniques and instruments.

A **Survey** was applied to obtain information about the motivational activities that the teachers use into the English Teaching Learning process and know the level of motivation of the teachers and students. Of course it was applied to teachers and students with the instrument of a questionnaire which contained different kind of closed questions about the topic that we researched.

4.3.3. Procedures

After we applied the research technique we processed the data through the tabulation of the information.

Then we organized the empiric information keeping in mind the specific hypothesis of the research work. The obtained information was represented in statistics tables and graphic bars. So that it was possible to interpret the empiric information

contrasting it with the theoretical references; and, finally we drew the conclusions and recommendations using valuable criteria and taking into account the stated objectives which orientated the research process.

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

4.4. POPULATION

We took the whole population of students who are 169 from the 8th year of basic education to 3rd year of High School Curriculum. The group considers that it is a small population for that reason we worked with all of it.

Regards to the teachers who work teaching the English language are two, so that we also worked with all of them.

Variable	Population
8 th year of basic education	50
9 th year of basic education	41
10 th year of basic education	35
1 st year of High School Curriculum	16
2 nd year of High School Curriculum	19
3 rd year of High School Curriculum	8
Total Students	169
Teachers	2

5. RESULTS

5.1. TEACHERS AND STUDENTS' SURVEY

A: HYPOTHESIS No. 1

There is little application of motivational activities which influence in the Learning of the English Language in the students at "Hernán Gallardo Moscoso" High School?.

1. Write an x in what do you consider is for you motivation into the teaching learning process?

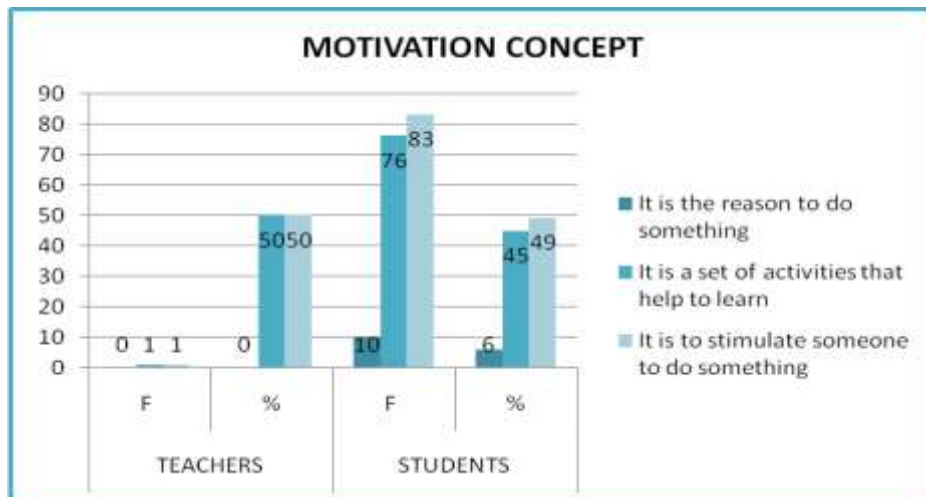
a) Statistics Table No. 1

MOTIVATION CONCEPT	TEACHERS		STUDENTS	
	F	%	F	%
It is the reason to do something	0	0	10	6
It is a set of activities that help to learn	1	50	76	45
It is to stimulate someone to do something	1	50	83	49
TOTAL	2	100	169	100

Source: Teachers and Students' surveys

Elaboration: Research Team

b) Graphic Representation



c) Interpretation

As we mentioned before, this work has been developed with a population of two teachers and 169 students who have given us important information to develop the field research.

According to the results 50% of the teachers said that motivation is the reason to do something, and the other 50% of surveyed teachers answered that motivation is a set of activities that help to learn. Regards to students, 49% of them identified the motivation concept as something to stimulate someone to do certain things while 45% of the students also stated that it is a set of activities that help to learn.

As we can see most of teachers and students identified the term motivation it is derived from the latin verb “movere” that means “move” or “be ready to”. So that motivate is to predispose the students to learn through a series of strategies developed by the teacher. The motivation consists of the impulse to give the students a situation that induces them to an intentional effort towards a determined activity with successful results. Therefore it is very important that the teachers motivate their students before, during and after the class if they want to get meaningful learning.

2. How many kinds of motivation do you know?

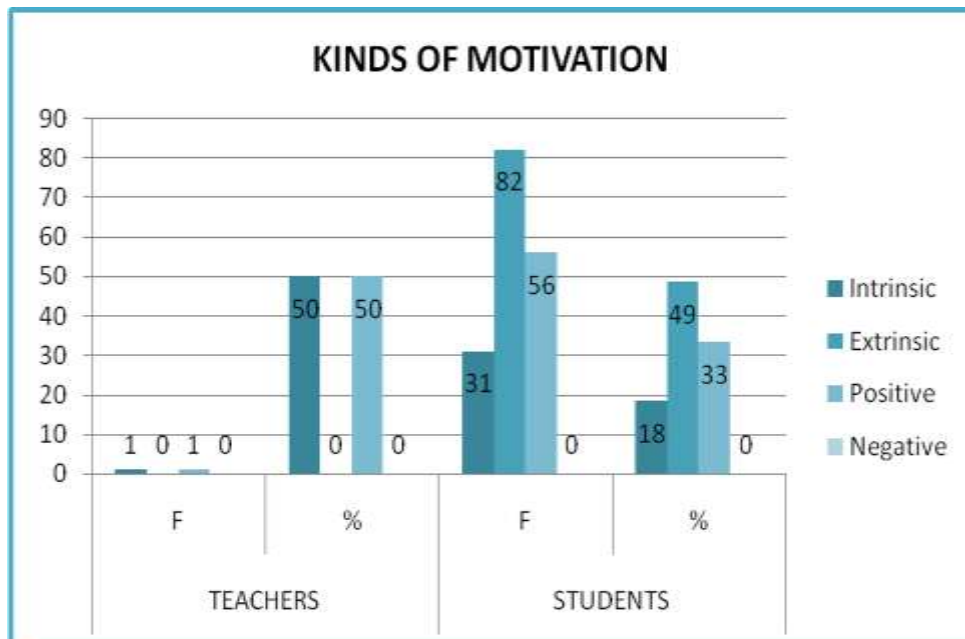
a) Statistics Table No. 2

KINDS OF MOTIVATION	TEACHERS		STUDENTS	
	F	%	F	%
Intrinsic	1	50	31	18
Extrinsic	0	0	82	49
Positive	1	50	56	33
Negative	0	0	0	0
TOTAL	2	100	169	100

Source: Teachers and Students' surveys

Elaboration: Research Team

b) Graphic Representation



c) Interpretation

The results show that 50% of the teachers identified the intrinsic motivation while the other 50% pointed to the positive one. By the other side 40% of the students recognized the extrinsic motivation, 33% of them acknowledged the positive and 18% of them also documented the intrinsic motivation.

If we analyze the results, most of the teachers and students are confused about the kinds of motivation which are two: the positive and negative ones. The first one is subdivided in intrinsic that is interior and the extrinsic that is the one which the teacher develops in class; and, inside the second kind of motivation the negative one, there is the physic that is managed through physic punishments, the psychological and the moral that according to their names, they affect the student psychologically or morally. It is important that the teachers identify the kinds of motivation so that they can be able to apply the correct one at the right moment.

3. When do you apply motivational activities in the class?

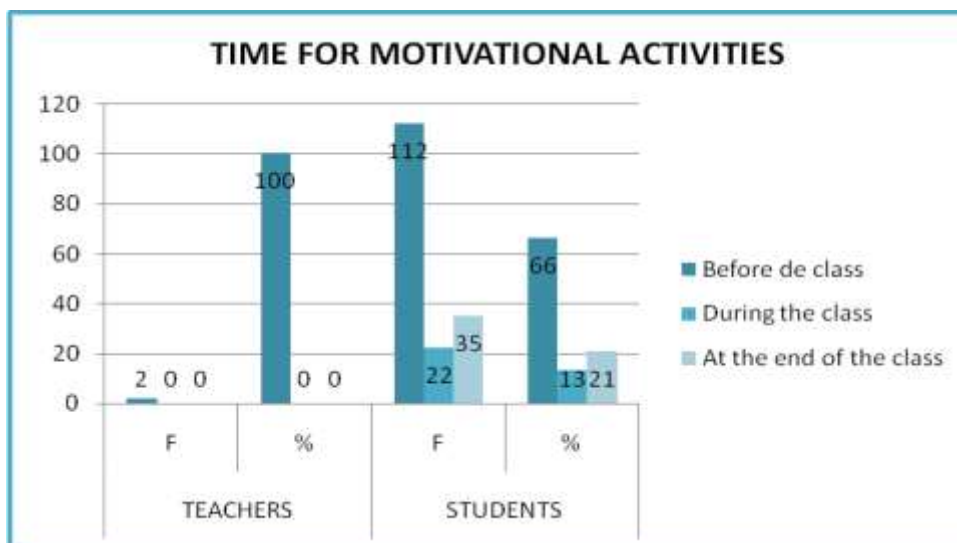
a) Statistics Table No. 3

TIME FOR MOTIVATIONAL ACTIVITIES	TEACHERS		STUDENTS	
	F	%	F	%
Before de class	2	100	112	66
During the class	0	0	22	13
At the end of the class	0	0	35	21
TOTAL	2	100	169	100

Source: Teachers and Students' surveys

Elaboration: Research Team

b) Graphic Representation



c) Interpretation

The graph shows that 100% of teachers and 66% of students answered that the teachers apply motivational activities before the class; 21% of students pointed out that these activities are applied at the end of the class and 13%

of them also said that these kind of activities are carried out during the class.

We know that the students are motivated when they feel the necessity of learning the studied theme, the motivation must be present in all the class otherwise the teachers will not have students' attention. For this reason the teachers must worry about the constant motivation because these activities give essence, spontaneity and a reason to the lesson. Moreover if the teachers only motivate at the beginning of the class they are forgetting that the contents need to have a reason and when the students understand that, they are able to get a meaningful learning.

4. How often do you use motivational activities with your students?

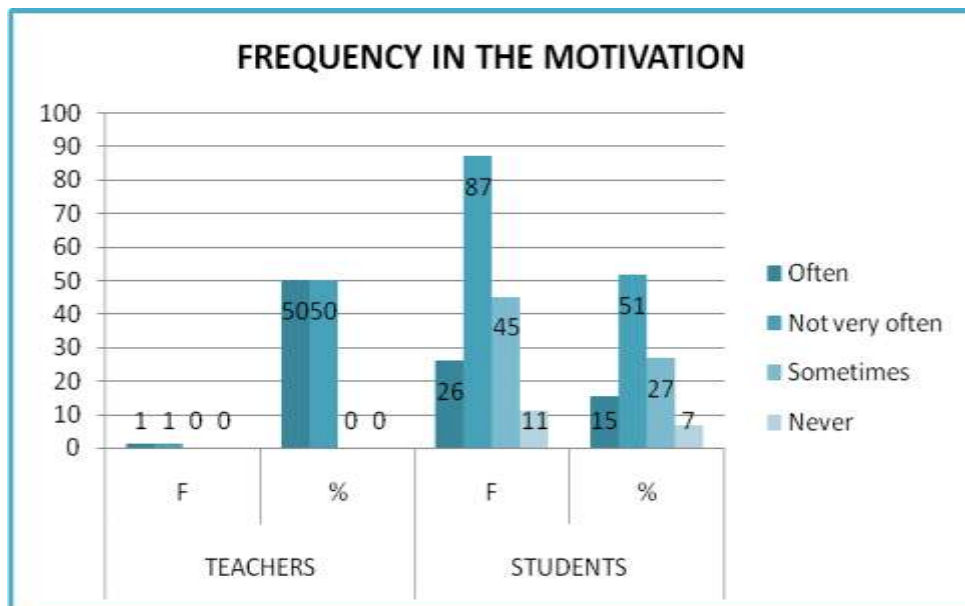
a) Statistics Table No. 4

FREQUENCY IN THE MOTIVATION	TEACHERS		STUDENTS	
	F	%	F	%
Often	1	50	26	15
Not very often	1	50	87	51
Sometimes	0	0	45	27
Never	0	0	11	7
TOTAL	2	100	169	100

Source: Teachers and Students' surveys

Elaboration: Research Team

b) Graphic Representation



c) Interpretation

According to the results 50% of teachers said that they often motivate students in class and the other 50% answered that they do not motivate them very often. By the other hand 51% of students also manifested that the teachers do not motivate them very often, 27% stated sometimes, 15% matched often and 7% of students pointed out never.

The time that the teachers dedicate to predispose the students to learn is an advantage because they get a better students' participation in their learning construction. With the motivation the teachers wake up the students' interest and stimulate the wish for learning and in this way we guide the students towards defined goals. However, the results show that the

teachers do not motivate students very often and it is affecting the learning of the English Language because the students do not feel any interest in the subject.

5. Which of the following activities do you use to motivate the students in class?

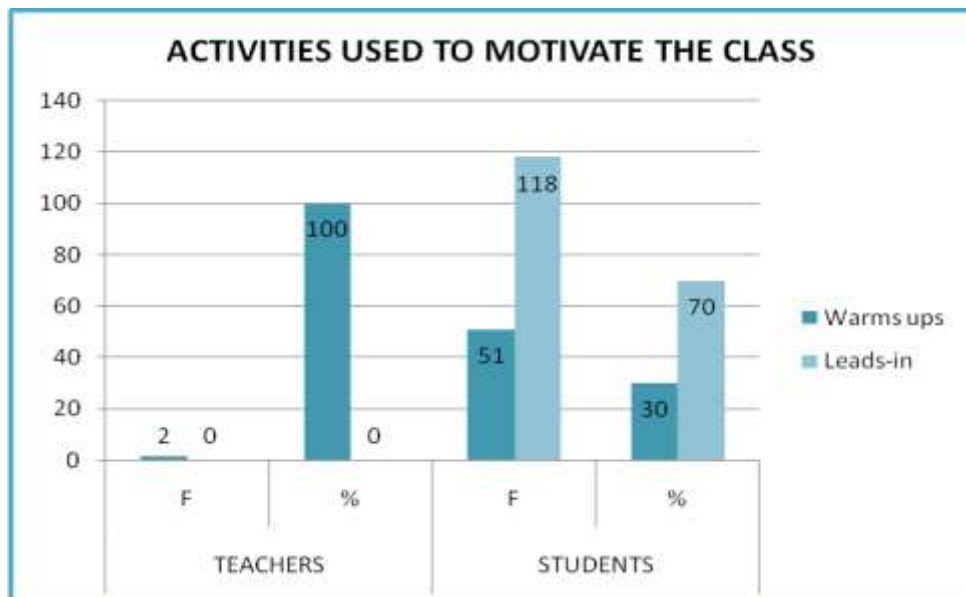
a) Statistics Table No. 5

ACTIVITIES USED TO MOTIVATE THE CLASS	TEACHERS		STUDENTS	
	F	%	F	%
Warms ups	2	100	51	30
Leads- in	0	0	118	70
TOTAL	2	100	169	100

Source: Teachers and Students' surveys

Elaboration: Research Team

b) Graphic Representation



c) Interpretation

According to the survey applied to two teachers, 100% of them said that they work with warm ups; while 70% of students answered that they work with leads in and the other 30% answered that the teachers apply warm ups.

Warmers are often used to raise students' energy levels or to make them feel comfortable, but they are not connected to the topic of the lesson. Lead-ins focus on the topic or new language of the lesson. For this reason it is very important that the teachers do a distinction between a warm up and a lead-in, it will let them to be able to manage any kind of motivational activity during the class and it will be better if they develop more leads-in because they can make a link between the topic of the lesson and the students' knowledge and it facilitates to keep the motivation during the whole class.

B: HYPOTHESIS NO. 2

The levels of motivation towards the English language by part of teachers and students are low so that, it limits the learning of the students at "Hernán Gallardo Moscoso" High School. Academic Year 2009-2010.

6. How do you consider the level of motivation of your students to learn the English language?

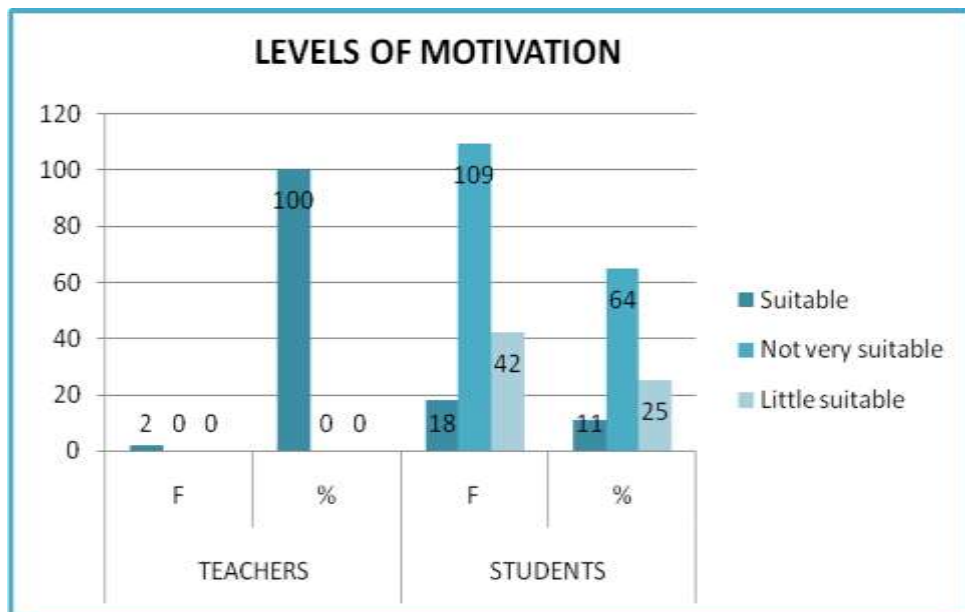
a) Statistics Table No. 6

LEVELS OF MOTIVATION	TEACHERS		STUDENTS	
	F	%	F	%
Suitable	2	100	18	11
Not very suitable	0	0	109	64
Little suitable	0	0	42	25
TOTAL	2	100	169	100

Source: Teachers and Students' surveys

Elaboration: Research Team

b) Graphic Representation



c) Interpretation

100% of teachers answered that the students' level of motivation to learn English is suitable while 64% of students considered that it is not very

suitable, 25% of them qualified it as little suitable and 11% measured it as suitable.

The learning is directly related to the motivation that is intrinsic or own of the students and the extrinsic that is managed by the teachers. The obtained information let us establish that the level of motivation of the students towards learning English is not very suitable; what means that they do not feel any necessity to learn this subject and it affects their achievement.

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

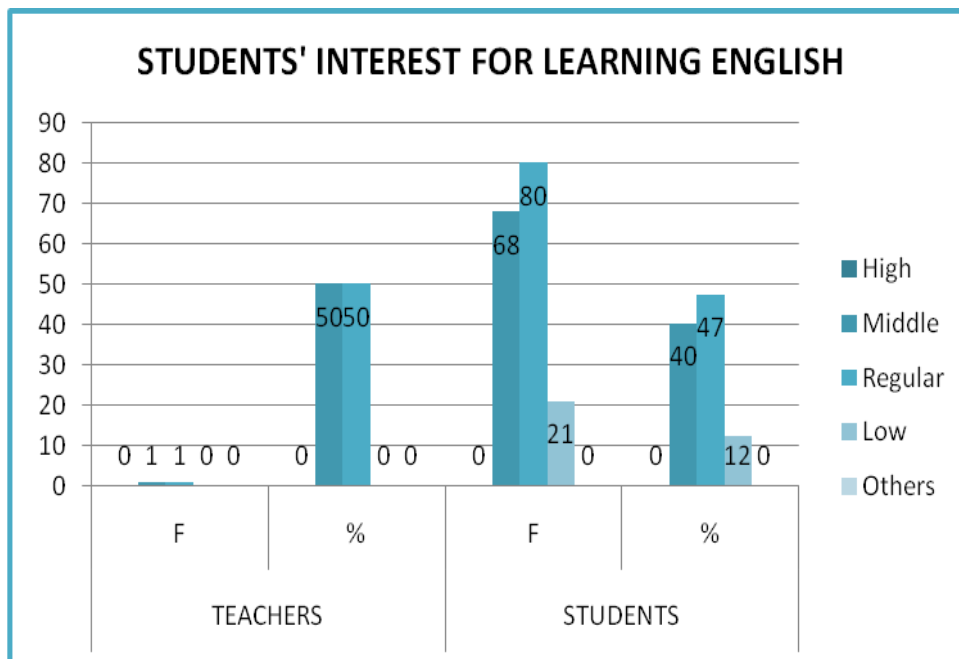
a) Statistics Table No. 7

STUDENTS' INTEREST FOR LEANING ENGLISH	TEACHERS		STUDENTS	
	F	%	F	%
High	0	0	0	0
Middle	1	50	68	40
Regular	1	50	80	47
Low	0	0	21	12
Others	0	0	0	0
TOTAL	2	100	169	100

Source: Teachers and Students' surveys

Elaboration: Research Team

b) Graphic Representation



c) Interpretation

Regards to the students' interest to learn the English language, 50% of teachers answered that it is middle and the other 50% stated that it is regular. But 47% of students manifested that it is regular, 40% said that it is middle and 12% told us that it is low.

The motivation is a factor that lets the students feel the necessity to learn a determined topic because they connect it with the necessity of learning. But the results show us that the level of students' motivation to learn the English language is regular and with a down tendency that limits their learning.

8. Do you like to work teaching English in the High School?

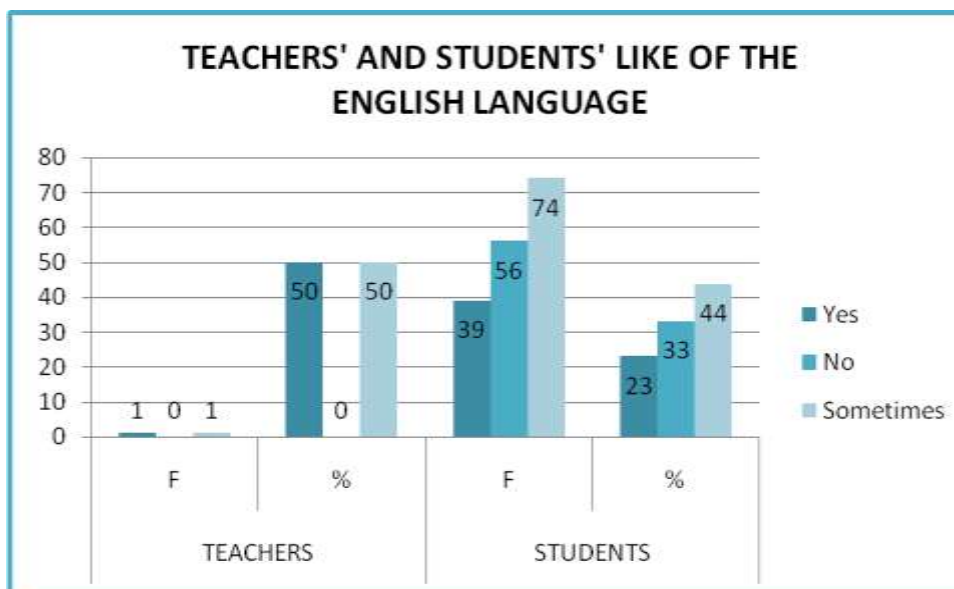
a) Statistics Table No. 8

STUDENTS' LIKE TO LEARN ENGLISH	TEACHERS		STUDENTS	
	F	%	F	%
Yes	1	50	39	23
No	0	0	56	33
Sometimes	1	50	74	44
TOTAL	2	100	169	100

Source: Teachers and Students' surveys

Elaboration: Research Team

b) Graphic Representation



c) Interpretation

Interpreting the graph, 50% of teachers said that they like to teach English and the other 50% answered that they sometimes like it. By the other hand

44% of students told us that they sometimes like to learn English, 33% of them matched no and 23% pointed out yes.

The motivation of the teachers towards their job is so important because when they are motivated mention the objectives, diversify the activities, praise the students, generates competitiveness, show efficiency and what is best they feel comfortable teaching. The same happens with the students if they are motivated they show interest, participate, feel the necessity of learning. For this reason it is so important teachers and students feel motivated to teach and learn and in that way, they will be able to improve the English teaching learning process.

9. What are your expectations about the students' learning of the English Language in the High School?

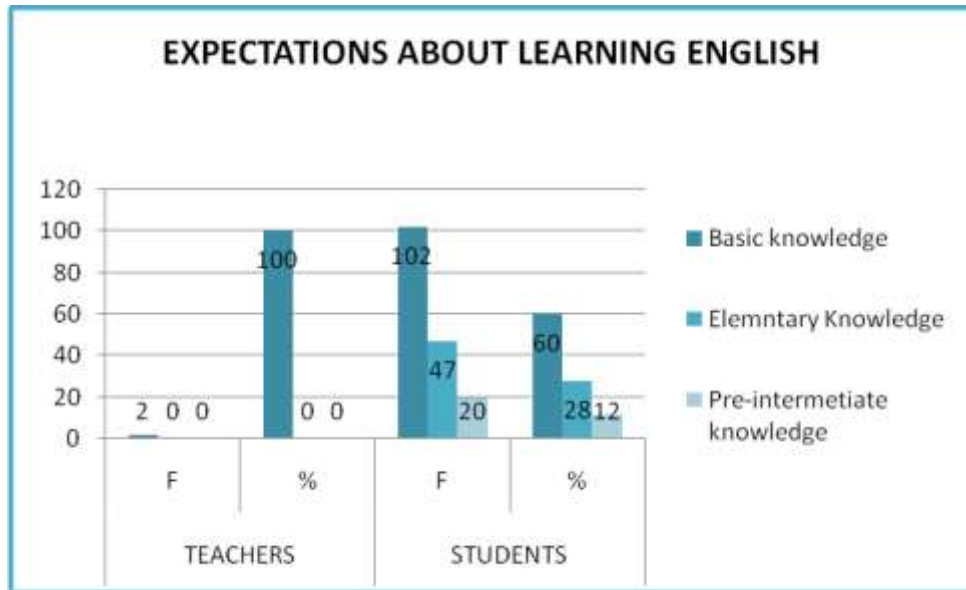
a) Statistics Table No. 9

EXPECTATIONS ABOUT LEARNING ENGLISH	TEACHERS		STUDENTS	
	F	%	F	%
Basic knowledge	2	100	102	60
Elementary Knowledge	0	0	47	28
Pre-intermediate knowledge	0	0	20	12
TOTAL	2	100	169	100

Source: Teachers and Students' surveys

Elaboration: Research Team

b) Graphic Representation



c) Interpretation

When we asked about the students' expectations about learning English, 100% of teachers answered that the students just want a basic level of knowledge and 60% of students agreed with this answer; 28% of students pointed out an elementary level and 12% of them matched a pre-intermediate level.

The importance of learning English nowadays is high, it is considered as the language of globalization because wherever you are you can communicate in this language. It is the reason why most of people are worried about

learning it. However, the students of the researched High School have got a very poor expectation about learning English, that is affecting their level of motivation.

10. How often do you promote the usefulness, relevance and importance of the English language with your students?

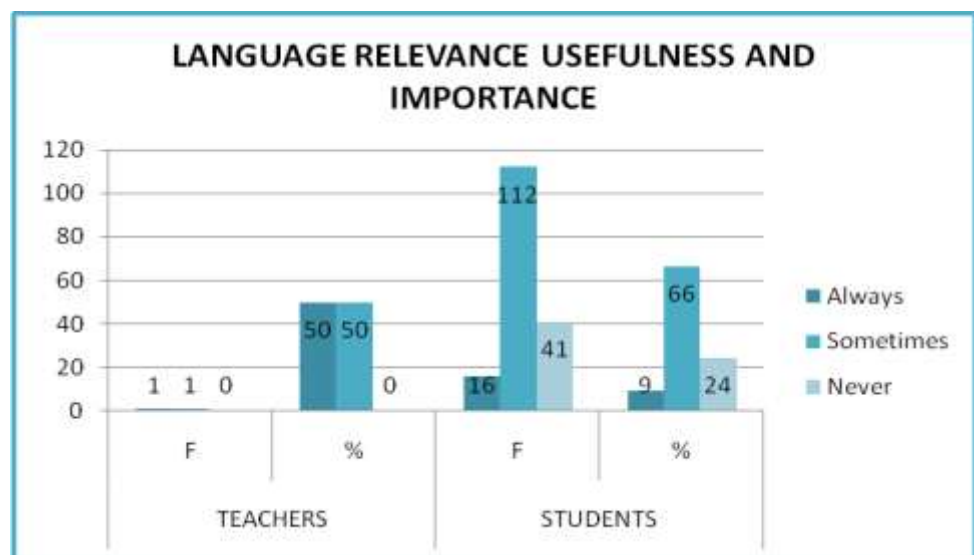
a) Statistics Table No. 10

LANGUAGE USEFULNESS, RELEVANCE AND IMPORTANTCE	TEACHERS		STUDENTS	
	F	%	F	%
Always	1	50	16	9
Sometimes	1	50	112	66
Never	0	0	41	24
TOTAL	2	100	169	100

Source: Teachers and Students' surveys

Elaboration: Research Team

b) Graphic Representation



c) Interpretation

50% of teachers told us that they always promote usefulness, importance and relevance of the language with their students and the other 50% of them said that they just sometimes do it. On the other side 66% of students answered that the teachers sometimes promote this, 24% of them stated that never and only 9% of them pointed out that always the teachers do that.

The meaningful learning is when the students know what is going to use and when they are going to apply what they have learned, in that way the teachers should focus on the usefulness, importance and relevance of the English language with their students and this will help them to find out a good reason and feel motivated to learn it all the time.

11. How do you qualify the teaching atmosphere of the English class?

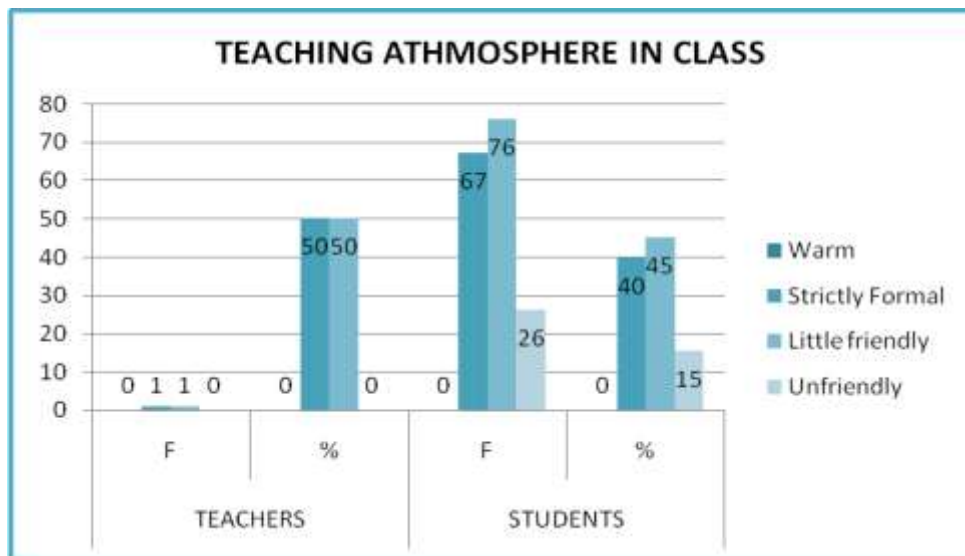
a) Statistics Table No. 11

TEACHING ATMOSPHERE IN CLASS	TEACHERS		STUDENTS	
	F	%	F	%
Warm	0	0	0	0
Strictly Formal	1	50	67	40
Little friendly	1	50	76	45
Unfriendly	0	0	26	15
TOTAL	2	100	169	100

Source: Teachers and Students' surveys

Elaboration: Research Team

b) Graphic Representation



c) Interpretation

Regards to the teaching atmosphere in class, 50% of teachers said that it is strictly formal and the other 50% answered that it is little friendly because according to their opinion, it is not advisable to give too much trust to the students. Whereas 45% of students also said that the teaching atmosphere is little friendly, 40% of them answered that it is strictly formal and 15% matched that it is unfriendly.

If the teachers motivate students, they create a favorable learning atmosphere since the constant motivational activities keep a good environment and they feel comfortable and stimulated to learn. However if

the atmosphere is little friendly we can say that the teachers never will get a meaningful learning of the English language with their students.

12. How do you catalogue the students' learning of the English language

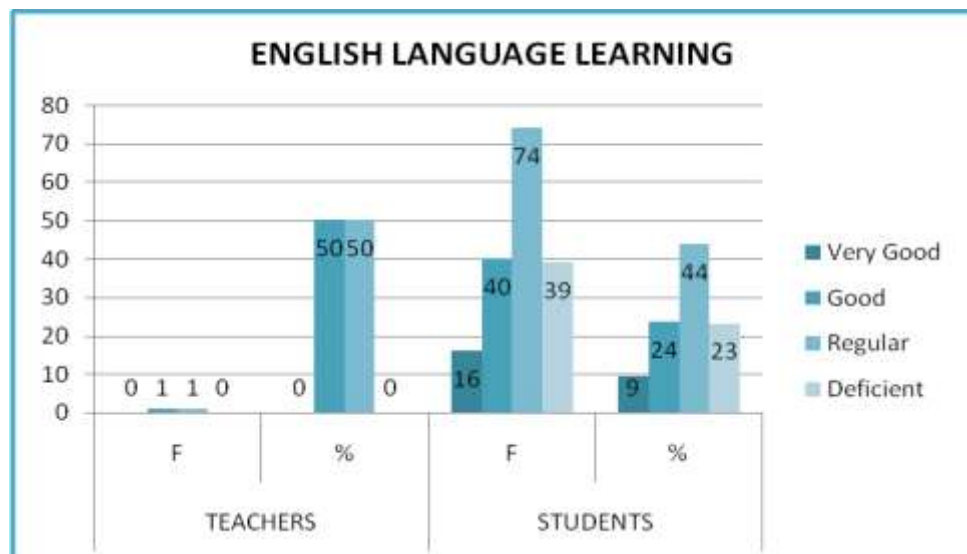
a) Statistics Table No. 12

ENGLISH LANGUAGE LEARNING	TEACHERS		STUDENTS	
	F	%	F	%
Very Good	0	0	16	9
Good	1	50	40	24
Regular	1	50	74	44
Deficient	0	0	39	23
TOTAL	2	100	169	100

Source: Teachers and Students' surveys

Elaboration: Research Team

b) Graphic Representation



c) Interpretation

50% of teachers catalogued the students' learning at good and 50% as regular while 44% of students stated their learning as regular, 24% as good, 23% as deficient and 9% as very good.

The motivation as itself and the provoked one are essential in the teaching learning process. It could be the difference between the success and the failure in a program. If there is no intrinsic and extrinsic motivation the learning of the students also will be low and this could be the main reason for those results in the researched High School.

6. DISCUSSION

6.1. HYPOTHESIS ONE

Once we have interpreted the results we have to contrast and verify the hypothesis stated in the project. This process has been carried out through a logical analysis of the information gathered as from the teachers as the students of “Hernán Gallardo Moscoso” High School.

a) Statement

There is little application of motivational activities which influence in the Learning of the English Language in the students at “Hernán Gallardo Moscoso” High School?. Academic Year 2009-2010.

b) Demonstration

The first hypothesis has two variables the independent one is the little application of motivational activities by part of the teachers and the dependent variable is the learning of the English language in the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.

This hypothesis has been proved through the question number **ONE** of the survey where only 50% of teachers identified the concept of motivation and 49% of students did not do it, that means that they have trouble with the manage of motivational activities that help the students to learn efficiently.

The question number **TWO** which was about the kinds of motivation 50% of teachers identified the positive motivation and 49% of students indicted the extrinsic motivation. For this reason we can mention that the teachers are so confused about these concepts and consequently there is little application of motivational activities in the class.

In the question number **THREE**, 100% of teachers and 66% of students coincide that the application of motivational activities when the teachers develop something is before the class. Therefore there is no application of motivational activities that help the teachers to catch up the students' attention, wake up their interest and stimulate them during the whole period of class.

In the question number **FOUR**, which was about the frequency of application of motivational activities where 50% of teachers mentioned that they **often** apply them; But 51% of students pointed that the application is **not very often** and if we

take into account that 27% of them matched sometimes, we consider that the application of motivational activities in the researched High School is almost null.

In the question number **FIVE**, which was about the kind of activities that teachers apply and 100% of teachers answer that they work with warm ups while 70% of students told us that they apply lead-ins. But if the motivational activities are only applied sometimes there will be impossible to achieve a good learning of the English language and that is why in the question number **TWELVE**, teachers and students placed the learning of the English language in regular.

c) Decision

The researching group based on the obtained results in the field work and after the demonstration with the respective questions in the applied surveys accepts the first hypothesis because we have proved that There is little application of motivational activities which influence in the Learning of the English Language in the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.

6.2. HYPOTHESIS TWO

a) Statement

The levels of motivation towards the English language by part of teachers and students are low so that it limits the learning of the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.

b) Demonstration

As we can see in the second hypothesis we also have two variables the first one is the levels of motivation towards the English language by part of teachers and students which is the independent variable and the second one, is the learning of the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.

So, to prove this hypothesis we have the question number **SIX**, that was made in order to know the levels of motivation towards the English language of teachers and students, where 100% of the teachers said that they are suitable; but 64% of students answered that their motivation is not very suitable because according to their opinion they do not like the English subject. Consequently even when the teachers said that they are motivated to teach English if they do not motivate the students they will not get any kind of learning by part of the students.

We also have the question number **SEVEN**, which was a question to know the students' interest to learn English and 50% of teachers and 47% of students coincided that it is regular because the students are not interested in learning this language. Therefore we consider that the students are not motivated by part of the teachers and they need to be conscious about the importance of learning the language of global communication.

In the question number **EIGHT**, we asked if the students like to learn English and 50% of teachers and 44% of students agreed that just sometimes liked to learn it. We consider that if the teachers do not motivate the students to learn the English language they will not get success in their teaching learning process and that is why the students' achievement in this subject is low.

The question number **NINE**, was about the students' expectations about learning English and 100% of teachers and 60% of students answered that they just want a basic knowledge of the English subject, what means the levels of motivation towards the English language by part of students are low and they are not interested in learning it.

In the question number **TEN**, we wanted to know if the teachers talked to their students about the relevance, usefulness and importance of the English language nowadays that it is the most important mean of communication around the world and 50% of teachers and 66% of students said that just sometimes the teachers talk about it. Moreover if the teachers do not try to motivate their students talking about the usefulness and opportunities that the English language will give them in their future life they will not be conscious about that and this is interfering in their learning.

The question number **ELEVEN**, was made in order to observe how is the teaching atmosphere during the English classes and 50% of teachers said that is strictly formal and 45% of students told us that it is little friendly. We believe that if the teachers do not apply motivational activities that let them to create a trustful atmosphere to teach they will not be successful in the English teaching learning process and that is why the students learning of the English language is placed in regular.

The question number **TWELVE**, was about the students' learning of the English Language reached in the first term and 50% of teachers and 44% of students placed it in regular; what means that the teachers are not developing a good job with the students.

c) Decision

Based on the results that the group has been able to analyze through the survey applied to the teachers as well as to the students, the group accepts the second hypothesis that states that the levels of motivation towards the English language by part of teachers and students are low so that, it limits the learning of the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009.

7. CONCLUSIONS

- ✓ Half of teachers and students identify the definition of motivation which is known as the stimulus that teacher demands from the students to learn something and this definition is given inside the teaching learning process.
- ✓ The English teachers just sometimes apply motivational activities before the class and this is because the lack of knowledge about them and how they help the students to learn not only at the beginning of the class, but during its development when these strategies can get better outcomes.
- ✓ Most of English teachers apply warm ups as motivational activities but they do it just sometimes as introductory activities and they do not use lead-ins which are more effective to help the students to learn according to the topic and this evidence the little application of motivational activities by part of the teachers.
- ✓ The students evidence a low interest in learning the English language because most of them just want to get a basic knowledge of it and they do not consider it as an important mean of communication that will open them so many opportunities in their lives so that we can say that they are not motivated to learn this subject.

- ✓ The English teachers do not motivate their students talking about the usefulness, relevance and importance of learning the language which is a very useful tool that will let the students communicate around the world.

- ✓ The levels of motivation by part of teachers and students are low and it is evident because the teachers keep a strictly formal and little friendly relationship with their student in class which is no favourable to get a good learning of the English language.

8. RECOMMENDATIONS

- ✓ That the English teachers emphasize and use the motivation as a tool that will help them to make the difference between success or failure into the English Language teaching learning process and this will let them to get better learning outcomes with the students.

- ✓ That the authorities of the High School look for some training for the English teachers about the motivational techniques that let them to stimulate the students to learn and keep their attention actively during the whole class.

- ✓ That the English teachers instruct themselves about lead-ins which are always connected to the topic and motivate the students to learn. They are very useful to personalise the lesson topic with the students' own lives and consequently they would feel more interested in learning the English language.

- ✓ That the teachers incentive and apply extrinsic motivational techniques that help the students to generate interest towards the English language. If the

teachers increase the students' levels of motivation they will get better learning outcomes and this will facilitate the teaching learning process.

- ✓ That the teachers talk frequently about the importance, relevance and usefulness of the language in their future lives. It will be a source of motivation that will help them to understand the importance of learning the language of global communication.

- ✓ That the teachers look for reasons to stimulate the students to learn the English language in order to enhance their levels of motivations towards it. This will also let them achieve competence and autonomy with the students so they will get a necessity and a better chance to be successful in their learning.

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10. ANNEXES



1. THEME

THE MOTIVATIONAL ACTIVITIES AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS AT "HERNAN GALLARDO MOSCOSO" HIGH SCHOOL. ACADEMIC YEAR 2009-2010.

2. PROBLEM STATEMENT

2.1. BACKGROUND

This research has as the collaboration of the “Hernán Gallardo Moscoso” High School , which is situated in the northwest part of the Loja city. Therefore we will present a short background of it.

It was created through Ministerial Decree No. 5214, on September 27th 1989, It is located in Belen Neighbourhood and it offers education to a great number of students of the south part of the Loja city. It took the name of the famous Writer, Narrator and Teacher whose name was Hernán Gallardo Moscoso.

IT has a block of classrooms and two modern computing and Chemistry laboratories. Its current infrastructure has been gotten with the collaboration of directives, teachers, students and family parents.

This High School is working hard in order to accomplish with the society expectations. They are trying to get enough resources to improve the physical infrastructure with a new block of classrooms so that they will be able to receive more students which is a demand of the sector.

It has an ideology of changing and innovation, with a wide and doctrine thinking, where the students can learn not only for tomorrow, but with their rebel attitude they became capable people, prepared to solve their, personal, familiar and social problems.

Nowadays the Institution has as its main authority to Dr. Carlos Burneo Valarezo; but the teachers staff is not enough. They are only 11 teachers in total and three people for the management services.

It offers the High School Curriculum in Basic Science. It also offers to its students some alternatives of distraction through the ecologic, arts, and science and technology clubs. It has a student's population of 169 students from 8th year of basic education to 3rd year of high school curriculum.

2.2. CURRENT SITUATION OF THE RESEARCHED OBJECT

The motivation is what induces to someone do something. In the case of teaching we refer to the stimulation of someone to learn. The motivation in the classroom must not be understood as a technique or a teaching method; but a factor that always is present in all learning process.

The lack of motivation is pointed to, as one of the first causes of the learning in formal education. Many researchers have shown the importance of the motivation in the learning, “without motivation there is no leaning”.⁴

The theorists of leaning and the teachers agree when said that motivated students learn faster and more efficiently than the students who are not motivated. The lack of motivation by part of the teacher can become an obstacle in the development of the didactic action, So that it is necessary to motivate to who wants to learn.

The motivation is constituted in one of the determined elements of the learning, According to the “Psychological Nothrameric Association”, It is so important in the teaching learning process that without it, it is not possible itself.

One the most frequent phenomena in the teaching practice is that the children have a good predisposition to learn when they start their studies in primary school. However it has been possible to verify that this enthusiasm decrease in the students while the formation goes ahead and sometimes they get an apathy attitude. Nowadays we now that students who do not want to invest any kind of

⁴ Huertas, 1997; Pozo, 1999; Míguez, 2001.

energy neither do any effort to effort. It is notable that the learning is related to the motivated classes and intense experiences rather than to the teaching methodology.

We know that the motivation could be positive when it helps the students to study and this could also be intrinsic when the student feels interest and pleasure by certain subjects. However this type of motivation is so limited in the students at secondary school because most of the students do not like to learn the English language and this do not favour the learning; what is worse most of the students have not developed a basic level of learning in the English subject.

Within the positive motivation we have the extrinsic when the teacher offers certain stimulus to the students. it could be to get a good grade or specific motivational ones that helps the students to learn. However in the researched institution we could notice that the teachers do not apply any kind of activities of motivational ones that stimulates the students to learn.

By the other hand, there is also the negative motivation. It consists on making the students learn by using coercive means. They could be threats, repressions or punishment. It can be physics when the students receive physical punish; psychological when the student is threaten with sarcasm, repressions, contempt

or severity; and, moral when they are humiliated or the teachers use blackmail with them.

This misunderstood kind of motivation is also present in the class but the teachers never think that it could be a cause of low achievement and most of the times this type of repressions receive the students who have trouble to learn a language.

Based on the before mentioned problems the group has considered convenient to state the following research problem:

2.3. RESEARCH PROBLEM

What's the role of the Motivational Activities in the Learning of the English Language with the students at "Hernán Gallardo Moscoso" High School?.
Academic Year 2009-2010.

2.4. DELIMITATION OF THE RESEARCH

a) Temporal

The research project will be done during the period 2009 and 2010.

b) Spatial

It will be carried out at "Hernán Gallardo Moscoso" High School which is located in the northwest part of the Loja city.

c) Observation Units

The groups who will give us information about the research theme are:

- The students of “Hernán Gallardo Moscoso” High School
- The English teachers

d) Subproblems

The subproblems that we divided the general problem are:

- How do the motivational activities influence in the Learning of the English Language with the students at “Hernán Gallardo Moscoso” High School?. Academic Year 2009-2010.
- Which are the levels of motivation towards the English Language learning of the students at “Hernán Gallardo Moscoso” High School?. Academic Year 2009-2010.

2. JUSTIFICATION

The group has chosen to research about the motivational activities that the teachers of the English language apply to the students at Hernán Gallardo Moscoso” High School, because it is an interesting educational theme that has not been researched before.

The motivational activities refer to the intensity of one's impetus to learn. They always guide the learner to acquire a second language for social and/or cultural purposes, and within that purpose, a learner could be driven by a high level of motivation or a low level. For that reason it is so important to research about it, because since the scientific point of view we will get enough elements to give some theoretical elements that will let us to state some alternatives of the solution to the problematic found around them.

Since the educational point of view is so important to develop the present project because the motivational activities play an important role in the learning of the English language. However the teachers do not use them as an instrument that facilitates the learning.

The present research is also pertinent because it is a theme that can help the English teachers to solve many problems around the teaching of the English language through an introduction of motivational activities that let them to improve the teaching learning process of the English language.

The project is also possible because, we as undergraduated of the career of the English language of the National University of Loja, are able to carry it out if we consider that we have the enough knowledge which have been offered by the University to develop it in the better conditions.

Finally it is also a previous requirement for us, in order to get the Licentiate's degree in Sciences of Education, English language specialization and we also have the enough resources to carry it out in the period established in the time table.

4. OBJECTIVES

4.1. GENERAL

To determine the role of the motivational activities in the Learning of the English Language with the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.

4.2. SPECIFICS

- To characterize the motivational activities that influence in the Learning of the English Language with the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.
- To establish the levels of motivation towards the English Language learning with the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.

5. THEORETICAL FRAME

CHAPTER I

5.1. MOTIVATION IN THE CLASSROOM

One of the more complicated problems of second language learning and teaching has been to define and apply the construct of motivation in the classroom. On the one hand, it is an easy catchword that gives teachers a simple answer to the mysteries of language learning. "Motivation is the difference," I have heard people say, "between success and failure. If they're motivated, they'll learn, and if not, they won't." That simplification may hold some of the time. Why not all the time? Just what is motivation? Can it be acquired, or is it just "there"? Can it be taught? Where does it come from? Are there different kinds of motivation? If you don't address questions like these carefully, you run the risk of passing off motivation as one of ILL. Mencken's short, simple answers to learner success when it is neither short nor simple. Ironically, motivation is not the "wrong" answer to explaining learner success, but it is "right" only when its full complexity is recognized and applied appropriately in the language classroom.

In the previous chapter, twelve principles of language learning and teaching were examined. Underlying each of those twelve is a complex array of research and practice that should remind us that foundational principles are not simple constructs

that can be adequately defined in a brief maxim. One of the twelve principles was intrinsic motivation. In this chapter we will take a long, careful look at the complexity and power of intrinsic motivation.

5.1.1. DEFINING MOTIVATION

How would you define motivation? Let me offer the following "dictionary definition" drawn from a number of different sources; Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.

You can interpret this definition in varying ways, depending on the theory of human behavior you adopt. For the sake of simplicity, let us look at theories of motivation in terms of two opposing camps. In one of these camps is a traditional view of motivation that accounts for human behavior through a behavioristic paradigm that stresses the importance of rewards and reinforcement. In the other camp are a number of cognitive psychological viewpoints that explain motivation through deeper, less observable phenomena. These two traditions are described below. (For further perspectives on defining motivation, especially constructivist views of motivation, see *PLLT*, Chapter 6-)

1. A Behavioristic Definition

A behavioristic psychologist like Skinner or Watson would stress the role of *rewards* (and perhaps punishments) in motivating behavior. In Skinner's operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to *reinforce* behavior: to cause it to persist. This tradition gave us what I might facetiously refer to as the "M&M theory" of behavior, derived from the now seldom practiced administration of M&M candies to children for manifesting desired behavior.

"A behaviorist would define motivation as "the anticipation of reinforcement."
We do well to heed the credibility of such a definition. There is no question that a tremendous proportion of what we do is motivated by an anticipated reward. From eating to exercising to studying and even to altruistic acts of ministering to others, there is "something in it for me "The emotional overtones of the more intangible rewards must not be ignored. M&Ms, hugs, and laughter are all, at times, payoffs worth striving for.

Reinforcement theory is a powerful concept for the classroom. Learners, like the proverbial horse running after the carrot, pursue goals in order to receive

externally administered rewards: praise, gold stars, grades, certificates, diplomas, scholarships, careers, financial independence, and ultimately, happiness”⁵.

2. Cognitive Definitions

A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole picture, the difference lies in the sources of motivation and in the power of self-reward. Three different theories illustrate this side of motivation.

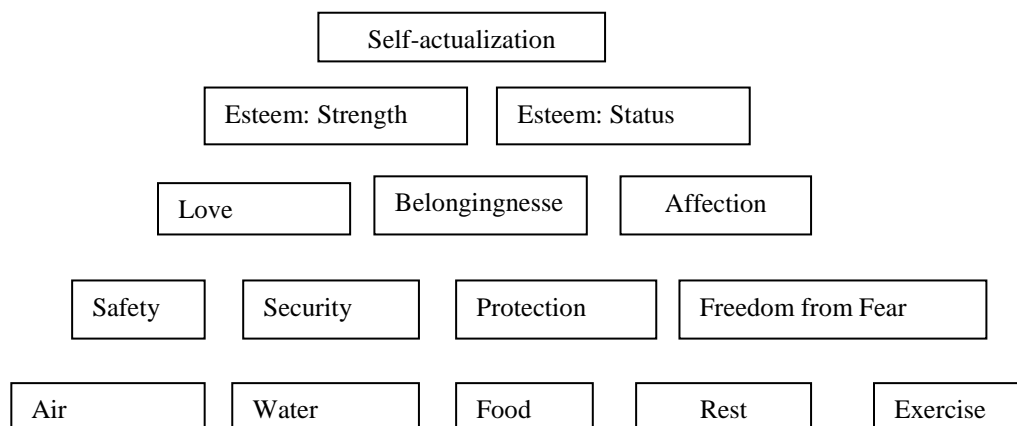
A. Drive theory. Those who see human *drives* as fundamental to human behavior claim that motivation stems from basic innate drives. David Ausubel (1968) elaborated on six different drives:

- exploration
- manipulation
- activity
- stimulation
- knowledge
- ego enhancement

⁵ BROWN H. Douglas, Teaching by Principles, An Interactive Approach to Language Pedagogy. 2000. Pag. 55.

All of" these drives act not so much as reinforcers, as in behavioristic theory, but as innate predispositions, compelling us, as it were, to probe the unknown, to control our environment, to be physically active, to be receptive to mental, emotional, or physical stimulation, to yearn for answers to questions, and to build our own self-esteem. It takes little imagination to see how motivation in the classroom is the fulfillment of these underlying drives.

B. Hierarchy of needs theory. One of the most widely cited theories of motivation comes from Abraham Maslow (1970) who, in the spirit of drive theory, elaborated further to describe a system of needs within each human being that propel us to higher and higher attainment. Maslow's hierarchy is best viewed metaphorically as a pyramid of needs (see Fig. 5.1), progressing from the satisfaction of purely physical needs up through safety and communal needs, to needs of esteem, and finally to "self-actualization" a state of reaching your fullest potential.



Of key importance here is that a person is not adequately energized to pursue some of the higher needs until the lower foundations of the pyramid have been satisfied. Therefore, a person who is hungry or cold, who has gotten little sleep, etc., has little motivation to see beyond those pressing physical discomforts to pursue anything higher. Likewise, needs for safety (comfort, routine, protection) and for a feeling of belonging (in a group of classmates or friends) must be met in order for a person to devote full energy to the higher needs of academic attainment, achievement of recognition for successes, and to the ultimate peak of "being all that you can be."

Maslow's theory tells us that what might be inappropriately viewed as rather ordinary classroom routines may in fact be important precursors to motivation for higher attainment. For an activity in the classroom to be considered motivating, then, it need not be outstandingly striking, innovative, or inspirational. Even familiar classroom procedures (taking roll, checking homework, small-talk at the beginning of class, etc.), if they fulfill lower-order needs, can pave the way to meeting higher-order needs.

C. Self-control theory. Certain cognitive psychologists (for instance, Hunt 1971) focus on the importance of people deciding for themselves what to think or feel or do. We define ourselves by making our own decisions, rather than by simply

reacting 10 others. Motivation is highest when one can make one's own choices, whether they are in short-term or long-term contexts.

In the classroom, when learners have opportunities to make their own choices about what to pursue and what not to pursue, as in a cooperative learning context, they are fulfilling this need for autonomy. When learners get things shoved down their throats, motivation can wane, according to this branch of theory, because those learners have to yield to others' wishes and commands.

5.1.2. INTRINSIC AND EXTRINSIC MOTIVATION

“Before we look closely at intrinsic and extrinsic motivation, let me offer a disclaimer of sorts. For several decades, research on motivation in the field of second language acquisition research has been strongly influenced by the work of Robert Gardner and his associates (Gardner & Lambert 1972; Gardner 1985; Gardner & Macintyre 1991,1993; Gardner & Tremblay 1994). In this succession of research studies, a distinction has been made between *integrative* and *instrumental* orientations (see *PLLT*, Chapter 6). While the 1972 study claimed that an integrative orientation (desire to learn a language stemming from a positive affect toward a community of its speakers) was more strongly linked to success in learning a second language than an instrumental orientation (desire to learn a language in order to attain certain career, educational, or financial goals), later studies showed that both orientations could be associated with success.

Remember two important points. First, the research by Gardner and his colleagues centered on a dichotomy of *orientation*, not motivation. Orientation means a context or purpose for learning; motivation refers to the intensity of one's impetus to learn. An integrative orientation simply means the learner is pursuing a second language for social and/or cultural purposes, and within that purpose, a learner could be driven by a high level of motivation or a low level. Likewise, in an instrumental orientation, learners are studying a language in order to further a career or academic goal. The intensity or motivation of a learner to attain that goal could be high or low. Second, integrative and instrumental orientations are not to be confused with intrinsic and extrinsic motivation! They are separate issues. One (integrative/instrumental orientation) is a true dichotomy and refers only to the context of learning. The other (intrinsic/extrinsic motivation) designates a continuum of possibilities of intensity of feeling or drive, ranging from deeply internal, self-generated rewards to strong, externally administered rewards from beyond oneself⁶.

Now, let's move to specifying further what the intrinsic/integrative continuum implies. Edward Deci (1975: 25) defined intrinsic motivation this way:

⁶ BROWN H. Douglas, Teaching by Principles, An Interactive Approach to Language Pedagogy. 2000. Pag. 75.

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. . . .

Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination.

Which form of motivation is more powerful? A convincing stockpile of research on motivation strongly favors intrinsic drives, especially for long-term retention. Jean Piaget (1972) and others pointed out that human beings universally view incongruity, uncertainty, and "disequilibrium" as motivating. In other words, we seek out a reasonable challenge. Then we initiate behaviors intended to conquer the challenging situation. Incongruity is not itself motivating, but optimal

incongruity—or what Krashen (1985) called “I+1”—presents enough of a possibility of being resolved that we will go after that resolution.

Abraham Maslow (1970) claimed that intrinsic motivation is clearly superior to extrinsic. According to his hierarchy of needs, we are ultimately motivated to achieve "self-actualization" once the basic physical, safety, and community needs are met. No matter what extrinsic rewards are present or absent, we will strive for self-esteem and fulfillment.

Jerome Bruner (1962), praising the "autonomy of self-reward," claimed that one of the most effective ways to help both children and adults to think and learn is to free them from the control of rewards and punishments. One of the principal weaknesses of extrinsically driven behavior is its addictive nature. Once captivated, as it were, by the lure of an immediate prize or praise, we can become dependent on those tangible rewards, even to the point that their withdrawal can extinguish the desire to learn.

Now, you may be thinking, don't extrinsic rewards play a role in a learner's motivation? Wouldn't extrinsic rewards, coupled with intrinsic motivation, enhance the intrinsic? Not according to a surprising number of research studies.

Two examples (Kohn 1990) illustrate:

1. Subjects were asked to solve an intrinsically fascinating complex puzzle with no stated reward. Halfway through the process, the experimenter informed

the subjects that there would be a monetary reward for solving the puzzle.

From that point onward, intrinsic motivation (as measured by speed and correct steps toward a solution) waned.

2. Teenage girls were given the task of teaching some games to younger children. One group of "teachers" were simply given their task; the others were told that they would receive a reward (a free ticket to the movies) for successfully completing the teaching task. Results: The first group did their task faster, with more success, and reported greater pleasure in doing so than the second group!

It is interesting that the research shows that one type of extrinsic reward can indeed have an effect on intrinsic motivation: the positive feedback that learners perceive as a boost to their feelings of competence and self-determination. No other externally administered set of rewards has a lasting effect. So, for example, sincerely delivered positive feedback in a classroom, seen by students as a validation of their own personal autonomy, critical thinking ability, and self-fulfillment, can increase or maintain intrinsic motivation.

Intrinsic motivation is of course not the only determiner of success for a language learner. Sometimes, no matter how much you want to accomplish something or how hard you try, you may not succeed for a host of other reasons.

Cut if the learners in your classroom are given an opportunity to "do" language for their own personal reasons of achieving competence and autonomy, those learners will have a better chance of success than if they become dependent on external rewards for their motivation.

5.1.3. INTRINSIC MOTIVATION IN EDUCATION

Educators like Maria Montessori, Rudolf Steiner, Paolo Freire, A.S. Neill, and Carl Rogers have all provided exemplar) models of intrinsically motivated education. Traditionally, elementary and secondary schools are fraught with extrinsically motivated behavior. The school curriculum is dictated by institutions (sometimes politically influenced) and can be far removed from even the teacher's choice. Parents' and society's values and wishes are virtually forced onto pupils, whether they like it or not. Tests and exams, many of which are standardized and given high credibility in the world "out there," are imposed on students with no consultation with the students themselves. The glorification of content, product, correctness, and competitiveness has failed to bring the learner into a collaborative process of competence-building.

The consequence of such extrinsic motivators is that schools all too often teach students to play the "game" of pleasing teachers and authorities rather than developing an internalized thirst for knowledge and experience. The administration of

grades and praises for being a "good child" builds a dependency on immediate M&M gratification. Competition *against* classmates (who might otherwise be allies or partners in learning) ensues. If a communal bond is created. It runs the risk of being motivated by the need to band together *against* teachers and authorities. Over the long haul, such dependency focuses students too exclusively on the material or monetary rewards of an education rather than instilling an appreciation for creativity and for satisfying some of the more basic drives for knowledge and exploration. Ultimately, the product of this system is a student who has been taught to fear failure above all and therefore to refrain from potentially rewarding risk-taking or innovative behavior.

~~At a picture? To have a focus, there are any happy exceptions to a~~

depiction, but you don't have to look very far in any corner of the world to find major elements of the picture holding true. The question is: Can something be done to turn such a picture upside down? Or, more specifically to your quest, can your English classroom become a place where these extrinsic elements are diverted into a more positive direction? Or, better yet, can such elements be avoided entirely?

There are negative elements in an institution that takes eight extrinsic elements and, while accepting their reality in virtually any society or educational institution, turns those elements in an intrinsically oriented direction. The notion here is that an intrinsically oriented school can begin to transform itself into a more positive,

affirming environment not so much by revolutionizing society (which takes decades if not centuries) but by shifting its view of the student.

A curriculum that comes from "the administration" can be modified to some extent to include student-centered learning and teaching, to allow students to set some — not all, perhaps — of their own learning goals, and to individualize lessons and activities as much as possible. The result: higher student self-esteem, greater chances for self-actualization, more deciding for oneself.

Expectations of parents and other authority figures are a reality that we cannot simply dissolve by waving a magic wand. But teachers can help to convert the perception of those expectations into a sense of the positive effect of the immediate family on a student and of the importance of tradition not because it has been forced on them, but because its intrinsic worth is perceived. The result: an appreciation of love, intimacy, and respect for the wisdom of age. In turn, society's expectations may, through a process of education and counseling, be seen as a means for providing comfortable routines (time schedules, customs, mores). Class discussions can focus on a critical evaluation of society so that students aren't forced to accept some specific way of thinking or acting, but are coaxed into examining both sides of the issue. The result is a sense of belonging, a sense of the value of the wider community, of harmony.

<i>Extrinsic Pressures</i>	<i>Intrinsic Innovations</i>	<i>Motivational Results</i>
SCHOOL CURRICULUM	Learner-centered personal goal-setting individualization	Self-esteem Self-actualization Decide for self
PARENTAL EXPECTATIONS	Family values	Love, intimacy, acceptance, respect for wisdom
SOCIETY'S EXPECTATIONS (conformity)	Security of comfortable routines task-based teaching	Community, belonging, identity, harmony, security
TESTS & EXAMS	Peer evaluation, self- diagnosis level-check exercises	Experience self- knowledge
IMMEDIATE GRATIFICATION ("M&MS")	Long-term goals the big picture "things take time"	Self-actualization
MAKE MONEY!	Content-based teaching, ESP vocational education workplace ESL	Cooperation harmony
COMPETITION	Cooperative learning group work the class is a team	Manipulations, strength, status, security
NEVER FAIL!	Risk-taking, innovation creativity	Learn from mistakes nobody's perfect "c'est la vie".

Tests and exams can incorporate some student consultation and peer evaluation.

Teachers can help students to view tests as feedback instruments for self-diagnosis, not

as comparisons of one's performance against a norm. Students thus become motivated by the experience and by achieving self-knowledge.

The otherwise extrinsic values that are given in Table 5.1 (immediate gratification, material rewards, competition, and fear of failure) can also be redirected through

- emphasizing the "big" picture—larger perspectives
- letting students set long-term goals
- allowing sufficient time for learning
- cooperative learning activities
- group work
- viewing the class as a team
- English for specific (vocational/professional) purposes
- English in the workplace
- allowing risk-taking behavior
- rewarding innovation and creativity.
- content-centered teaching
- English for specific (vocational/professional) purposes

- Allowing risk-taking behavior

- Rewarding innovation and creativity

Such activities and attitudes on your part appeal to the deeper causes of motivation. They get at needs and drives, at self-control, at a balanced, realistic perception of self, and even at the simple joy of learning for its own sake!

5.1.4. INTRINSIC MOTIVATION IN THE SECOND LANGUAGE CLASSROOM

Turning to the role of intrinsic motivation in second language classrooms in particular, consider these activities that capitalize on the intrinsic by appealing to learners' self-determination and autonomy:

- teaching writing as a thinking process in which learners develop their own ideas freely and openly

- showing learners strategies of reading that enable them to bring their own information to the written word

- language experience approaches in which students create their own reading material for others in the class to read

- oral fluency exercises in which learners talk about what interests them and not about a teacher-assigned topic

- listening to an academic lecture in one's own field of study for specific information that will fill a gap for the learner
- communicative language teaching, in which language is taught to enable learners to accomplish certain specific functions
- grammatical explanations, if learners see their potential for increasing their autonomy in a second language.

“Actually, every technique in your language classroom can be subjected to an intrinsic motivation "litmus test" to determine the extent to which they adhere to this powerful principle. Apply the following checklist to help you determine whether something you're doing in the classroom is contributing to your students' intrinsic drives.

A Checklist of Intrinsically Motivating Techniques

1. Does the technique appeal to the genuine interests of your students? Is it relevant to their lives?
2. Do you present the technique in a positive, enthusiastic manner?
3. Are students clearly aware of the purpose of the technique?
4. Do students have some choice in:
 - a. choosing some aspect of the technique?
 - b. determining how they go about fulfilling the goals of the technique?

5. Does the technique encourage students to discover for themselves certain principles or rules (rather than simply being "told")?
6. Does it encourage students in some way to develop or use effective strategies of learning and communication?
7. Does it contribute—at least to some extent—to students' ultimate autonomy and independence (from you)?
8. Does it foster cooperative negotiation with other students in the class? Is it truly interactive?
9. Does the technique present a "reasonable challenge"?
10. Do students receive sufficient feedback on their performance (from each other or from you)?

Throughout the rest of this book, you will be reminded of the importance of the Intrinsic Motivation Principle in achieving your goals as a teacher. Think of yourself not so much as a teacher who must constantly "deliver" information to your students, but more as a **facilitator** of learning whose job it is to set the stage for learning, to start the wheels turning inside the heads of your students, to turn them on to their own abilities, and to help channel those abilities in fruitful directions"⁷.

⁷ BROWN H. Douglas, Teaching by Principles, An Interactive Approach to Language Pedagogy. 2000. Pag. 72-83.

Zoltan Dornyei and Kata Csizer (1998" 215) offered a set often commandments" for motivating learners, based on a survey of Hungarian foreign language teachers. All ten items focus on what the teacher can do to stimulate intrinsic motivation.

1. Set a personal example with your own behavior.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners. 5- Increase the learners' linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal-orientedness.
10. Familiarize learners with the target language culture.

These ten guidelines, coming directly from teachers out there in the "arena," are worth careful consideration. Compare them to my own six general guidelines for infusing your ESL classroom with some intrinsically motivating dynamics.

1. Teachers are enablers, not re warders. Therefore, when you teach, focus less on how to administer immediate or tangible rewards and more on how

to get students to tune in to their potential and to be challenged by self-determined goals.

2. Learners need to develop autonomy, not dependence. Therefore, be careful not to let learners become dependent on your daily praise and other feedback. Rather, administer praise selectively and judiciously, helping students to recognize their own self-satisfaction in having done something well.
3. Help learners to take charge of their own learning through setting some personal goals and utilizing learning strategies.
4. Learner-centered, cooperative teaching is intrinsically motivating. Therefore, give students opportunities to make choices in activities, topics, discussions, etc. Sometimes a simple either/or choice ("Okay, class, for the next ten minutes we can either do this little cloze test or review for the test. Which do you want to do?") helps students to develop intrinsic motives. They feel less like puppets on a string if you can involve them in various aspects of looking at their needs and self-diagnosing, of planning lessons and objectives, of deciding in which direction a lesson might go, and of evaluating their learning.

5. 5- Content-based activities and courses are intrinsically motivating. Therefore, you might strive to focus your students on interesting, relevant subject-matter content that gets them more linguistically involved with meanings and purposes and less with verbs and prepositions.
6. Tests, with some special attention from the teacher, can be intrinsically motivating. Allowing some student input to the test, giving well-thought-out classroom tests that are face-valid in the eyes of students, and giving narrative evaluations are just some of the topics covered in Chapter 22 on how your tests can contribute to intrinsic motivation.

“All of the above enthusiasm for intrinsic motivation shouldn't lure you into thinking that we now have a catchall concept that will explain everything about learning and teaching. Other factors affect learning outcomes: native ability, age, context of learning, style preferences, background experience and qualifications, availability of time to give the effort needed, and the quality of input that is beyond the immediate control of the learner. And clearly you will be able to use a combination of extrinsic (for more immediate concerns or for extremely low motivational contexts, for example) and intrinsic motives to your advantage in the classroom; there is indeed a place—and a very soundly supportable place—for extrinsic motives in the language classroom. -

But when all these factors are duly considered, the students' long-term goals, their deepest level of feeling and thinking, and their global assessment of" their potential to be self-actualized is much, much better served by promoting intrinsic motives. Your task is to maintain these intrinsically motivating factors on an underlying plane of awareness in your mind whenever and wherever learners are placed under your tutelage"⁸.

⁸ BROWN H. Douglas, Teaching by Principles, An Interactive Approach to Language Pedagogy. 2000. Pag. 65.

CHAPTER II

5.2. MOTIVATION IN THE ENGLISH LANGUAGE TEACHING

“Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Nevertheless, many teachers have at least two major misconceptions about motivation that prevent them from using this concept with maximum effectiveness. One misconception is that some students are unmotivated. Strictly speaking, that is not an accurate statement. As long as a student chooses goals and expends a certain amount of effort to achieve them, he is, by definition, motivated. What teachers really mean is that students are not motivated to behave in the way teachers would like them to behave. The second misconception is that one person can directly motivate another. This view is inaccurate because motivation comes from within a person. What you can do, with the help of the various motivation theories discussed in this chapter, is create the circumstances that influence students to do what you want them to do”⁹.

Many factors determine whether the students in your classes will be motivated or not motivated to learn. You should not be surprised to discover that no single theoretical interpretation of motivation explains all aspects of student interest or lack of it. Different theoretical interpretations do, however, shed light on why some students in a given learning situation are more likely to want to learn than others. Furthermore, each theoretical interpretation can serve as the basis for the development of techniques for

⁹ www.teachernet.gov.uk/teachingandlearning/library/motivation/

motivating students in the classroom. Several theoretical interpretations of motivation -- some of which are derived from discussions of learning presented earlier -- will now be summarized.

Fostering pupils' motivation towards learning is an essential feature of the teaching skills involved in establishing a positive classroom climate.

Motivation may be achieved in any of three ways.

- ◆ The pupil's natural interest *intrinsic satisfaction*
- ◆ Motivation by the teacher *extrinsic rewards*
- ◆ Success in the task *satisfaction and reward*

5.2.1. KEY ELEMENTS OF MOTIVATION

- ◆ Young people are intrinsically motivated to a high degree; many elements of the environment constitute challenges for them. Unfortunately after a number of years in education this intrinsic motivation is dampened.
- ◆ Intrinsic motivation is more easily undermined than created.
- ◆ Teachers need to be aware of the purpose of any extrinsic methods that they use for motivating their pupils and have a clear rationale about how they foster intrinsic motivation.
- ◆ Tasks which best elicit pupil motivation are those seen by pupils to be challenging,

difficult but achievable.

- ◆ Teaching poorly motivated pupils is a major source of stress for teachers.
- ◆ Role of home and parental encouragement is of major importance in influencing the level of pupils' academic motivation.
- ◆ The opportunity to learn from each other in the classroom is becoming recognised as a viable approach to increase pupil motivation and learning.
- ◆ Praise to criticism in the ratio of 4:1 will develop a more welcoming and positive climate for learning.

5.2.2. STRATEGIES OF INTRINSIC MOTIVATION

- ◆ Involves an interest in the learning task itself and also satisfaction being gained from task.
- ◆ Effective teaching must win the hearts and minds of pupils if the learning experience is to involve intrinsic motivation, curiosity, interest and a proper educational engagement
useful way of eliciting pupils' interest is to pose a question or a problem at the start of the lesson
- ◆ A task can afford a way of working that is satisfying, such as learning as part of a group in a social context. Active involvement and co-operation between pupils fosters enjoyment
- ◆ Project work can act as a very important source of motivation through the degree of choice and control it offers to pupils in undertaking the work
- ◆ Select topics that are likely to interest pupils, particularly if they relate to pupils' own experiences

- ◆ Offering a choice can also elicit interest
- ◆ Provide pupils with regular feedback concerning how their skills and competence are developing. Review: Show what you know, understand and can do - rehearse, practice and memorise
- ◆ Draw their attention to what they can do and understand now compared with before the course of work began

5.2.3. STRATEGIES OF EXTRINSIC MOTIVATION

- ◆ Teacher praise is a powerful motivator although its effect depends on skilful use
- ◆ Praise should be linked to pupils' effort and attainment, conveying sincere pleasure on the teacher's part and should be used with credibility
- ◆ Well judged, consistent, frequent and targeted use of praise that identifies the individual or group's specific behaviour or attributes and celebrates them with positive unconditional language is very powerful
- ◆ Indicate to pupils the usefulness, relevance and importance of the topic or activity to their needs

5.2.4. EXPECTATION FOR SUCCESS

- ◆ Teacher expectations can influence their behaviour towards pupils in ways that promote greater progress and produce a 'self-fulfilling prophecy' effect
- ◆ Ensure the tasks are challenging and offer pupils a realistic chance of success,

taking into account their ability and previous learning

- ◆ ‘Hook’ what is to be learned to existing experience or knowledge to aid memory, help assimilate new learning and raise expectations
- ◆ Expectations need to convey that the activities are worthwhile and of interest
- ◆ Monitor pupils’ progress closely providing quick and supportive feedback when a pupil has encountered major difficulties
- ◆ High expectations which are too demanding will not foster greater progress

Reflection and Discussion

“To what extent does pupil motivation play a part in effective learning?

How might a teacher’s expectations influence pupils’ efforts to learn?

Do you make good use of both intrinsic and extrinsic sources of pupil motivation?”¹⁰

¹⁰ Elliot, S. N. & al (1996) Educational Psychology: Effective Teaching, Effective Learning, madison: Brown and Benchmark.

Some Activities Relating To the Issue of Motivation		
Key element	Objective	Action
	Some examples and suggestions	
Intrinsic motivation	Provide pupils with regular feedback concerning how their skills and competence are developing.	The teacher and/or the pupils reconnect with the lesson overview and specific objectives and with agreed personal goals and targets.
Extrinsic motivation	Indicate to pupils the usefulness, relevance and importance of the topic or activity to their needs.	Begin with some unconditional positive praise: 'You did that well' Then give the constructive educative feedback: 'This part could be improved if you...' Finish with unconditional positive praise: 'I really enjoyed marking that..'
Expectation for success	'Hook' what is to be learned to existing experience or knowledge to aid memory, help assimilate new learning and raise expectation.	Engage pupils in working through what relevance the learning has to their own lives and realities, own goals and aspirations Connect new learning to prior experience: <ul style="list-style-type: none"> • How are we involved in this? • How can we use this? • Encourage learners to take part in the lesson.

5.2.5. WARM-UP ACTIVITIES

"The English teachers, hope the students will take an active part in the classroom. It is their duty to make the classroom a lively and interesting place. How can such a classroom be created? The experience has taught me that warm-up activities can spark students' curiosity and promote a comfortable atmosphere.

Warm-up activities are activities or games carried out at the beginning of each class to motivate students so they can make good use of class time. This idea was discovered when a group of teachers who were working in an evening class. The teachers found the students were

afraid to speak English, so they tried to play games with them. They put something in the handkerchief and asked them to guess what was in it by using their five senses. Our dialogue was something like this"¹¹:

Student: Is it flexible?

Teacher: Yes.

Student: Can it be eaten?

Teacher: Yes.

Student: Is it chocolate?

Teacher: No.

Student: Is it chewing gum?

Teacher: Yes.

"The students' questions were general, and the teacher only answered "yes" or "no." Most students enjoyed the game and joined in the warm-up activities. Now, almost all students in these classes speak English loudly and freely.

Although the students' feedback confirmed that warm-up activities are a creative teaching tool, we need to adopt appropriate games. If the games are too difficult, the students cannot do them; but if the games are too easy, the students do not improve their English and may lose

¹¹ By Mathew Weller, Los Angeles Business Journal, March 14, 2005

interest. Therefore, it is always better to link each short activity to what the students are studying.

WARM-UP ACTIVITIES

The following are some examples that have been used successfully in the teaching.

Pop quizzes

When listening is taught, We require the students to listen to the VOA or BBC news in their spare time. Before each lesson, the teacher gives the students two statements about current events, and he asks them to write on a piece of paper whether the statements are true or false. Each correct answer earns one point. Because the students want to earn the two points each time, they continue listening to the VOA or BBC news. Their scores also reflect their attendance, so they are seldom absent. In this way, the students gradually get into the habit of listening to the news and even enjoy the pop quizzes. By the end of the semester, all my students had greatly improved their listening abilities.

Plot imagination

When we taught Pompeii by Robert Silverberg (Yang and Xu 1990:251), we began by asking the students to close their eyes. We asked them to pretend they were in Pompeii just before the eruption when everything was dark, and to imagine what they would see, hear, smell, feel, and think. After two minutes we said that they had survived the volcano, and to open their eyes. The assignment was to write down their thoughts during their imagination period to tell a story. Students' responses varied, but all reflected their feelings.

When teaching *Button, Button* by Richard Matheson (Yang and Xu 1990:283), we gave the students the following imagination exercise, we stated, "Suppose you came home one day and found a box with a button in it. On the box there was a note saying 'If you push the button, somebody will die, and you will get \$40,000.' What would you do with the box?" Not only do students need to write their decisions, but they also have to explain their reasons.

Picture talking

Sometimes the teacher needs to provide visuals for the class. After showing a picture for one or two minutes, the teacher can ask the class to tell what they see in the picture, or to make up a story, or to list as many adjectives or adverbs as possible that can be used to describe the picture. Seeing the picture helps students to retell a story, and at the same time, the teacher can see whether the students understand the text correctly or not. This also helps to expand students' vocabulary.

Alternative ending

Using "alternative endings" as a warm-up activity helps students express their ideas. For example, when we taught *The Big Buffalo Bass* by Weldon Stone (Yang and Xu 1990:34), we wrote on the board, "If we caught the fish..." and asked the students to complete the story in five minutes. All responses showing that the students understand the story were acceptable.

Also, just before we finished teaching the 99,000 answer by Leonard Stern and Sydney Zelinka (Yang and Xu 1990:188), we asked the students to write their own endings for the story. When they returned to class, they all had different endings. This kind of task forces students to draw

from their imaginations and experiences when interpreting the text. Moreover, it allows students to practise creative writing.

Saying/proverb questions

When we use this kind of warm-up activity, we write the first part of a saying, like "Genius is one percent inspiration and...," and leave the last part for the students to complete, like "ninety-nine percent perspiration." Then we ask them such questions as:

1. What do you think this sentence means?
2. What could you substitute for "inspiration" and "perspiration?"
3. How could you paraphrase this sentence?
4. How could you translate this sentence into Chinese?
5. Who said this sentence?
6. What is the grammatical construction?

This last question deals with parallel sentence construction, because the lesson was part of a grammar lesson that students were to learn.

Sometimes we write a proverb on the board and ask if there is a similar proverb in Spanish. This activity teaches students some sayings and proverbs, thereby increasing the students' knowledge of the culture.

Follow-ups to warm-ups:

These kinds of activities arouse students' interests and challenge them to use their imagination. They train students to express their own ideas.

Once we finish a lesson, we ask the students to draw a simple sketch of the most impressive part of the text or to make several sketches telling the story. They can do the assignment at home, in class, or on the board. For Pompeii, one student drew a volcano erupting near Pompeii and said "On August 24, A.D. 79, Mount Vesuvius erupted, raining death on thousands. Down in Pompeii, four miles from the summit, a tremendous explosion was heard."

For Button, Button, a student drew a couple conversing at a table. In the top right corner, a man was making a telephone call asking, "Do you really know each other, even though you are living in the same house?" Students have great fun when they recount the stories and talk about their pictures.

Outside reading

We like to find material similar to the text for students to read at their leisure. We ask them to write down the general meanings of the story or their responses to the texts. For instance, after teaching The Big Buffalo Bass, we assigned The Old Man and the Sea by Ernest Hemingway for students to read and write their responses"¹².

¹² By Matthew Weller, Los Angeles Business Journal, March 14, 2005.

Motivation to Learn

Broadly speaking, motivation is either **intrinsic/expressive** (doing something for its own sake) or **extrinsic/ instrumental** (doing something for some other reason). A useful, slightly more detailed, categorisation is:

	Intrinsic			Extrinsic
	Expressive	Achievement	Social	Instrumental
<i>Characteristics</i>	Interest for its own sake: satisfaction derived directly from understanding/skill	Desire to succeed: "I'm not going to let this beat me": mastery represents something important	In order to gain social acceptance, either within the class/course etc. ("Pleasing teacher" or being one of the in-crowd, or outside	In order to gain a tangible reward or avoid negative consequences
<i>Strengths</i>	Enthusiasm, commitment	Commitment	Co-operativeness if class-oriented	Can develop into more significant commitment
<i>Weaknesses</i>	May get "carried away": lose sight of wood for trees	Potentially fickle What the learning represents to the student may not be the same as what it represents to you	May concentrate on the appearance of achievement to the detriment of "deep" learning Social aspirations may change	Achievement rests on strict criteria of "relevance" Aspirations may be met in other ways Anxiety may impede learning

5.2.6. LEVELS OF MOTIVATION

“Maslow is the classic model here. Abraham H Maslow (1908-1970) was a humanistic psychologist who rejected the prevalent paradigm of exploring psychology either from experimentation with animals (behaviourism under Watson) or from the experience of mixed-up people, and concentrated on human potential for *self-actualisation*. He is chiefly known for his “hierarchy of needs” (*but beware, because this is often misrepresented*¹³).

5.2.7. MOTIVATION AND ANXIETY



The essence of the hierarchy is the notion of “pre-potency”, which means that you are not going to be motivated by any higher-level needs until your lower-level ones have been satisfied. Note however, that pre-potency only makes sense over a substantial time-scale. We ate a good breakfast this morning, but We shall be hungry again tonight: thus I may become

¹³ <http://www.learningandteaching.info/learning/motivanx.htm>

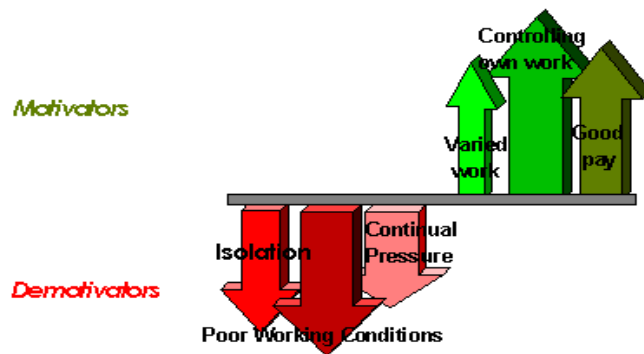
concerned about Physiological needs again then. But if We “know where the next meal is coming from”, concern about meeting those needs will not be a great motivator.

Where the model is useful is in identifying individuals who get stuck on the lower levels, and who because of early insecurity or later trauma, cannot afford to be concerned with the higher levels: but this is chiefly relevant to mental health professionals rather than teachers. It also, of course, draws attention to how very basic problems—such as being too hot or too cold—can inhibit motivation to learn at higher levels, but we did not really need Maslow to tell us that

The major difficulty with Maslow is that although his hierarchy makes sense in general terms — if We are pre-occupied with physical needs, We are not usually going to be interested in self-esteem needs, for example — there are equally many occasions on which it does not hold good. It is excessively individualistic, and does not allow for altruism. And although most of *Motivation and Personality* is about defining “self-actualisation”, he never really succeeds in doing it. It is one of those models in which there is actually less to it than meets the eye!

5.3.8. MOTIVATIONAL HYGIENE

A similar point is made in Herzberg's “motivational hygiene” theory, according to which demotivators (or “hygiene factors”) have to be reduced as well as motivators (or incentives) increased, to develop positive motivation (Herzberg 1966):



“Note that the factors shown are for illustration only: the balance may be very different for any particular person and/or situation. In particular, Herzberg argued that pay is at best a hygiene factor; poor pay reduces motivation, but good pay does not of itself create enthusiasm... It's a fine point and may depend on the pay structure, but we are concerned with learning rather than job performance, so I'll let the diagram stand. Or am I just not motivated enough to change it? Discuss!)

The analogy here is with the tuning of a radio: turning up the volume (increasing the motivators) on a badly-tuned station will only increase the noise level as well, and not the clarity of the reception. Tuning out the interference is the major task.

They count most at the start of the course, before the positive motivators have had time to kick in, and when students may already be rather anxious. Even so, everyone in a learning group is motivated to do something: the question is whether the motivation fits with the requirements of the programme. The issue is not an absolute one about motivation, it is about our assumption that people ought to be motivated to learn what we want them to”¹⁴.

¹⁴ <http://www.learningandteaching.info/learning/motivation.htm>

CHAPTER III

5.3. TEACHING BY PRINCIPLES

In *Principles of Language Learning and Teaching* (Brown 2000) I note that the last two decades of research produced a complex storehouse of information on second language acquisition and teaching. We have discovered a great deal about how to best teach a second language in the classroom. And, while many mysteries still remain about why and how learners successfully acquire second languages, it is appropriate for you to focus on what we do know, what we have learned, and what we can say with some certainty about second language acquisition. We can then clearly see that a great many of a teacher's choices are grounded in established principles of language learning and teaching. By perceiving and internalizing connections between practice (choices you make in the classroom) and theory (principles derived from research), your teaching is likely to be "enlightened." You will be better able to see why you have chosen to use a particular classroom technique (or set of techniques), to carry it out with confidence, and to evaluate its utility after the fact.

You may be thinking that such a principled approach to language teaching sounds only logical: How could one proceed otherwise? Well, I have seen many a novice language teacher gobble up teaching techniques without carefully considering the criteria that underlie their successful application in the classroom. "Just give me 101 recipes for Monday morning teaching," say some. "I just want to know what to do

when I get into the classroom" Unfortunately, this sort of quick-fix approach to teacher education will not give you that all-important ability to comprehend when to use a technique, with whom it will work, how to adapt it for your audience, or how to judge its effectiveness.

We'll now take a broad, sweeping look at twelve overarching principles of second language learning that interact with sound practice and on which your teaching can be based. These principles form the core of an approach to language teaching, as discussed in the previous chapter. It may be helpful for you, as you are reading, to check referenced sections of *PLLT* (Brown 2000) to refresh your memory of certain terms and background information.

5.3.1. COGNITIVE PRINCIPLES

We will call the first set of principles "cognitive" because they relate mainly to mental and intellectual functions. It should be made clear, however, that all twelve of the principles outlined in this chapter spill across somewhat arbitrary cognitive, affective, and linguistic boundaries.

Principle 1: Automaticity

"No one can dispute the widely observed success with which children learn foreign languages, especially when they are living in the cultural and linguistic milieu of the language. We commonly attribute children's success to their widely

observed tendency to acquire language subconsciously, that is, without overtly analyzing the forms of language themselves. Through an inductive process of exposure to language input and opportunity to experiment with output, they appear to learn languages without "thinking" about them.

This childlike, subconscious processing is similar to what Barry McLaughlin (McLaughlin 1990; McLaughlin et al. 1983) called **automatic** processing with **peripheral** attention to language forms. That is, in order to manage the incredible complexity and quantity of language—the vast numbers of bits of information—both adults and children must sooner or later move away from processing language unit by unit, piece by piece, focusing closely on each, and "graduate" to a form of high-speed, automatic processing in which language forms (words, affixes, word order, rules, etc.) are only on the periphery of attention. Children usually make this transition faster than adults, who tend to linger in analytical, controlled modes, focusing on the bits and pieces of language before putting those bits and pieces into the "hard drive" of their minds"¹⁵.

We will call our first principle of language learning and teaching the Principle of Automaticity and include under this rubric the importance of:

- subconscious absorption of language through meaningful use,

¹⁵ BROWN H. Douglas, Teaching by Principles, An Interactive Approach to Language Pedagogy. 2000. Pag. 55.

- efficient and rapid movement away from a focus on the forms of language to a focus on the purposes to which language is put,
- efficient and rapid movement away from a capacity-limited control of a few bits and pieces to a relatively unlimited automatic mode of processing language forms, and
- resistance to the temptation to analyze language forms.

The Principle of Automaticity may be stated as follows:

“Efficient second language learning involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms. Overanalyzing language, thinking too much about its forms, and consciously lingering on rules of language all tend to impede this graduation to automaticity”.

Notice that this principle does not say that focus on language forms is necessarily harmful. In fact adults, especially, can benefit greatly from certain focal processing of rules, definitions, and other formal aspects of language. What principle does say is that adults can take a lesson from children by speedily overcoming our propensity to pay too much focal attention to the bits and pieces of language and to move language forms quickly to the periphery by using language authentic contexts for meaningful purposes. In -so doing, automaticity is built m efficiently.

What does this principle, which ordinarily applies to adult instruction, mean to you as a teacher? Here are some possibilities:

1. Because classroom learning normally begins with controlled, focal processing, there is no mandate to entirely avoid overt attention to language systems (grammar, phonology, discourse, etc.). That attention, however, should stop well short of blocking students from achieving a more automatic, fluent grasp of the language. Therefore, grammatical explanations or exercises dealing with what is sometimes called "usage" have a place in the adult classroom (see Principle 12), but you could overwhelm your students with grammar. If they become too heavily centered on the **formal** aspects of language, such processes can block pathways to fluency.

2. Make sure that a large proportion of your lessons are focused on the "use" of language for purposes that are as genuine as a classroom context will permit. Students will gain more language competence in the long run if the **functional** purposes of language are the focal point.

3- Automaticity isn't gained overnight; therefore, you need to exercise patience with students as you slowly help them to achieve fluency.

Principle 2: Meaningful Learning

Closely related to the Principle of Automaticity are cognitive theories of learning in *(PLLT, Chapter 4)*, which convincingly argue the strength of meaningful as opposed to

rote learning (Ausubel 1963). Meaningful learning "subsumes" new information into existing structures and memory systems, and the resulting associative links create stronger retention. Rote learning—taking in isolated bits and pieces of information that are not connected with one's existing cognitive structures—has little chance of creating long-term retention. Children are good meaningful acquirers of language (see Principle I) because they associate sounds, words, structures, and discourse elements with that which is relevant and important in their daily quest for knowledge and survival

The Principle of Meaningful Learning is quite simply stated:

“Meaningful learning will lead toward better long-term retention than rote learning”.

The language classroom has not always been the best place for meaningful learning. In the days when the Audiolingual Method was popular, rote learning occupied too much of the class hour as students were drilled and drilled in an attempt to "overlearn" language forms. The Principle of Meaningful Learning tells us that some aural-oral drilling is appropriate; selected phonological elements like phonemes, rhythm, stress, and intonation, for example, can indeed be taught effectively through pattern repetition. But drilling ad nauseam easily lends itself to rote learning.

Some classroom implications of the Principle of Meaningful Learning:

1. Capitalize on the power of meaningful learning by appealing to students' interests, academic goals, and career goals.
2. Whenever a new topic or concept is introduced, attempt to anchor it in students' existing knowledge and background so that it becomes associated with something they already know.
- 3- Avoid the pitfalls of rote learning:
 - a. too much grammar explanation
 - b. too many abstract principles and theories
 - c. too much drilling and/or memorization
 - d. activities whose purposes are not clear
 - e. activities that do not contribute to accomplishing the goals of the lesson, unit, or course
 - f. techniques that are so mechanical or tricky that Ss focus on the mechanics instead of on the language or meanings,

Principle 3: The Anticipation of Reward

B.F. Skinner and others have clearly demonstrated the strength of rewards in both animal and human behavior (see *PLLT*, Chapter 4). Virtually everything we do is inspired and driven by a sense of purpose or goal, and, according to Skinner, the anticipation of reward is the most powerful factor in directing one's behavior. The principle behind Skinner's operant conditioning paradigm, which I term the Reward Principle, can be stated as follows:

“Human beings are universally driven to act, or "behave," by the anticipation of some sort of reward—tangible or intangible, short term or long term—that will ensue as a result of the behavior”.

The implications for the classroom are obvious. At one end of the spectrum, you can perceive the importance of the immediate administration of such rewards as praise for correct responses ("Very good, Maria!" "Nice job!"), appropriate grades or scores to indicate success, or other public recognition. At the other end, it behooves you to help students to see clearly why they are doing something and its relevance to their long-term goals in learning English. On the other hand, a reward-driven, conditioning theory of learning has some shortcomings that ultimately have a high impact on classroom instruction. These shortcomings are summarized under Principle 4, but for the moment, keep in mind that conditioning by rewards can (a) lead learners to become dependent on short-term rewards, (b) coax them into a habit of looking to teachers and others for their only rewards, and therefore (c) forestall the development of their own internally administered, intrinsic system of rewards.

Considering all sides of the Reward Principle, the following constructive classroom implications may be drawn:

1. Provide an optimal degree of immediate verbal praise and encouragement to them as a form of short-term reward (just enough to keep them

confident in their ability but not so much that your praise simply becomes verbal gush).

2. Encourage students to reward each other with compliments and supportive action.
- 3- In classes with very low motivation, short-term reminders of progress may help students to perceive their development. Gold stars and stickers (especially for young learners), issuing certain "privileges" for good work, and progress charts and graphs may spark some interest.
4. Display enthusiasm and excitement yourself in the classroom. If you are dull, lifeless, bored, and have low energy, you can be almost sure that it will be contagious.
5. Try to get learners to see the long-term rewards in learning English by pointing out what they can do with English where they live and around the world, the prestige in being able to use English, the academic benefits of knowing English, jobs that require English, and so on.

Principle 4: Intrinsic Motivation

This principle is elaborated upon in detail in the next chapter as an example of how certain complex principles underlie a surprising number of our teaching practices. Simply stated, the Intrinsic Motivation Principle is:

“The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding; therefore, no externally administered reward is necessary”.

“If all learners were intrinsically motivated to perform all classroom tasks, we might not even need teachers! But you can perform a great service to learners and to the overall learning process by first considering carefully the intrinsic motives of your students and then by designing classroom tasks that feed into those intrinsic-drives. Classroom techniques have a much greater chance for success if they are self-rewarding in the perception of the learner. The learners perform the task because it is fun, interesting, useful, or challenging, and not because they anticipate some cognitive or affective rewards from the teacher. You may be wondering why such a principle is listed among "cognitive" principles. The development of intrinsic motivation does indeed involve affective processing, as most of these first five principles do, and so the argument is appropriate. But reward-directed behavior in all organisms is complex to the point that cognitive, physical, and affective processing are all involved. In the specific case of second language acquisition, mental functions may actually occupy a greater proportion of the whole than the other two domains.¹⁶

¹⁶ BROWN H. Douglas, Teaching by Principles, An Interactive Approach to Language Pedagogy. 2000. Pag. 60.

Principle 5: Strategic Investment

A few decades ago, the language-teaching profession largely concerned itself with the "delivery" of language to the student. Teaching methods, textbooks, or even grammatical paradigms were cited as the primary factors in successful learning. In more recent years, in the light of many studies of successful and unsuccessful learners, language teachers are focusing more intently on the role of the **learner** in the process. The "methods" that the learner employs to internalize and to perform in the language are as important as the

teacher's methods—or more so. I call this the Principle of Strategic Investment:

“Successful mastery of the second language will be due to a large extent to a learner's own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language”.

This principle is laid out in full detail in Chapter 14, where practical classroom applications are made. For the time being, however, ponder two major pedagogical implications of the principle: (a) the importance of recognizing and dealing with the wide variety of styles and strategies that learners successfully bring to the learning process and, therefore, (b) the need for attention to each separate individual in the classroom.

As research on successful language learners has dramatically shown, the variation among learners poses a thorny pedagogical dilemma, learning styles alone signal

numerous learner preferences that a teacher needs to attend to. For example, visual vs. auditory preference and individual vs. group work preference are highly significant factors in a classroom. In a related strain of research, we are finding that learners also employ a multiplicity of strategies for sending and receiving language and that one learner's strategies for success may differ markedly from another's.

A variety of techniques in your lessons will at least partially ensure that you will "reach" a maximum number of students. So you will choose a mixture of group work and individual work, of visual and auditory techniques, of easy and difficult exercises. Beware, however, of variety at the expense of techniques that you know are essential for the learner! If, for example, you know that three-quarters of your class prefers individual work, that should not dictate the proportion of time you devote to activities that involve silent work at their desks. They may need to be nudged, if not pushed, into more face-to-face communicative activities than their preferences would indicate.

A teacher's greatest dilemma is how to attend to each individual student in a class while still reaching the class as a whole group. In relatively large classes of 30 to 50 students, individual attention becomes increasingly difficult; in extra-large classes* it is virtually impossible. The principle of strategic investment nevertheless is a reminder to provide as much attention as you can to each individual student.

In far too many language classrooms around the world, students number over 50; 60 to 75 students is not uncommon. For years I have tried to persuade administrators to lower those numbers and to understand that communicative acquisition of a language is almost impossible under such circumstances. Nevertheless, the reality of school budgets sometimes provides few alternatives. For some practical suggestions for dealing with large classes.

Some aspects of the dilemma surrounding variation and the need for individualization can be solved through specific strategies-based instruction, the principal topic of Chapter 14. Meanwhile, simply as a "sneak preview" to that chapter, you might consider these questions as more grist for your teacher education mill:

- Am I seizing whatever opportunity I can to let learners in on the "secrets" to develop and use strategies for learning and communication?
- Do my lessons and impromptu feedback adequately sensitize students to the wisdom of their taking responsibility for their own learning?
- How can I ensure that my students will want to put forth the effort of trying out some strategies?

5.3.3. AFFECTIVE PRINCIPLES

We now turn our attention to those principles that are characterized by a large proportion of emotional involvement. Here we look at feelings about self, about relationships in a community of learners, and about the emotional ties between language and culture.

Principle 6: Language Ego

The Language Ego Principle can be summarized in a well-recognized claim:

As human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting—a second identity. The new "language ego," intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions.

The Language Ego Principle might also be affectionately called the "warm and fuzzy" principle: all second language learners need to be treated with affective tender loving care. Remember when you were first learning a second language and how you sometimes felt silly, if not humiliated, when the lack of words or structure left you helpless in face-to-face communication? Otherwise highly intelligent adults can be reduced to babbling infants in a second language. Learners feel this fragility because the strategic arsenals of their native-language-based egos, which are normally well developed and resistant to attack, are suddenly—in the perception of the learner—

obsolete. Now they must fend for their emotional selves with a paltry linguistic battery that leaves them with a feeling of total defenselessness.

How can you bring some relief to this situation and provide affective support? Here are some possibilities.

1. Overtly display a supportive attitude to your students. While some learners may feel quite stupid in this new language, remember that they are capable adults struggling with the acquisition of the most complex set of skills that any classroom has ever attempted to teach. Your "warm and fuzzy" patience and empathy need to be openly and clearly communicated, for fragile language egos have a way of misinterpreting intended input.
2. On a more mechanical, lesson-planning level, your choice of techniques and sequences of techniques needs to be cognitively challenging but not overwhelming at an affective level.
3. Considering learners' language ego states will probably help you to determine:
 - who to call on
 - who to ask to volunteer information
 - when to correct a student's speech error ;
 - how much to explain something
 - how structured and planned an activity should be
 - who to place in which small groups or pairs
 - how "tough" you can be with a student.

4. If your students are learning English as a second language (in the cultural milieu of an English-speaking country), they are likely to experience a moderate identity crisis as they develop a "second self." Help such students to understand that the confusion of developing that second self in the second culture is a normal and natural process (see *PLLT*, Chapter 7). Patience and understanding on your part will also ease the process.

Principle 7: Self-Confidence

Another way of phrasing this one is the "I can do it!" principle, or the self-esteem principle. At the heart of all learning is a person's belief in his or her ability to accomplish the task. While self-confidence can be linked to the Language Ego Principle above, it goes a step further in emphasizing the importance of the learner's self-assessment, regardless of the degree of language-ego involvement. Simply put, we are saying:

Learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task.

Some immediate classroom applications of this principle emerge. First, give ample verbal and nonverbal assurances to students. It helps a student to hear a teacher affirm a belief in the student's ability. Energy that the learner would

otherwise direct at avoidance or at erecting emotional walls of defense is thereby released to tackle the problem at hand.

Second sequence techniques from easier to more difficult. As a teacher you are called on to sustain self-confidence where it already exists and to build it where it doesn't. Your activities in the classroom would therefore logically start with simpler techniques and simpler concepts. Students then can establish a sense of accomplishment that catapults them to the next, more difficult, step. In the lesson described before, the culminating activity (items 27-29) would have been too overwhelming for most students, even if they had "known" the grammatical material, had it occurred toward the beginning of class.

Principle 8: Risk-Taking

A third affective principle interrelated with the last two is the importance of getting learners to take calculated risks in attempting to use language—both productively and receptively. The previous two principles, if satisfied, lay the groundwork for risk-taking. If learners recognize their own ego fragility and develop the firm belief that, yes, they can indeed do it, then they are ready to take those necessary risks. They are ready to try out their newly acquired language, to use it for meaningful purposes, to ask questions, and to assert themselves.

Successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to become "gamblers" in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty.

This principle strikes at the heart of educational philosophy. Many instructional contexts around the world do not encourage risk-taking; instead they encourage correctness, right answers, and withholding "guesses" until one is sure to be correct. Most educational research shows the opposite to be more conducive to long-term retention and intrinsic motivation. How can your classrooms reflect the Principle of Risk-Taking?

- 1, Create an atmosphere in the classroom that encourages students to try out language, to venture a response, and not to wait for someone else to volunteer language.
2. Provide reasonable challenges in your techniques—make them neither too easy nor too hard.
3. Help your students to understand what calculated risk-taking is, lest some feel that they must blurt out any old response.
4. Respond to students' risky attempts with positive affirmation, praising them for trying while at the same time warmly but firmly attending to their language.

Principle 9: The Language-Culture Connection

Language and culture are intricately intertwined. Any time you successfully learn a language, you will also learn something of the culture of the speakers of that language.

This principle focuses on the complex interconnection of language and culture:

Whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting.

Classroom applications include the following:

1. Discuss cross-cultural differences with your students, emphasizing that no culture is "better" than another, but that cross-cultural understanding is an important facet of learning a language.
2. Include among your techniques certain activities and materials that illustrate the connection between language and culture.
3. Teach your students the cultural connotations, especially the sociolinguistic aspects, of language.
4. Screen your techniques for material that may be culturally offensive.
5. Make explicit to your students what you may take for granted in your own culture.

A second aspect of the Language-Culture Connection is the extent to which your students will themselves be affected by the process of acculturation, which will vary with the context and the goals of learning. In many second language learning contexts, such as ESL in the US, students are faced with the full-blown realities of adapting to life in a foreign country, complete with various emotions accompanying stages of acculturation. In such cases, acculturation, social distance, and psychological adjustment are factors to be dealt with. This aspect of the principle may be summed up in this way:

“Especially in "second" language learning contexts, the success with which learners adapt to a new cultural milieu will affect their language acquisition 'success, and vice versa, in some possibly significant ways”.

From the perspective of the classroom teacher, this principle is similar to the Language Ego and Self-Esteem principles, and all the concomitant classroom implications apply here as well. An added dimension, however, lies in the interaction between culture learning and language learning. An opportunity is given to teachers to enhance, if not speed up, both developmental processes. Once students become aware that some of their discouragement may stem from cultural sources, they can more squarely address their state of mind and emotion and do something about it. In the classroom, you can:

1. help students to be aware of acculturation and its stages.
2. stress the importance of the second language as a powerful tool for adjustment in the new culture.
- 3- be especially sensitive to any students who appear to be discouraged, then do what you can to assist them.

5.3.4. LINGUISTIC PRINCIPLES

The last category of principles of language learning and teaching centers on language itself and on how learners deal with these complex linguistic systems.

Principle 10: The Native Language Effect

It almost goes without saying that the native language of every learner is an extremely significant factor in the acquisition of a new language. Most of the time, we think of the native language as exercising an interfering effect on the target language, and indeed the most salient, observable effect does appear to be one of interference. The majority of a learner's errors in producing the second language, especially in the beginning levels, stem from the learner's assumption that the target language operates like the native language.

But what we observe may, like an iceberg, be only part of the reality. The **facilitating** effects of the native language are surely as powerful in the process, or more so, even though they are less observable. When the native French speaker

who is learning English says "I am here since January," there is one salient native language effect, a verb tense error stemming from French. But the learner's native French may also have facilitated the production of that sentence's subject-verb-complement word order, the placement of the locative (*here*), the one-to-one grammatical correspondence of the other words in the sentence, rules governing prepositional phrases, and the cognate word (*January*).

The Principle of the Native Language Effect stresses the importance of that native system in the linguistic attempts of the second language learner;

“The native language of learners exerts a strong influence on the acquisition of the target language system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient”.

In your dealing with the Native Language Effect in the classroom, your feedback will most often focus on interference. That's perfectly sound pedagogy. Learners' errors stand out like the tips of icebergs, giving us salient signals of an underlying system at work. Errors are, in fact, windows to a learner's internalized understanding of the second language, and therefore they give teachers something observable to react to. Student non-errors—the facilitating effects—certainly do not need to be treated. Don't try to fix something that isn't broken.

Some classroom suggestions stemming from the Native Language Effect:

1. Regard learners' errors as important windows to their underlying system and provide appropriate feedback on them. Errors of native language interference may be repaired by acquainting the learner with the native language cause of the error.
2. Ideally, every successful learner will hold on to the facilitating effects of the native language and discard the interference. Help your students to understand that not everything about their native language system will cause error.
- 3- Thinking directly in the target language usually helps to minimize interference errors. Try to coax students into thinking in the second language instead of resorting to translation as they comprehend and produce language. An occasional translation of a word or phrase can actually be helpful, especially for adults, but direct use of the second language will help to avoid the first language "crutch" syndrome.

Principle 11: Interlanguage

Just as children develop their native language in gradual, systematic stages, adults, too, manifest a systematic progression of acquisition of sounds and words and structures and discourse features. The Interlanguage principle tells us:

“Second language learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. Successful Interlanguage development is partially a result of utilizing feedback from others”.

While the inter language of second language learners varies considerably between systematic and unsystematic linguistic forms and underlying rules, one important concept for the teacher to bear in mind is that at least some of a learner's language may indeed be systematic. In other words, in the mind's eye of learners, a good deal of what they say or comprehend may be logically "correct" even though, from the standpoint of a native speaker's competence, its use is incorrect. A learner who says "Does John can sing?" may believe it to be a correct grammatical utterance because of an internalized systematic rule that requires a pre-posed *do* auxiliary for English question formation.

Allowing learners to progress through such systematic stages of acquisition poses a delicate challenge to teachers. The collective experience of language teachers and a respectable stockpile of second language research (Doughty & Williams 1998; Long 1996,1988; Long & Sato 1983) indicates that classroom instruction makes a significant difference in the speed and success with which learners proceed through interlanguage stages of development. This highlights the importance of the feedback that you give to learners in the classroom. In many settings "(especially in EFL contexts where few opportunities arise outside the classroom to use the language communicatively), you are the only person with

whom the students have real-live contact who speaks English. All eyes (and ears) are indeed upon you because you are the authority on the English language, whether you like it or not. Such responsibility means that virtually everything you say and do will be noticed (except when they're not paying attention)!

Much has been written and spoken about the role of feedback in second language acquisition. In Vigil and Oiler's (1976) seminal study, teachers were reminded of an important distinction between affective and cognitive feedback. The former is the extent to which we value or encourage a student's attempt to communicate; the latter is the extent to which we indicate an understanding of the "message" itself. Teachers are engaged in a never-ending process of making sure that we provide sufficient positive affective feedback to students and ' at the same time give appropriate feedback to students about whether or not their actual language is clear and unambiguous.

How, then, do you know what kind of feedback to offer students? Are interlanguage errors simply to be tolerated as natural indications of systematic internalization of a language? These important questions are to some extent answered. For the moment, however, a number of general classroom implications deserve your attention:

1. Try to distinguish between a student's systematic interlanguage errors (stemming from the native language or target language) and other errors; the former will probably have a logical source that the student can become aware of.
2. Teachers need to exercise some tolerance for certain interlanguage forms that may arise over of a student's logical developmental process.
3. Don't make a student feel stupid because of an interlanguage error; quietly point out the logic of the erroneous form ("I can understand why you said 'I go to the doctor yesterday,' but try to remember that in English we have to say the verb in the past tense. Okay?").
4. Your classroom feedback to students should give them the message that mistakes are not "bad" but that most mistakes are good indicators that innate language acquisition abilities are alive and well- Mistakes are often indicators of aspects of the new language that are still developing.
5. Try to get students to self-correct selected errors; the ability to self-correct may indicate readiness to use that form correctly and regularly.
6. In your feedback on students' linguistic output, make sure that you provide ample affective feedback—verbal or nonverbal—to encourage them to speak.

7- As you make judicious selection of which errors to treat, do so with kindness and empathy so that the student will not feel thwarted in future attempts to speak.

Principle 12: Communicative Competence

While **communicative competence** (CC) has come to capture a multiplicity of meanings depending on who you ask, it is nevertheless a useful phrase. In its skeletal form, CC consists of some combination of the following components.

- organizational competence (grammatical and discourse)
- pragmatic competence (functional and sociolinguistic)
- strategic competence
- psychomotor skills

The array of studies on CC provides what is perhaps the most important linguistic principle of learning and teaching:

“Given that communicative competence is the goal of a language classroom, instruction needs to point toward all its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world”.

It is important to note that the CC principle still has a hit of a reactionist flavor; reacting to other paradigms that emphasized attention to grammatical forms, to "correct" language above all, to artificial, contrived language and techniques in the classroom, and to a finite repertoire of language forms and functions that might not have lent themselves to application in the world outside the classroom. But since most of our language-teaching generalizations are, after all, at least partially conceived against the backdrop of previous practices, such a statement can stand as a reasonably accurate description of our current understanding of CC.

To attempt to list all the applications of such a principle to the language classroom would be an exhaustive endeavor! Many such applications will become evident in later chapters of this book. But for the sake of closure and simplicity, consider the following six classroom teaching "rules" that might emerge:

1. Remember that grammatical explanations or drills or exercises are only part of a lesson or curriculum; give grammar some attention, but don't neglect the other important components (e.g., functional, sociolinguistic, psychomotor, and strategic) of CC.
2. Some of the pragmatic (functional and sociolinguistic) aspects of language are very subtle and therefore very difficult. Make sure your lessons aim to teach such subtlety.

3. In your enthusiasm for teaching functional and sociolinguistic aspects of language, don't forget that the psychomotor skills (pronunciation) are an important component of both. Intonation alone conveys a great deal of pragmatic information.
4. Make sure that your students have opportunities to gain some fluency in English without having to be constantly wary of little mistakes. They can work on errors some other time.
5. Try to keep every technique that you use as authentic as possible: use language that students will actually encounter in the real world and provide genuine, not rote, techniques for the actual conveyance of information of interest.
6. Some day your students will no longer be in your classroom. Make sure you are preparing them to be independent learners and manipulators of language "out there."

"The twelve principles that have just been reviewed are some of the major foundation stones for teaching practice. While they are not by any means exhaustive, they can act for you as major theoretical insights on which your techniques and lessons and curricula can be based.

We hope you have gained from this discussion the value of undergirding your teaching (and your teacher training process) with sound principles that help you to understand why you choose to do something in the classroom: what kinds of questions to ask yourself before the fact about what you are doing, how to monitor yourself while you are teaching, how to assess after the fact the effectiveness of what you did, and then how to modify what you will do the next time around”¹⁷.

¹⁷ BROWN H. Douglas, *Teaching by Principles, An Interactive Approach to Language Pedagogy*. 2000. Pag. 70.

6. HYPOTHESIS

6.1. GENERAL

- The motivational activities play an important role in the Learning of the English Language with the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.

6.2. SPECIFICS

- There is little application of motivational activities which influence in the Learning of the English Language with the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.
- The levels of motivation towards the English language by part of teachers and students are low so that it limits the learning of the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.

7. METHODOLOGY

7.1 DESIGN OF THE RESEARCH

When a research is developed at any case, it is necessary to mention the way that it will be developed at. So that the group has considered that according to the nature of the theme it will be a non-experimental research because the group will not manipulate the variables in the group of students and teachers who will participate in this project.

In a non-experimental work the process is developed in a descriptive way. The researchers make no attempt to isolate or manipulate the phenomena under investigation, and insights and generalisations emerge from close contact with the data rather than from a theory of language learning and use.

7.2. METHODS, TECHNIQUES AND INSTRUMENTS

7.2.1. Methods

Scientific Method.- We know that the development of the scientific investigation is an systematic and complex process which needs a strict procedure to carry out any research, so we have decided to use the scientific method because its characteristics seem to be the most suitable.

Thanks to this method the group has already stated our topic and problem, the general and specific objectives and based on them we have been able to formulate the corresponding hypothesis and visualize the possible verification.

This method will also be used in the searching of the theoretical- scientific fundamentals to explain the relation between the information in the field work with the scientific explanation of the variables of the hypothesis. It will also serve to state the most pertinent recommendations according to the conclusions that we reach, the same that they will be important to contribute with some ideas to improve the motivational activities that the teachers can use into the English teaching learning process.

Descriptive Method.- Other method that we will use is the descriptive one, because it will give us the rules to demonstrate the meaning of the investigation, to describe the problematic that the group found in the researched educative institution, to describe the variables as the independent as the dependant ones, so that we can describe coherently the results of the field work. This method will also serve to describe the motivational activities that the teachers use into the teaching learning process of the English language.

Analytic Synthetic Method.- We will use the analytic-synthetic method to analyze the results that we will obtain in the field work and to establish conclusions as of the motivational activities as the level of the motivation that the students face into the teaching learning process of the English language.

Explicative Method.- This one will be also used, in the explanation of all the reasons of every question made in order to obtain more reliable information which will be contrasted with the theoretical referents about the topic.

7.2.2. Techniques and Instruments

To obtain the empiric information we will apply the following techniques and instruments.

A **Survey** will be applied to obtain information about the motivational activities that the teachers use into the English Teaching Learning process and to know the level of motivation of the teachers and students. Of course it will be applied to teachers and students with the instrument of a questionnaire which will contain different kinds of closed questions about the topic that we will research.

7.2.3. Procedures

After we apply the research technique we will process the data through the tabulation of the information.

Then we will organize the empiric information keeping in mind the specific hypothesis of the research work. The obtained information will be represented in statistics tables and graphic bars. So that it will be possible to interpret the empiric information contrasting it with the theoretical referents; and, finally we will draw the conclusions and recommendations using valuable criteria and taking into account the stated objectives which orientated the research process.

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

7.3. POPULATION

We will take the whole population of students who are 169 from the 8th year of basic education to 3rd year of high school curriculum. The group considers that it is a small population for that reason we will work with all of it.

Regards to the teachers who work teaching the English language are two, so that we will also work with all of them.

Table Nro. 2

Variable	Population and sample
8 th year of basic education	50
9 th year of basic education	41
10 th year of basic education	35
1 st year of High School Curriculum	16
2 nd year of High School Curriculum	19
3 rd year of High School Curriculum	8
Total Students	169
Teachers	2

8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

8.1. RESOURCES

8.1.1. Human

The resources who will be part of this project are:

- The research group conformed by Valeria Ruiz and Yolanda Masache
- The students of “Hernán Gallardo Moscoso” High School
- The English teachers of “Hernán Gallardo Moscoso” High School

8.1.2. Material

The material resources that we will use is, office material, books, thesis, magazines, computer, printer, Internet and others

8.1.3. Institutionals

- National University of Loja
- “Hernán Gallardo Moscoso” High School
- Library of the National University of Loja
- Cyber cafes

8.2. BUDGET

- Project	\$ 300,00
- Printing	\$ 500,00
-Copies	\$ 150,00
- Office material	
a) Paper	\$ 80,00
d) Notebooks and folders	\$ 20,00
-Internet	\$ 100,00
- Transport	\$ 90,00
	<hr/>
	\$ 1 240,00

8.3. FINANCING

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

9. CHRONOGRAM

Time Activities	2009								2010		
	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
Presentation of the project	X										
Correction of the project		X									
Approval of the project			X								
Presentation and designation of thesis Director			X								
Application of the instruments					X						
Development of the thesis						X	X				
Presentation of the thesis								X			
Thesis approval									X		
Corrections									X	X	
Graduation										X	X

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11. ANNEXES

SURVEY FOR THE TEACHERS

A group of undergraduates of the National University of Loja, are interested in developing our degree investigation, so we require your collaboration answering the present survey which is about the motivational activities in the English Language learning of the students at "Hernán Gallardo Moscoso" High School.

11. Write an x in what do you consider is for you motivation into the teaching learning process?

- a. It's the reason to do something
- b. It's a set of activities that help to learn
- c. It 's to stimulate someone to do something

Why:.....

12. How many kinds of motivation do you know?

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

Others:

13. When do you apply motivational activities in the class?

- a. Before the class ()
- b. During the class ()
- c. At the end of the class ()

Why:

14. How often do you use motivational activities with your students?

- a. Often ()
- b. Not very often ()
- c. Sometimes ()
- d. Never ()

Explain:.....

15. Which of the following activities do you use to motivate the students in class?

- a. a) Warm ups ()
- b. b) Leads in ()

Others:

16. How do you consider the level of motivation of your students to learn the English language?

Suitable () Not very suitable () little suitable ()

Why:

SURVEY FOR THE STUDENTS

A group of undergraduates of the National University of Loja, are interested in developing our degree investigation, so we require your collaboration answering the present survey which is about the motivational activities in the English Language learning of the students at "Hernán Gallardo Moscoso" High School.

1. Write an x in what do you consider is for you, motivation into the teaching learning process?

- a) It's the reason to do something
- b) It's a set of activities that help to learn
- c) It's to stimulate someone to do something

Why:.....

2. How many kinds of motivation do you know?

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

Others:

3. When does your English teacher apply motivational activities in the class?

- a) Before the class ()
- b) During the class ()
- c) At the end of the class ()

Why:

4. How often does your teacher use motivational activities in the class?

- a) Often ()
- b) Not very often ()
- c) Sometimes ()
- d) Never ()

Explain:.....

5. Which of the following activities does your teacher use to motivate the students in class?

- a) Warm ups (activities related to the class topic) ()
- b) Leads in (activities that are not in relation to the class topic) ()

Others:

6. How do you consider your level of motivation to learn the English language?

Suitable () Not very suitable () little suitable ()

Why:

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

High ()

Middle ()

Regular ()

Low ()

Others ()

Why:.....

8. Do you like to learn English in the High School?

Yes () No () Sometimes ()

Why?:

9. What are your expectations about learning the English language in the High School?

a) To reach a basic knowledge of English ()

b) To reach an elementary knowledge of English ()

c) To reach a pre-intermediate level of English ()

Why:

10. How often does your teacher promote the usefulness, relevance and importance of the English language with you in the class?

Always () Sometimes () Never ()

Why:

11. How do you qualify the teaching atmosphere of the English class?

Warm () Strictly formal () Little friendly ()

Unfriendly ()

Why:

12. How do you catalogue your learning of the English language in this school year?

Very good () Good () Regular () Deficient ()

Why?:

THANKS FOR YOUR COLLABORATION

CONSISTENCY MATRIX

THEME: THE MOTIVATIONAL ACTIVITIES AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS AT “HERNAN GALLARDO MOSCOSO” HIGH SCHOOL. ACADEMIC YEAR 2009-2010.

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>GENERAL</p> <p>What’s the role of the Motivational Activities in the Learning of the English Language in the students at “Hernán Gallardo Moscoso” High School?. Academic Year 2009-2010.</p>	<p>GENERAL</p> <p>To determine the rol of the motivational activities in the Learning of the English Language with the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.</p>	<p>GENERAL</p> <p>The motivational activities plays an important role in the Learning of the English Language in the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.</p>	<p>Independent:</p> <p>Motivational Activities</p> <p>Dependent:</p> <p>Learning of the English Language</p>	
<p>SUBPROBLEMS</p> <p>How do the motivational activities influence in the</p>	<p>SPECIFICS</p> <p>To characterize the motivational activities that</p>	<p>SPECIFICS</p> <p>The motivational activities influence in the Learning of the English Language with</p>	<p>Motivational activities</p> <p>Learning of the</p>	<p>Warm ups</p> <p>Lead in</p> <p>Excellent</p>

<p>Learning of the English Language with the students at “Hernán Gallardo Moscoso” High School?. Academic Year 2009-2010.</p>	<p>influence in the Learning of the English Language with the students at “Hernán Gallardo Moscoso” High School?. Academic Year 2009-2010.</p>	<p>the students at “Hernán Gallardo Moscoso” High School?. Academic Year 2009-2010.</p>	<p>English Language</p>	<p>Very good Good Regular Deficient</p>
<p>Which are the levels of motivation towards the English Language learning with the students at “Hernán Gallardo Moscoso” High School?. Academic Year 2009-2010.</p>	<p>To establish the levels of motivation towards the English Language learning with the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.</p>	<p>The levels of motivation by part of teachers and students are low so that it limits the learning of the students at “Hernán Gallardo Moscoso” High School. Academic Year 2009-2010.</p>	<p>Levels of motivation Learning of the English Language</p>	<p>Warm ups Lead in Physics Psycological Moral Excellent Very Good Good Regular Deficient</p>