



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

**THE TEACHERS' MOTIVATION AND ITS INCIDENCE
IN THE ENGLISH LANGUAGE LEARNING IN THE
STUDENTS OF THE SECOND YEAR OF THE HIGH
SCHOOL CURRICULUM OF THE "BEATRIZ CUEVA DE
AYORA" TECHNOLOGICAL INSTITUTE OF LOJA CITY
ACADEMIC YEAR 2006-2007**

Thesis previous to obtain
the licentiate's degree in
Sciences of Education,
English Language
Specialization

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CERTIFICATION

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CERTIFIES:

That the present thesis "THE TEACHERS' MOTIVATION AND ITS INCIDENCE IN THE ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF THE SECOND YEAR OF THE HIGH SCHOOL CURRICULUM OF THE "BEATRIZ CUEVA DE AYORA" TECHNOLOGICAL INSTITUTE OF LOJA CITY ACADEMIC YEAR 2006-2007"; has been revised in all its parts, consequently I authorize its presentation.

Loja, November 15th, 2008

Dra. Marcia Balcázar

THESIS DIRECTOR

AUTHORSHIP

All the research results, criteria, analysis and conclusions are from exclusive responsibility of the authoresses.

Cecibel Sarango Quishpe

Rosa Elvira Japón Gualán

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Also we thank in a special manner to our director of the thesis Dra. Marcia Balcázar, who helped us unselfishly to carry out this researching work

The authoresses

DEDICATION

Firstly, I want to dedicate this work to my Lord God, to my dear parents, to all my family and specially to my loving husband Rafael.

Cecibel

I dedicate this work to God, to my family, to my dear daughter, Nicole and especially to my partner for her dedication.

Rosa

SUMMARY

In the investigative process about: "THE TEACHERS' MOTIVATION AND ITS INCIDENCE IN THE ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF THE SECOND YEAR OF THE HIGH SCHOOL CURRICULUM OF THE "BEATRIZ CUEVA DE AYORA" TECHNOLOGICAL INSTITUTE OF LOJA CITY ACADEMIC YEAR 2006-2007", we established this general objective to demonstrate if the students' academic performance of the second year of the high school curriculum at "Beatriz Cueva de Ayora" Higher Technological Institute, depends essentially on the teachers' motivation. To collect the required data, we used the following techniques; surveys, questionnaires, and a card observation which were applied to students and teachers; and its analysis helped us to determine the application of the teachers' motivation in this institution. To process the information we used: The inductive – deductive, analytic -synthetic and the descriptive methods

Among the main result of our research we found; that 76 % of students are not motivated by teachers, likewise we found that 91 % of the teachers do not use any didactic material to teach, and 76% of teachers do only questions to motivate the class, so we can conclude that teachers in the "Beatriz Cueva de Ayora" technological institute do not apply adequately motivating techniques, in their Teaching – learning process of the English Language.

INTRODUCTION

The present research work is about “The Teachers’ Motivation and its Incidence in the English Language Learning in the Student of the Second Year of the High School Curriculum of the “Beatriz Cueva de Ayora” Technological Institute of Loja City Academic Year 2006-2007.

The motivation is a fundamental factor in all aspects of life, and it is an important resource in the educational field, also this factor is supplemented with other internal and external elements like; methods, techniques, and strategies of teaching learning process, class atmosphere, family and social relationships; all these aspects contributes so much in a negative or positive way in the students language learning.

The lack of teachers’ motivation in the class affects the student’s interest. The absence of didactic material to teach the class inside in the student’s academic performance, these aspects have been the main troubles that we have found in the researched institution.

So as future teachers of this idiom are worried about the teaching – learning process of this language therefore we have investigated how teachers’ methodology influences in the students interest.

To reach our purpose we have, investigated if the English teachers of the Second Year of the High School Curriculum of the “Beatriz Cueva de Ayora” Higher Technological Institute of Loja city Academic Year 2006-2007, are using appropriate methods and techniques of teaching to develop students’ interest in the English language acquisition, and determine if teachers of this institution are using didactic material to support the teaching learning process

The general hypothesis that directed our research work was: The Students’ Academic Performance of the Second Year of the High School Curriculum of the “Beatriz Cueva de Ayora” Higher Technological Institute of Loja City, Academic Year 2006-2007, Depends on Teachers’ Motivation in Class.

Regard to the methodology we have used the scientific method because it helped us to prove the specific hypothesis about the topic, also it let us to develop the research in an ordered process accomplishing with all the steps required in a descriptive research. Also we have made use of other methods such us the descriptive, the analytic – synthetic which have served as a support to develop all the researching process.

To obtain the field data we applied a survey as a main instrument to the students, also we considered important to apply a questionnaire and an

observation card to the teachers in order to obtain valid information about the motivation and its incidence in the students knowledge.

Moreover the present research work includes the following chapters: Chapter one, describes the methodology carried out to accomplish the research, a description of the different methods that allowed us a logical order to work, also it describes the statistical techniques that were applied to collect the teachers' and students' information and the way that was carried out the analysis of the obtained data and how we arrived to the conclusions and recommendations.

Chapter two presents clear information of the obtained results, which are presented graphically through the descriptive statistics, using squares and tabulators.

Finally, chapter three contains the conclusions and recommendations which are deduced from the interpretations, and analysis of the results and contrasting with theoretical references.

We hope this work contributes to the society and especially to the teachers of "Beatriz Cueva de Ayora" High School to be conscious about their work and take into account the importance of motivation and the application of techniques that help to encourage students to learn the English Language in an interactive way.

CHAPTER I

METHODOLOGY

1. METHODOLOGY

Our research was carried out in the “Beatriz Cueva de Ayora” Higher Technological Institute of Loja city

To develop our work, we were guided during all its process by different methods. Scientific, it also has been aided by different methods, the inductive – deductive, analytic -synthetic and the descriptive method. Also we use the following statistical techniques: survey, questionnaire, and a card observation, which helped us to collect the information.

1.1 METHODS

1.1.1 Scientific Method

Through the use of the scientific method, our project was focused on investigation to discover and explain how the teachers’ motivation influences in the English Language Learning. So this method allowed us to have a sequential order: election and approach of the problem, to point out the objectives and hypothesis, description of the techniques and instruments used, contrast of the results obtained with theoretical reference in order to verify the stated hypothesis relating the variables thought a critical and descriptive analysis of the group. We also used this method to deduce the respective conclusions about the most relevant aspects.

1.1.2 Analytical Synthetic Method

It allowed us to classify, identify and analyze the characteristics of a statement. Also it allowed us to obtain categories of data to classify, assume and tabulate them and finally identify variables and values, to finally formulate the corresponding conclusion according to the results.

1.1.3 Descriptive Method

This was used to pick up the information and describe the results of the applied instruments. Also we used this method to organize and describe the data according to the obtained indicators in the questions.

1.2 STATISTICAL TECHNIQUES

The statistical techniques used in this research were: an observation card, a survey and a questionnaire which were applied in the "BEATRIZ CUEVA DE AYORA" TECHNOLOGICAL INSTITUTE, in the school period 2005-2006 to know how the teachers' motivation affects the students learning. We took a sample of 148 students from second year of the High School Curriculum, and a sample of six teachers from Beatriz Cueva de Ayora.

The survey was applied to the students in order to know the teachers' motivation and its influence in the students learning; and the questionnaire

and observation card were applied to the teachers with the aim to know how the motivation process is developed in the teaching learning process

So it is important to mention that we have used the **descriptive statistics**, which allow as representing the data in tables, and graphs visualizing the most relevant data in frequencies and percentages, this way was possible to support the comparison, decisions, conclusion and recommendations that we present in this report which must serve to improve the problematic.

Once we applied the instruments, we did the tabulation of the data, taking into account the most relevant aspects from teachers and students. The tabulation of the students surveys were analyzed in a quantitative way, while the teachers were analyzed through the textual quotation of their criteria and opinions.

The hypothesis has been demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation whose results are expressed in a descriptive way.

CHAPTER II

**EXPOSITION AND
INTERPRETING
OF THE RESULTS**

2. EXPOSITION AND DISCUSSION OF THE RESULTS AND HIPHOTESIS VERIFICATION

From 360 students of the second year of the High School Curriculum of the “Beatriz Cueva de Ayora” Technological Institute of Loja City academic year 2006-2007, we took a sample of 148 from different specializations.

Then we applied an observation card for the classes, a survey directed to students, and a questionnaire to teachers, so we are going to report the obtained results.

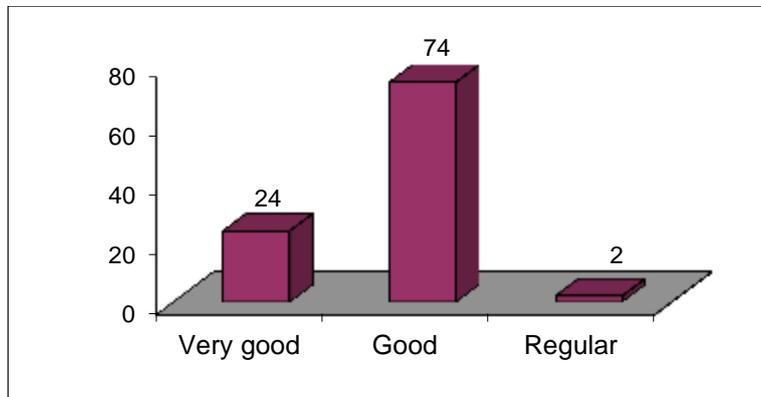
1. - How would you qualify the English language teaching in this institution?

Table N° 1

Option	F	%
Very good	35	24
Good	110	74
Regular	3	2
TOTAL	148	100

SOURCE: Direct survey
ELABORATED: The researchers

Graph 1



74% of the interviewed student expressed, the quality of the learning of the English language in this Institute is good, 24% is very good and 2% is regular.

These establish that the quality of the English Language Teaching in the “Beatriz Cueva de Ayora” High School is good according to the students’ opinions. It can be due to the experience that this institution has since years ago.

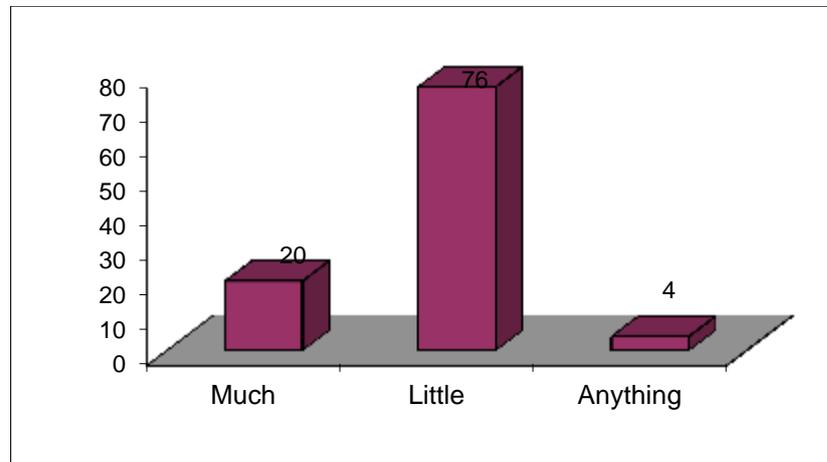
2.-Do you get motivated in the English class?

Table Nº 2

Option	F	%
Much	30	20
Little	113	76
Anything	5	4
TOTAL	148	100

SOURCE: Direct survey
ELABORATE: The researchers

Graph 2



76% of those interviewed have got little motivation in their English class; 20% very motivated and 4% do not feel any motivation about it.

Therefore it is established that the motivation in the classrooms has not allowed students to feel completely ready to receive the knowledge imparted by teachers, so it affects their learning.

According to our theoretical references motivation is the affective factor that teachers should improve, because many times teachers do not value the effort that the students make in or out of class and repress them instead of motivating their self-esteem and attitude.

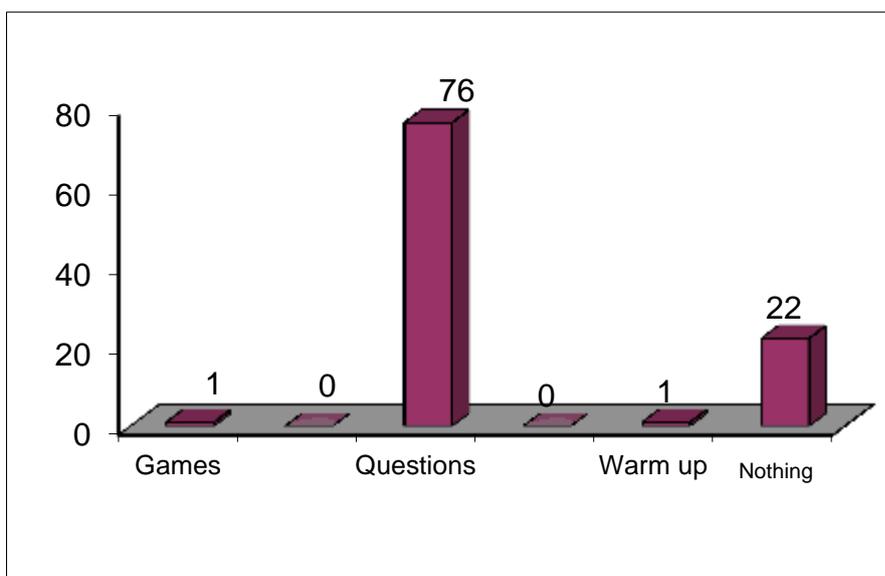
3. - Which of the following activities does your teacher carry out to motivate the class?

Table N° 3

Option	F	%
Games	1	1
Dynamic	0	0
Questions	112	76
Warm up	2	1
Videos	0	0
Nothing	33	22
TOTAL	148	100

SOURCE: Direct survey
ELABORATE: The researchers

Graph 3



76 % of the interviewed students affirmed that teachers motivate their classes throw questions; 22% didn't use anything; 1% of the teachers use warm up; 1% motivated by games.

So, it is determined that the students are not motivating appropriately, since a technique of questions doesn't get the attention, rather than it makes students fear to make a mistake. The theoretical references mentions that teachers should look for the form to present and structure the task, using different strategies to develop the class which will help students to optimize the concentration, to reduce the anxiety before learning and evaluation, to direct the attention therefore develop in the students a true pleasure for school activities.

4. - . How many hours of English do you take a week?

Table N°4

Five Specializations	3 hours a week
Bilingual Secretariat	6 hours a week

SOURCE: Direct survey
ELABORATE: The researchers

In this question it is settled down that students take the English language as special matter, receive three weekly hours of English; while other students that specialize in bilingual secretariat receive 6 weekly hours.

So we can determine that a big percentage of students have less English than another and it affects the English management, while the others have a privilege to obtain more knowledge about this subject

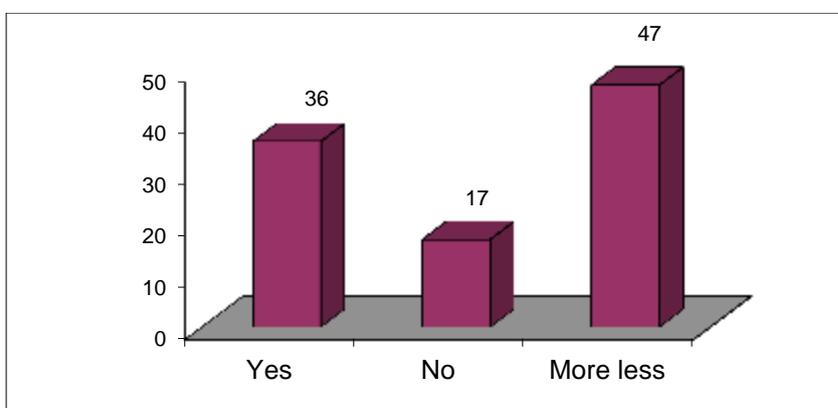
5. - Do you like English?

Table N° 5

Option	F	%
Yes	54	36
No	25	17
More less	69	47
TOTAL	148	100

SOURCE: Direct survey
ELABORATE: The researchers

Graph 5



36% interviewed students like the English language; 17% do not like English; and 47% like more or less.

So it is determined that interviewed students like to learn English more less because they affirm that in the present time this language is very important for a profession that they decide to continue in the future so students believe English is a necessary Language they should learn for the future time and we think it is true.

We coincide with H. L. Mencken who says that one of the more complicated problems of learning a second language and teaching it is to apply and create motivation in the classroom. So teachers should have the capacity to make their classes a place with interesting activities in which all the students can participate and expose their performance.

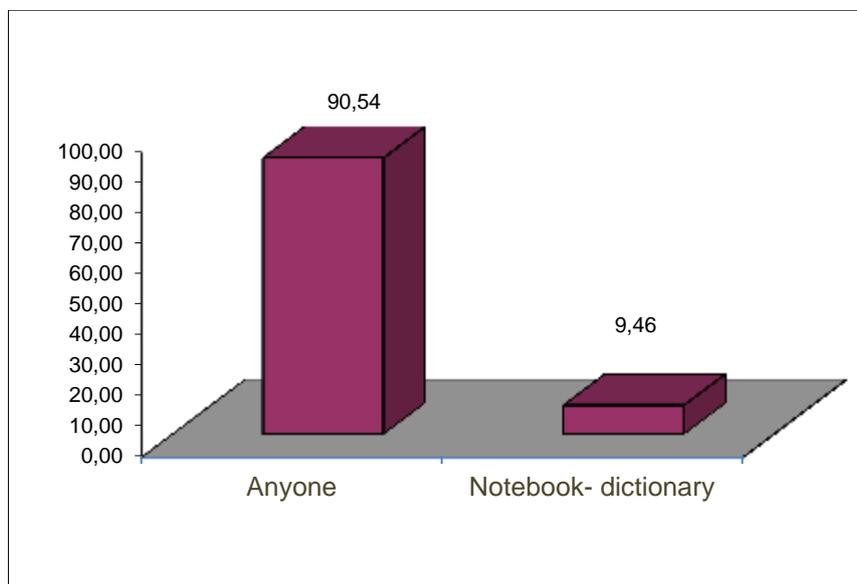
6. - Apart from the English book, what another type of didactic material does your teacher use to give the class?

Table N° 6

Option	F	%
Anyone	134	91
Notebook-dictionary	14	9
TOTAL	148	100

SOURCE: Direct survey
ELABORATE: The researchers

Graph 6



91% researched students affirmed that teachers do not use extra didactic materials to motivate their classes; while 9% teachers use a notebook and dictionary.

That is to say to motivate the students to learn English; teachers do not apply didactic materials, therefore referring to the theoretical references traditionally the work material has been the chalk for the professor the paper, pencil, eraser, etc but nowadays teachers can use; construction paper, tags, posters, color pencils, cassettes, CD player, videos, pictures, photos, real objects, etc. which help to maintain the class actively and dynamic, and this way to facilitate the Teaching Learning Process.

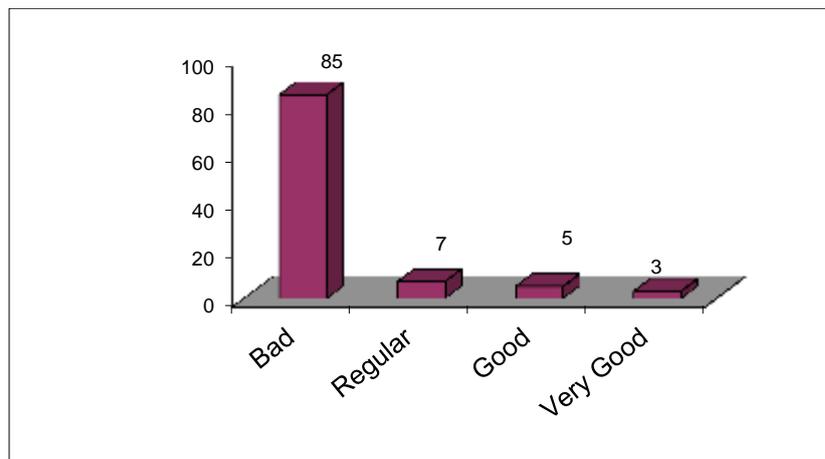
7. - How do you qualify the motivation of your teacher?

Table N° 7

Option	F	%
Very Good	5	3
Good	8	5
Regular	10	7
Bad	125	85
TOTAL	148	100

SOURCE: Direct survey
ELABORATE: The researchers

Graph 7



85% teachers' motivation is bad; 7% is regular; the 5% is good and 3% that is very good.

Which mean that teachers from this institution are not motivating their classes, motivation includes some important factors like: programming, materials, activities, feedback, and evaluation.

School motivation is not a technique or method of particular teaching. It is a cognitive – affective factor presents in all learning and all pedagogic procedures, in an implicit or explicit way.

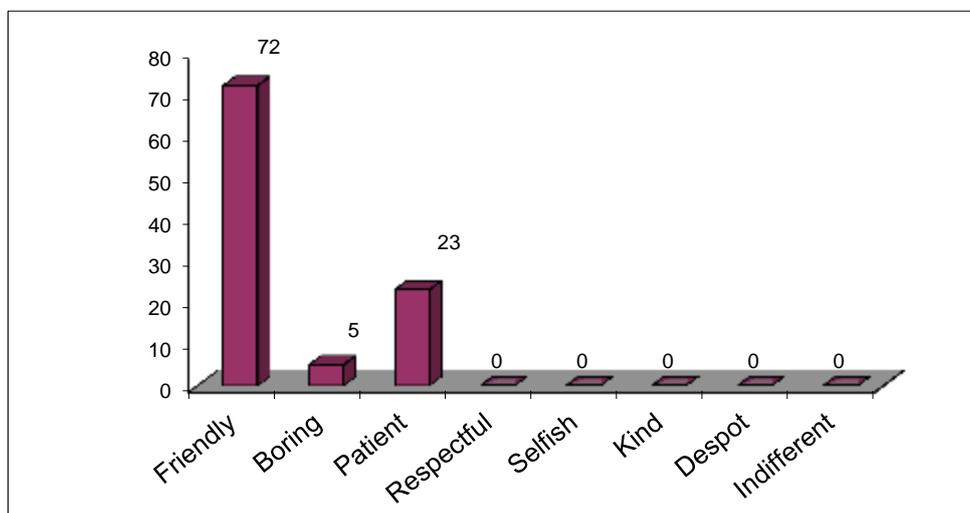
8. - Your teacher is:

Table N° 8

Option	F	%
Friendly	107	72
Boring	7	5
Patient	34	23
Respectful	0	0
Selfish	0	0
Kind	0	0
Despot	0	0
Indifferent	0	0
TOTAL	148	100

SOURCE: Direct survey
ELABORATE: The researchers

Graph 8



72% professors are friendly; 23% are patient and 5% teachers are boring in the class.

This result determines that between students and teachers there is a good relationship, which could be observed through the observation cards in the class. That is a very good aspect because the teachers' personalities influences positively in the students behavior.

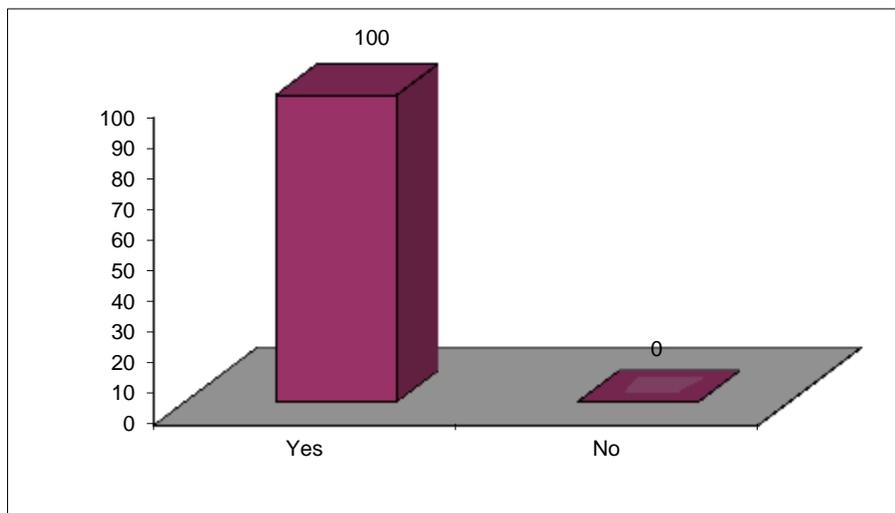
9. - Do you consider your personality influence in the learning?

Table N° 9

Option	F	%
Yes	148	100
No	0	0
TOTAL	148	100

SOURCE: Direct survey
ELABORATE: The researchers

Graph 9



100% interviewed students affirmed that their personality influences in the learning.

According to the theoretical references the personality is the singular difference that constitutes each person and it distinguish each person from another, and considers a wide number of factors inherent to the personality can affect the learning of a foreign language such as; the self-esteem, anxiety, extroversion- introversion.

So the students with a serious responsible and respectful personality is able to learn better than a careless, Inattentive and disrespectful person and the students interviewed said their age help them to be maturity respect to separate the family's problem with the school performance, therefore we can say that they are intrinsically motivated to learn.

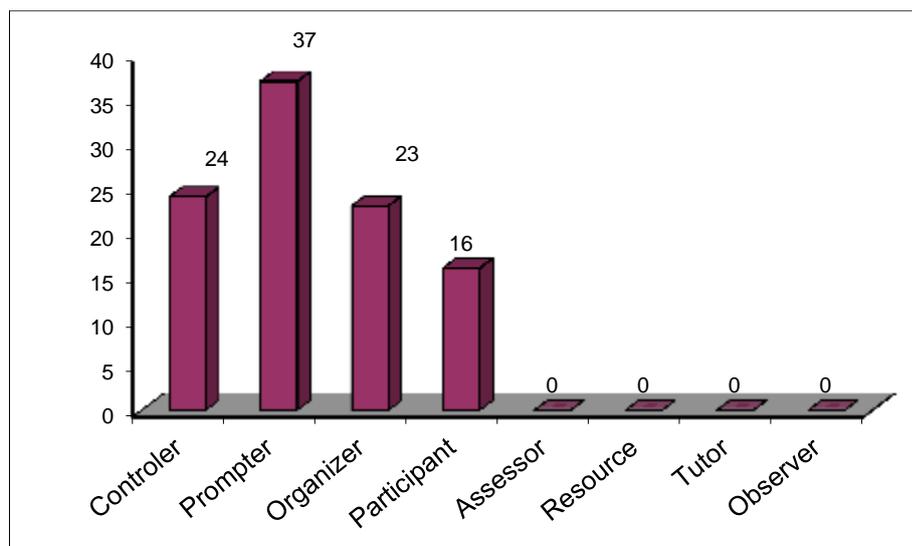
10. - Your teacher is:

Table Nº 10

Option	F	%
Controller	36	24
Prompter	54	37
Organizer	34	23
Participant	24	16
Assessor	0	0
Resource	0	0
Tutor	0	0
Observer	0	0
TOTAL	148	100

SOURCE: Direct survey
ELABORATE: The researchers

Graph 10



37% teachers are prompter; 24% are controllers; 23% professors are organized, and 16% teachers assume the participant role.

Respect to the theoretical frame our role as teachers may change from one activity to another or from one stage of an activity to another. If we are fluent at making these change, our efficiency as a teacher is greatly improved, but the principal role that the teachers accomplish is to be a guide in the students' learning.

TEACHERS' QUESTIONNAIRES

The questionnaires carried out for professors had the following results

1. - Are you motivated for teaching?

All the teachers affirmed that they teach their classes completely motivated, with all the spirit to promote the students learning in an efficient way because they said that they are doing what they like so, they enjoy it.

As we can notice teachers feel motivated in developing teaching process, since they are the ones who prepare a good classroom atmosphere which is important in terms of motivation and morale. If students feel comfortable in a group they will be more open to learning and may develop a more positive attitude toward the language they are studying.

2. - What kinds of motivation do you know?

The six teachers did not answer correctly this question because they answered that they are motivated with the preparation of the class, that is to say they go with the whole energy and enthusiasm to give their class; also they answered that the motivation comes since it begins the day with good spirit and the pleasure to work in what they like.

Teachers did not mention the kinds of motivation that we asked them. We think teachers should know them in order to apply them in the T.L.P.

It's necessary to add the kinds of motivation that we found through our research are: **the intrinsic motivation**, which refers to the students desire to do something to reach the learning goals and the pleasure they feel doing it by themselves; and **the extrinsic motivation** depends on external factors or some external compensation like a positive atmosphere, money, prizes, grades, etc which encourage people to find a reason to learn.

We coincide with Clariana, the intrinsic motivation leads to a better learning since the student are motivated for the task and for the fact to learn and bases their expectative on their own efficiency and control.

3. - Do you consider that the teachers' motivation help to teaching learning process (TLP)?

The six interviewed teachers affirmed that the professor's motivation is very important into the English Teaching Learning Process, because if they have all the spirit and desire for teaching, the students receive that feeling and it makes possible a better integration between teacher students therefore facilitate the learning.

The motivational changes in the students are usually associated to the messages that the professor transmits them through their performance and the information that he or she gives about the students' acting. These messages can be centered in the results as well as the learning process.

The motivation of the students and the messages that teachers offer them, manifest an evolutionary character, which is given according with the students growing.

4. - What didactic materials do you use to promote the learning in your students?

Respect to this question four teachers answered that they use as didactic material the book, notebook, and dictionary and the other teachers answered that they use charts, posters and magazines. But we could evidence through the observation cards that teachers do not use any didactic material to support their classes also it was confirmed in the students' surveys.

According to the theoretical References The textbook, videos, cassettes, charts, and real objects have been the most used as a *didactic materials*, the material designed for a foreign language teaching is very abundant however this does not indicate that its use be appropriate, that is to say it is more important the professor's training, his or her creativity and genius to obtain this material in a bigger possible performance.

Among didactic materials, we have founded the languages' laboratories, video tapes, computers, animations, images, pictures, posters, flash cards, announcements, magazines, photos, etc. All those materials are very important in the teaching learning process

5. – In this institution is there enough technology to teach English?

About this question, teachers say that there is not enough technology for English teaching in “Beatriz Cueva de Ayora” High School; all the teachers mention that the laboratory is damaged some years ago, but they use a tape recorder to play the listening.

We think the lack of new technology whether affect the teaching process because to learn second language (English) students need use up to date technology. This new technology includes: English laboratories and the internet in order to help students to develop the four skills, listening, writing, speaking and reading. Since this technology has been established an extraordinary advance in the teaching - learning of foreign languages

6. – Detail some classroom techniques that you use to develop the TLP

Three teachers answered the use of CD player , which help students listen to the words spoken by a native person of a foreign country, then they make students to repeat the most similar possible as they can. The rest of teachers use the dialogue among students for an effective practice of the language; also they practice the reading skill in the class and finally they make a summary about the topic using the English Language.

We consider that the different techniques used by teachers in the classroom have a lot of influence in the student’s performance. According to

our research “Technique” is a wide variety of exercises, activities, or tasks used in the Language classroom to reach the lesson objectives, we can identify two kinds of teaching techniques: **the indirect technique** which belongs to the past because it is based primarily on the grammar teaching; **the direct technique** is an advisable technique since it consist on “ the teaching of the language through the language” the teaching is carried out in the own language that is being studied, also it includes three main situations ; The pronunciation, the vocabulary and the structure of the sentences.

Respect to the classroom techniques it is important to remember the following: look at all students in the class; vary your techniques for asking questions, do not go round the class, include everyone, make sure the class is seated in the best possible way, limit teacher talking time, write clearly, encourage your students, be careful with the use of grammatical terms, encourage students to practice English outside the classroom, deal with individual problems, correct your students, and pair and group work.

7. - What method do you use to teach?

The six teachers didn't write down specifically the methods that they apply, they mentioned only features such as: the dialogue, the reading of works, text translation, vocabulary and grammatical rules, and correct pronunciation. So we could see that teachers have troubles naming the methods useful for English teaching learning so we can establish the methods that they are using: The Grammar Translation Method; and The Direct Method.

Our group considers that the teachers' understanding of methods is necessary because it constitutes a set of classroom specifications for accomplishing linguistic; we think each method has important techniques useful for teaching. But we consider like the most important methods: the Communicative Language Teaching because language is taught as a tool for communicating, not just as formal structures for passing exams, the Total Physical Response especially with beginners, and the natural approach which states that the language acquisition is a natural method.

8. – Why do you think some students dislike English?

Four teachers say that the lack of students' interest for learning English language, is because students have difficulty in other subjects so they give priority to the subjects related to the specialty and neglect their performance in the English subject; in the other two cases, teachers believe that some students look a little difficult to study the English language so they don't pay attention and interest to learn it.

About this question we think teachers can give students more attention students who are in troubles to encourage them for English acquisition, creating a good English environment, for instance if it is possible teachers can create an English classroom decorated with posters, pictures, photos etc that help in the students' interest and motivation.

2.3 CONTRASTION AND VERIFICATION OF THE HYPOTHESIS

2.3.1 HIPOTHESIS ONE

- The absence of methods and techniques of English by teachers of second year of “Beatriz Cueva de Ayora” Higher Technological Institute of Loja city Academic Year 2006-2007 affect the student’s interest in the language acquisition.

According to the developed survey on question number two, 76% of students said that they are little motivated by their teachers in the class. This hypothesis also was supported with question number three about the activities that teachers develop to carry out the class because 76 % of them use questions; students said that this technique is very boring for them because they sometimes are afraid to make mistakes when they participate.

Moreover we can demonstrate this hypothesis with the question number seven about what method the teachers use to teach, all the teachers didn’t write down specifically the methods that they apply, they mentioned only features such as: the dialogue, the reading of works, text translation, vocabulary and grammatical rules, and correct pronunciation.

So we could see that teachers have troubles naming the methods useful for English teaching learning so we can establish the methods that they are using: The Grammar Translation Method; and The Direct Method we think these methods are traditional. Our group considers each method has important techniques useful for teaching. But we consider like the most important methods: the Communicative Language Teaching, the Total Physical Response, and the Natural Approach

DECISION

Based on the results and the analysis done in the before questions our group considers that the first hypothesis is true because the absence of methods and techniques of English by teachers of second year of “Beatriz Cueva de Ayora” Higher Technological Institute of Loja city Academic Year 2006-2007 do affect the students’ learning interest therefore the Language acquisition.

2.3.2. HYPOTHESIS TWO

- Teachers of second year of “Beatriz Cueva de Ayora” Higher Technological Institute of Loja city Academic Year 2006-2007 are using didactic material to motivate the teaching learning process.

In question number six, 91% of the students, answered that teachers do not use extra didactic materials to motivate their classes they said that teachers only use the book, a notebook and a dictionary. Which coincide with the question number four of teacher’s questionnaire about the materials that they use to promote the learning in students because four teachers mention the use of books and notebooks and the others two teachers say charts magazines and posters.

But we could confirm that teachers do not use didactic materials in their classes through the observation card done in the different classes Also in question number five of teachers, about to the technology to teach the whole teachers answered that the English lab is damaged.

DECISION

All these results allowed us to deny the hypothesis two because teachers of the second year of “Beatriz Cueva de Ayora” Higher Technological Institute of Loja city are not using any didactic materials to motivate the English teaching learning process.

CHAPTER III

**CONCLUSIONS
AND
RECOMENDATIONS**

3. CONCLUSIONS AND RECOMMENDATIONS

3.1 CONCLUSIONS

- The teachers of the “Beatriz Cueva de Ayora” Technological Institute of Loja city do not have a good knowledge about the Motivation theme because they could not name the kinds of motivation that we asked them.
- The English teachers of this Institution do not use any didactic material to support the teaching learning process; they only use the book as material for teaching, which make the class bored and difficult to learn.
- The most of the students do not feel motivated in the class by their teachers, but they know the importance that this language has in almost all the areas of the knowledge and human development so they are intrinsically motivated to acquire this foreign language.
- The methodology used by teachers of this Institution is traditional, since they use the Grammar Translation Method and the Direct Method; also there is little use of classroom techniques to develop the T.L.P.

3.2 RECOMMENDATIONS

- It is very important that authorities from this institution pay more attention to motivating teachers; therefore they should carry out workshops, seminars, and courses, in order to update teachers about motivation to get new motivational techniques to develop the classes. Since all teachers should have the capacity to make their classes interesting. Where all students can participate and develop their performance.
- We recommend teachers of “Beatriz Cueva de Ayora” High School, to use adequate materials to teach the class like; videos, cassettes, charts, flash cards, posters, music, pictures, magazines, a language laboratory, stories, crosswords narrations, stories, messages, etc, the progressive uses of these materials corresponds to the professor and its employment can vary from each skill to other. Materials stimulate communication and therefore facilitate the learning process.
- The most of the investigated students are intrinsically motivated, therefore we recommend to teachers to get a right understanding about kinds of motivation in order to help students to develop it in a better way since the intrinsic motivation leads to a better learning because the students are motivated by themselves for the fact to learn and get the efficiency and autonomy.

- The teachers of the “Beatriz Cueva de Ayora” must have a good teaching training related with the appropriate methodology useful to teach foreign language, we encourage them to take time to update new knowledge about teaching.

ANNEXES

4. ANNEXES

1 THEME:

THE TEACHERS' MOTIVATION AND ITS INCIDENCE IN THE ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF THE SECOND YEAR OF THE HIGH SCHOOL CURRICULUM OF THE "BEATRIZ CUEVA DE AYORA" TECHNOLOGICAL INSTITUTE OF LOJA CITY ACADEMIC YEAR 2006-2007.

1. PROBLEM STATEMENT

Today, more than ever, it is essential to learn the English language. Every day it is more used in almost all the areas of the knowledge and human development. Practically we can affirm that it is the language of the present world. In the globalization area, English has become a **lingua franca**. It can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a "second" language. Many people living in the European Union for example frequently operate in English as well as their own language, and the economic and cultural influence of the United States has led to increase English use in many areas of the globe.

So its development affects directly to the diverse professions areas. Its possessions can not be trying as a luxury, but rather it is an evident requirement. It means that if this language didn't manage, it would be in a clear disadvantage situation: it would be like a mute or illiterate functional.

Therefore our reason to make this research is to recognize the importance of language learning, as we know, due to its importance it has been considered an obligatory aspect inside the teaching curriculum in our country, for many reasons such as: providing students better work

opportunities as diverse social relationships. And this way to promote the linguistic and cultural identity, because whoever enters in contact with a new language has access to new communication forms, which besides constitute a source of cultural enrichment, it also allows the person to develop its conscience about the importance of human language.

Therefore, their command has become in an urgent necessity. It is, in definitive language that whether we like it or not, we must accept. And it is never late to learn!

Ecuador is also immersed in this accelerated innovation of knowledge.

Therefore it is education, the only road that allows us to obtain enough knowledge, which will be appropriate to obtain a true intellectual development, and this way the people are able to respond to the national and international necessities.

So the Ecuadorian education has the challenge to innovate and to impart new knowledge by handling of good teaching and learning methodology, and the ways to practice teaching in a more effective manner for the student through established objectives.

According to the Curricular Program established by the ministry of Education and Culture of the Ecuador, English has been considered to be

part of the curriculum of the Ecuadorian education, taking into account the following statements.

- The Ecuadorian education should respond to the demands to the national and world development, according with the economic, social and cultural reality of the country.

- The English language constitutes a mass media fundamental of universal communication for the development of science and technology to integral education service among other learning

- The National Direction of Curriculum through the National Division of Foreign Languages and with the Contribution of the National Direction of Planning of the Education and the DINAMEP, is developing the CRADLE project, of Ecuadorian bilateral technical cooperation – British for the of English's curriculum renovation. Etc.

The CRADLE project is one of the education ministry and culture projects that has been designed to improve the quality of education of the Ecuador. The series of their books teach our world through English (OWTE) are part of a process of change in the English teaching curriculum.

The Provincial Direction of the education of Loja particularly the English section, contributes with teachers for a better accomplish and execution of the National Curriculum Plan of English.

Then it is important to know if the Ecuadorian Education is responding positively to these statements; if the students can use the English language as another communication medium.

According to our research, we can say that students of the different schools of Loja city and of the country have inefficient English knowledge, which demonstrates that English teachers are not contributing significantly to help students be interested to learn a second language.

Therefore our worried to investigate the students' level at the high school in which we are developing our research work, so we develop the following question:

How do the teachers' motivations in the class affect the English learning process of the students of the second year of high school curriculum, of the "BEATRIZ CUEVA DE AYORA" HIGHER TECHNOLOGICAL INSTITUTE of Loja city academic year 2006-2007? ".

Because the motivation level that the teachers manage is very important to contribute to obtain a better students' English academic performance.

So we can detail some problems that are given as main reasons for student's lack of interest about this subject:

- Loss of year
- School desertion
- Year repetition
- The student's absenteeism at class.
- The teacher's inadequate training to maintain and motivate the class
- Tiredness of the student.
- Lack of student's interest to learn this language
- Apathy toward the teachers
- Students' low improvement progress.
- The limited student's academic performance in the English class.
- Student's misbehavior
- Little results of teaching learning process management.
- Inadequate use of techniques and strategies of teaching by the teachers.

According to the exposed we are going to analyze the main problem given in the Teaching Learning process.

One reason is the student's lack of interest in English learning, which means that the student attends English classes only to fulfill the established curricular program; this situation produces worry and problems in both students and teachers; a situation that ends many times in the loss of a year, with serious consequences for the student, and their families, and also for the institution. For that reason it is important to demonstrate how motivation and the use of teaching material influences the students' lack of interest. Another problem is students' low academic level in this subject, a situation that is very serious in our place, so we ask if this low student's performance has any relationship with teachers' motivation or if the students' performance depends on their family relationships. And on the other hand it is important to name the main techniques and methods of English teaching, because these allow a better students' understanding knowledge.

So it is important to research in what percentage the teachers' motivation is related with the students' English language learning of the second year of high school curriculum of the "BEATRIZ CUEVA DE AYORA" HIGHER TECHNOLOGICAL INSTITUTE of Loja city academic year 2006-2007. Then we may obtain conclusions, which will help us to outline recommendations, which allow these institutions to raise the quality of teachers' motivation in students during the English teaching learning process and therefore to improve the quality of the education.

3. JUSTIFICATION

We understand that there are several causes that derive the problems to teach and learn a foreign Language, particularly the English language. As future teachers in this educational area, we consider that motivation is a fundamental aspect in the education.

In an effort to gain a better understanding and discover the importance that one of the most important affective factor has, we have considered convenient to investigate: "THE TEACHERS' MOTIVATION AND ITS INCIDENCE IN THE ENGLISH LANGUAGE LEARNING IN THE STUDENT OF THE SECOND YEAR OF THE HIGH SCHOOL CURRICULUM OF THE "BEATRIZ CUEVA DE AYORA" TECHNOLOGICAL INSTITUTE OF LOJA CITY ACADEMIC YEAR 2006-2007". We want that this work becomes a good instrument, important for teachers' support of English language, especially those who are forming students in the Technological Superior Institute "Beatriz Cueva de Ayora" of Loja city.

In the same way, inside the institutional field, it is necessary to point to the theoretical help through the scientific content that is offered to us by authorities and teachers in order to develop this investigation.

At the same time this work is to accomplish the regulations that the Area of Education Art and Communication of the National University of Loja

follows, as a thesis previous obtaining the licentiates' degree in Sciences of the Education English Language Specialization.

As investigators we consider that we are prepared to do this project, which we will carry out it with all responsibility. Taking into account the realization of this investigation, we have enough materials and economics resources; so we must develop our investigation capably.

It is also important to point out that we are ex-students of the same institution, and that we are developing our investigation thanks to all the facilities, so we can apply the respective investigative instruments (such as surveys, interviews, and observation cards), and this way to obtain the necessary information to carry out our work.

Finally this investigation will be a consultant resource for whoever wants to deepen knowledge in this topic, especially since we realize that this research contributes with the English' teachers of the "Beatriz Cueva de Ayora" Technological Institute of Loja city.

4. OBJECTIVES

4.1 GENERAL OBJECTIVE

- To demonstrate if the students' academic performance of the Second Year of the High School Curriculum at "Beatriz Cueva de Ayora" Higher Technological Institute of Loja city Academic Year 2006-2007, depends essentially of the teachers' motivation.

4.2 SPECIFIC OBJECTIVES:

- To investigate if the English' teachers of the Second Year of the High School Curriculum of the "Beatriz Cueva de Ayora" Higher Technological Institute of Loja city Academic Year 2006-2007, are using appropriate methods and techniques to develop students interest in the English Language Acquisition.
- To determine whether teachers of this institution are using any didactic material to support the teaching learning process.

5. THEORETICAL FRAME

5.1 DIDACTIC AND IMPORTANCE OF THE ENGLISH

- 5.1.1** The English Generalities
- 5.1.2** The American English
- 5.1.3** The English in the Ecuador
- 5.1.4** Didactic as Bottom in the Teaching Learning
- 5.1.5** The Motivation
- 5.1.6** Materials for the Foreign Language Teaching

5.2 THEORIES, METHODS, TECHNIQUES, AND STRATEGIES OF TEACHING LEARNING

- 5.2.1.** Theories
- 5.2.2.** Methods
- 5.2.3.** Techniques
 - 5.2.3.1.** Indirect Technique
 - 5.2.3.2.** Direct Technique
- 5.2.4.** Strategies
 - 5.2.4.1.** How to teach Strategies in the Classroom
 - 5.2.4.2.** Motivational Strategies

5.1. DIDACTIC AND IMPORTANCE OF THE ENGLISH

5.1.1 English Generalities

Passing the second world war and in a special way in the second half of the XVIII century, the United States has had a scientific take off, in that it became the first power of the world, in military, astronomical, mercantile, and economy. This development at the present time has allowed this country to have a big influence in the education, politics, health, religion and its English official language.

When you travel in countries outside of the English speaking world, you soon find a large percentage of the world's population more than one language probably well over half! Multitudes are multilingual without the benefit of a language school. They learned the language because they use the language. The main place for learning a language is on the streets and homes of the community.

5.1.1.1 The Fun of Language

Have you ever noticed how a child plays with words? No child learns to speak his language by memorizing grammar rules or vocabulary lists. Instead,¹ he makes a game out of practicing language.

The adults are reluctant to learn in “childish” ways. His self image has been established, and this restrains him from behavior talk which he interprets as children. He does not make childish mistakes. But, to be an active language learner, the “childish” is a voluntary act requiring a special kind of maturity.

5.1.2. THE AMERICAN ENGLISH

Today the presence of the English language is unquestionable in almost all the ambits, thanks to the British colonization of some areas of North America and to the territorial expansion in the XIX century, where American English has taken place, with varieties spoken in Canada and United States.

¹ MODULO 3. *the communication in English language for acquisition and use of English language.* Page: 26-27

The dialects of the English language such as pronunciation differences, intonation, vocabulary and expression constantly change.

For example, English spoken in Canada presents certain features in the pronunciation (as the conversion of the t - in implosive position as a deaf alveolar affricate, very next to that of Spanish), among the first people who pointed out the differences

That existed between British English and American English, was the lexicographer Noah Webster. *His American dictionary of the English language* (1828) pointed out such differences which included many American neologisms, as well as the Americanism.

Meanings and use of old words: the changes in pronunciation and the reformation that he proposed in the spelling (- er instead of - re, - or instead of - our,). In spite of that, it is difficult to decide if a printed work has been written in Great Britain, United States, Canada, or may be in Australia, New Zealand or South Africa.

So if we accept that the English is currently a **lingua franca** for many people in the world, due to the big importance that it has, this means that in some years, this language will become the only world language.

5.1.3. THE ENGLISH IN ECUADOR

Unquestionable is the importance of English in all the ambits, such as: catalogs and advertisements are made in this speech. Nowadays it is very important to manage a basic English knowledge in order to understand the main ideas of any information, so most Ecuadorians do not have a good management of this language in spite of the fact that all of them have had almost two levels of English because of some factors in learning and teaching which we are going to detail in the next chapters.

In the Ecuadorian education system, English has been considered a linguistic element of vital importance. Therefore whoever does not know English will be in a disadvantage situation. In the national context this foreign language has been implemented as a curricular demand in educational institutions such as schools, high schools and universities, but it is necessary to point out that English's percentage of teaching varies according to each institution.

5.1.4. DIDACTIC AS BOTTOM IN THE TEACHING LEARNING

5.1.4.1. General Aspects

The foreign language knowledge (English) is considered today a fundamental aspect in the formation of the individuals and the educational system integrates it as part of the curriculum of obligatory teaching.

The teaching of this language constitutes a value for the future labor of the younger people, and in many cases it is a requirement for access to new professions. It soon will be something as necessary as to know how to read and to write - to have English's command in the non Anglosaxons communities.

Therefore the knowledge of other foreign languages is considered as an added value.

Whoever is able to use several languages can move in international spaces and participate actively in the construction of diverse social relationships. It also allows them to reconstruct their

Own linguistic and cultural identity starting from new experiences and new visions of the world that offers the contact with other societies

This way, teaching constitutes a fundamental aspect in the learning of this language, so are we worried about the employment of an appropriate teaching didactics of foreign languages.

5.1.4.2. Concept of Didactics

Didactics is derived of the Greek *didaskhein* (to teach) and *tékne* (art) that is the art of teaching and instruction.

According to Imideo G, and Nierie ², didactics is the science and art of teaching. It is the science that investigates and experiments on new teaching techniques, having a base, mainly the biology, psychology, sociology and philosophy. It is an art because it establishes action rules or it proposes forms of didactic manners, based on the scientific and empiric data of the education; this happens because the didactics cannot separate theory and practice. Both should form a single organization offering the biggest efficiency in teaching, and their dedication with human and social reality of the pupil, the aspect that makes the subject or the science more interesting.

We can say that the didactic is represented by the group of techniques through which is carried out the teaching process in the most efficient way that it is possible.

² NÉRICI, Imideo G, ***Hacia una Didáctica General Dinámica***, Page. 54.

5.1.4.2.1. The Education and the Didactics

To educate is to encourage students that they are able to carry out something useful for themselves and for the society through their own effort. So the high school is also dedicated to collaborate with the education of the young as future entity of the society to say we must *instruct and educate*. Being the didactics, science that teaches how the teachers should proceed for students learning with more efficiency and in a more integrated way.

The didactic is the sure orientation of learning; this teach how to proceed to make teaching more profitable for pupils; also as we should proceed to make the student longing to be educated, that is to say the didactics show the teacher how to see the teaching matter and also how to see the student. In summary it is the science that points out to the teachers the theoretical and practical resources to make the teaching subject more important and interesting.

5.1.4.3. Teacher's Characteristics

5.1.4.3.1. what is a teacher?

The teacher is the human resource through which students are going to learn, so it means teaching – learning methodology depends exclusively

on teachers. Also it is very important is the teacher's personality and his/her imagination to carry out the teaching process.

Dictionaries also give a variety of messages about teaching. According to the *Cambridge International of English*, "Teaching" means "to give (someone) knowledge or to instruct or train (someone)", also the *Longman Dictionary of Contemporary English* suggest that it means to "show somebody how to do something" or to "change somebody's ideas".

In recent years, under the influence of humanistic and communicative theories, great emphasis has been placed on "learner – centered" teaching that is teaching which makes the learners' needs an experience central to educational process. In this framework it is students' needs which should drive the syllabus not some imposed list; it is the students' learning experience and their responses to them which should be at the heart of a language course. The measure of a good lesson is the student activity taking place not the performance of the teachers.

At the same time the teachers' attitude helps students in the class to understand much better, but we can say that it is true that in some educational traditions, students and teachers find learned – centered classroom quite difficult to come to terms with.

It also seems to be the case that there are many occasions when the teacher will want to be at the front of the class to motivate, instruct, or explain something to the whole class. But there are also many activities where encouraging students to solve their own problems in pairs or groups will have enormous beneficial effects both on learning and on the dynamics and atmosphere in the classroom. It is not an “either/or” situation, in other words. Instead our behavior will depend on how we feel about teaching - what we are comfortable with, on the type of activity our students are involved in or how students feel about what we are asking them to do.

According to our research work some students said that the teacher's behavior allowed them to feel motivated or unmotivated, because sometimes teachers are not concentrated in the class or in another cases they are impatient to teach. The teacher is the central strength that models the individual or group students' behavior; some studies have demonstrated that the way the teacher behaves with the children is a highly decisive factor of the students' behavior.

5.1.4.3.2. The Roles of a Teacher

Within the classroom our role may change from one activity to another or from one stage of an activity to another. If we are fluent at making these changes, our efficiency as a teacher is greatly improved, but the principal role that the teachers accomplish is to be a guide in the students' learning.

Controller

When teachers act as controllers, they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own or in small groups. Controllers take the roll, tell students things, organize drill, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.

Teachers who view their job as the way to transmit knowledge from themselves to their students are usually very comfortable with the image of themselves as controllers. Most people remember teachers from their past who had a gift for just such a kind of instruction and who inspired their students through their knowledge and their charisma, however, not all teachers possess this ability to inspire.

Of course there are times when acting as a controller makes sense, such as when an announcement needs to be made, when order has to be restored, when the explanations are given, or when the teacher is leading a question and an answer session. We think that in many educational contexts this is the most common teacher role as we could see in the “Beatriz Cueva de Ayora” Higher Technological Institute of Loja city, almost all the teachers act as controllers.

Organizer

One of the most important roles that teachers have to perform is that of organizing students to do various activities. This often involves giving the students information, telling them they are going to do the activity, putting them into pairs or groups, and finally closing down when it is time to finish.

It is vitally important for teachers to get this role right when it is required. If the students do not understand what they are supposed to do they may well not get full advantage from an activity, or if the teacher does not explain clearly the way pairs or groups should be organized, or if we have not spent some time engaging the students' interest and ensuring their participation, the activity may be wasted.

The first thing we need to do when organizing something is to get students involved, engaged and ready, so for example teachers will often say something like *Now we are going to do this because* And therefore offer a rational reason for the activity students are to be asked to perform.

Once the students are ready for the activity, teachers will want to give any necessary instructions saying what students should do first, what they should do next, etc. Here it is important to get the level of the language right and try to present instructions in logical order and in as a non-confusing way as possible. It is frequently a good idea to get students to give the instructions back, in English or in their own language, as a check on whether

they have understood it. An important tool in instructions is for the teachers to organize demonstrations of what is to happen. If pupils are going to use a chart or table to ask other students questions and record their answer.

Then it is time for the teachers to start or initiate the activity. At these points the students need to know how much time they have got and exactly when they should start.

Finally when the activity is stopped and when the students have finished and / or when other factors show the teacher and the students that it is time to stop. This might be because they are bored, or because some pairs or groups have already finished before the others, or perhaps the lesson is coming to an end, the teacher will want to give some summarizing comments. At this point it is vital to organize some kind of feedback related to the done activity.

Assessor

One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways.

Students need to know how and for what they are being assessed. We should tell them what we are looking for and what success looks like so that they can measure themselves against this. When students are criticized

or score poor grades and they then find that other students have suffered less criticism for an equally good or bad performance, they tend to be extremely unhappy, so when we act as assessors we must always be sensitive to students' possible reactions. A bad grade is a bad grade, however it is communicated. But it can be made far more acceptable if it is given with sensitivity and support.

Prompter

For example when the students are involved in a role play they might lose the thread of what is going on. (They may still have the thread but be unable to proceed productively for lack of vocabulary). The teachers should encourage their students to think creatively rather than have them hang on our every word, thus it is that the teacher will occasionally offer words or phrases, suggest that the students say something (e.g. "Well, ask him why he says that"), or suggest what could come next in a paragraph a student is writing. Often we have to prompt students in monolingual groups to speak English rather than using their mother tongue.

Participant

The traditional picture of teachers during students discussions, role - play, or group decision – making activities, is of people who "stand back" from the activity, letting the learners get on with it and only intervening later to offer feedback and/ or correct mistakes. However, there are also times when we

might want to join in an activity not as a teacher, but also as a participant in our own right.

There are many reasons why we might want to take part in a discussion; the teacher can enliven things from the inside instead of always having to prompt or organize from outside the group. When it goes well, the students enjoy having the teacher with them, and for the teacher, participating is often more instantly enjoyable than acting as a resource.

Resource

In some activities it is inappropriate for the teacher to take on any of the roles we have suggested so far. Suppose that the students are involved in a piece of group writing, or that they are involved in preparation for a presentation they are to make to the class. In such situation if the teacher tries to control them, or even turn up to prompt them, they might be entirely unwelcome. However, the students may still have need of their teacher as a resource.

Students might ask how to say or write something or what a word or phrase means. However it is very important to encourage students to use the provided resources materials, or to become more independent in their learning generally.

When teachers are acting as a resource, they will want to be helpful and available, but at the same time must resist the urge to spoon – feed students so that they become over – reliant on the teacher

Tutor

When students are working on longer projects, such as pieces of writing or preparations for a talk or debate, the teacher can act as a tutor, working with individual or small groups, pointing them in directions they have not yet thought of taking.

It is essential for teachers to act as tutors from time to time, but this may be difficult. In this more personal contact the learners have a real chance to feel supported and helped, and the general class atmosphere is greatly enhanced as a result.

Observer

The teacher will often want to observe what students do during the activities, so they should be careful not to be too forceful by hanging on their every word, getting too close to them, or by officiously writing things down all the time. Above all they should avoid drawing attention to themselves since to do so may well distract them from the task they are involved in. It is often useful, when taking notes on students' performance - either as a whole class, or for individual students - to have columns not only for what students get wrong but also what they do right, either in their use of actual language or in their use of conversational strategies. Watching out for success often gives a different feel for how well our students are doing.

Teachers need to be able to work and observe simultaneously, listening, watching, and absorbing so that they can create the best kind of rapport between them and their students.

There are times when teachers will need to be able to change between the various roles we have described here, judging when it is more appropriate to use one or other of them. And then, when they have made that decision, however consciously it is done, they need to be aware of how to carry out and perform that role.

5.1.4.4. Students' Behavioral Problems and What to do about it

Most teachers, in probably all cultures, have moments when their students fail to cooperate in some way, thus disrupting the learning which should be taking place, sometimes getting significantly "out of control." Such moments of disruption can be disturbing not just for teachers but also for students.

Behavior problems can take many forms such as: inaudible responses, sleeping in class, tardiness and poor attendance, failure to do homework, receiving many errors in tests and indisposition to speak in the target language. Therefore the teachers need to know why it occurs, and how we can prevent it, and what to do if it arises.

5.1.4.4.1. Why Problems Occur

There are many reasons for problem behavior; it can stem from a student's reactions to their teacher's behavior, from other factors inside the classroom, or from outside factors so we are going to detail the most important factors that influence in student's behavior or discipline classroom.

- **The family:** Students' experiences in their families have a profound influence on their attitudes to learning and to ability. Sometimes indiscipline can be traced back to a difficult home situation.
- **Self- esteem:** a student's self – esteem is vitally important if effective learning is to take place, self- esteem may result partly from teacher approval.
- **Boredom:** when students are engaged with a task or a topic they are unlike to behave disruptively. But if they lose that engagement they may misbehave, or when the chosen topic or activity is inappropriate, students sometimes show their lack of interesting by behaving badly.
- **External Factors:** some external factors may affect student's behaviors too, for example, tiredness leads to a lack of concentration, or if the classroom is too hot or too cold this may result in students being too relaxed or too nervy. Also the noise

from outside the classroom can impact badly upon student's concentration.

- **What the teacher does:** a lot will depend on how the teacher behaves in class, especially when behavior problems first take place. Students who feel their self – esteem has been damaged by the way they are disciplined can affect them, and they are likely to be badly behave in the future.

5.1.4.4.2. Preventing Problem Behaviour

There are a number of strategies that teachers can make use of to avoid problems occurring in the first place, because prevention is always better to the discipline cure.

Creating a Code of Conduct

An important part of effective classroom management is for the students to “know where they stand” so an effective way to establish a code of conduct is to include the students' own opinions on the code, for example with a class of adults, the teacher and students together can talk about a range of issues such as how often homework is expected, what a good learner is, attitudes to mistakes and feedback, but the teacher should definitely take their opinions into account, because ultimately he or she will have to be firm about what he or she is prepared to accept.

With low – level classes teachers may need to hold the discussion in the students' first language, where this is not possible us in a multilingual class – they will need to show quickly and calmly, though example what is expected and what is not acceptable.

5.1.4.4.3. Teachers and Students

The teacher's behavior may, sometimes be cause of disruptive events so the way we teach, and the relationship we have with the students can help to prevent problem behavior from ever occurring. "The animation of the group supposes, on one hand the settle down of training and to maintain a good relationship and to organize the class to establish an effective communication; for the other part to offer all the necessary means to facilitate the learning process, leaving the concrete necessities of the students, and to stimulate the spirit of initiative to contribute on teaching".³

So with this we can identify three important aspects that influence in the students conduct.

- **Interest and enthusiasm:** Students who are interested and enthusiastic do not generally exhibit behavior problems. When

³ POZUELO L; SANCHES C; LOUZAO L: *Didáctica para la clase de idioma*. Nancea, S.A. de ediciones, 1981 Madrid, Page. 29.

teachers plan our classes therefore, they need to stand be aware of the need for such qualities as flexibility and variety. They also need, for example, to think how they can engage students in a reading or listening text before starting detailed work on it, and they need to do their best to introduce topics that are relevant to the students' experience.

Interest can be also be generated by a teacher's performance,

There is not doubt that students can be engaged by the

Energy and enthusiasm of their teachers

- **Professionalism:** students generally respect teachers who show that they know what they are doing. This can be demonstrated not only by knowledge of the subject, but also by evidence that they have invested time in thinking about and planning lessons.

- **Rapport between teachers and students:** a critical aspect in the prevention of problem behavior is the rapport teachers have with the students. This can be greatly enhanced by making sure that the children are listened to with interest, and that they are looked at when talked to or with. Teachers need to ensure that they do not only respond to the more extrovert students but try and work with all personality types within the class.

5.1.4.4.3.1. Reacting to Problem Behavior

Whatever the reason for problem behavior, it should not be ignored when it happens. How a teacher reacts to it should depend in the particular type of disruption and the person exhibiting the behavior. Nevertheless it is advisable to have some general guidelines in main for such a situation:

- **Act immediately:** it is vital to act immediately when there is a problem since the longer bad behavior is left unchecked, the harder it will be to deal with later on, as it may become more extreme.
- **Focus on the behavior not the pupil:** we should take care not to humiliate an uncooperative pupil or damage their self – esteem. We need to treat all the students the same, punishing their *behavior* and not diminishing the student themselves.
- **Take things forward:** where a simple look or brief comment is not sufficient, teachers need to think carefully about how they respond. It is always better to be positive rather than negative. It is usually more effective for a teacher to say *let's do this, rather than saying don't do that.*
- **Reprimand in private:** often it is appropriate to discuss a student's behavior in private, and talk about how to improve it, rather than among the rest of the class.

- **Keep calm:** in many students' eyes teachers who have to shout to assert their authority appear to be losing control. A shouting teacher also raises the overall level of noise in the classroom. So the teacher should remain (outwardly at least!) peaceful in order to develop a better classroom atmosphere.

- **Use colleagues:** when there is a problem, a colleague should be consulted, with advice for guidance, because they should have previous experience of the kind of problems being faced and the teacher may benefit from that experience.

5.1.4.4.4. The Family's Role in the Education

The family is the first social nucleus that man has conscience and during the history it has had different forms that it has determined its relationship with the educational field.

So as future teachers we worry about to analyze the relationship that exists between the family and the education, that is to say in what percentage they affect the variables of the family in the yield and the student's adaptation, as we already know the family nucleus serves as reference point where settles down the relationships, so the family satisfies mainly the emotional necessities

of the students while the school satisfies the intellectual necessities, being a complement in the development of the human being's life.

5.1.4.4.1. The Family Structure and its Influences

There are important several investigations about the relationship between family structure, students' performance and the student's adaptation. It understands for family structure, the composition of the family that is to say if the one educating lives with both parents or alone with one of them.

Among these studies the divorce and the separation of the parents do not have negative effects on the development of the children and their performance. On the other hand others affirm that the divorce have negative effects on the children behavior and their performance.

This investigation also thinks about that the children of intact families (both parents) they surrender better academically that the students of separated families; but students of reconstituted families would also obtain better actins (Zimiles and Lee, 1991).

On the other hand, Zimiles and Lee (1991) who evaluated a sample of student's second resources that came from three types of

families - intact, separated and reconstituted - with regard to the academic performance, the notes and the school persistence; they found significant differences. The students of the intact families have less probability of deserting that those from separated families and reconstituted. Starting from these investigations one can see then that the variable family structure has some grade of incidence in the academic acting of the students.

Another variable that has been studied in its relationship with the student's school acting and its level of adaptation to the school system is the styles relationship that exists to the interior of the family. That is to say, the perception that has the student in relation to the support of their parents and the proximity grade with each one of them, as well as the existence of a pleasing atmosphere, supporter with good interpersonal relationships. In connection with this, from the perspective of the ecological theories and of systems; the family atmospheres and scholars are specially important for the boy's social development, that is to say a good relationship with the parents is reflected with the student's grades more high, and good self-esteem.

5.1.4.4.5. Describing Learners

According to the Real Academy Dictionary; learning is the action and the effect is to have learned an art, a profession etc.

Taking account that the formal learning of foreign languages is done mainly in the classroom, so the efficacy of the process will depend, in great measure, on the relationship between professor and student.

To approach a learning theme in a foreign language it is important to point out that it will depend fundamentally on individual factors such as: age, personality, learning strategies, and the motivation toward the learning of the language.

5.1.4.4.5.1. The Age

Age is one of the variables that have been treated with more frequency regarding the learning of the foreign language. One of the common questions is whether an adult can acquire a foreign language as easily or as well as a child. However we think that the learning of the foreign languages is a process that depends on the persons' age.

Therefore the age of students is a major factor in decisions about how and what to teach. Peoples of different ages have diverse needs,

competences, and cognitive skills; we might expect children of primary age to acquire much of foreign language through play for example, whereas for adults we can reasonably expect a greater use of abstract thought.

5.1.4.4.5.1.1. Young Children

Young children, especially those up to the age of nine or ten, learn differently from older children, adolescents and adults in the following ways:

- They respond to meaning even if they do not understand individual words.
- Their understanding comes not just from explanation but also from what they see and hear and, crucially, have a chance to touch and interact with.
- They generally display enthusiasm for learning and a curiosity about the world around them.
- They have a need for individual attention and approval from the teacher.
- They are keep to talk about themselves, and respond well to learning that uses themselves and their own lives as a main topic in the classroom.

- They have a limited attention, and unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

In the light of these characteristics, it can be concluded that good teachers at this level need to provide an important structure of learning experience because children love discovering things and because they respond well to being asked to use their imagination. It may be best to involve such young children in activities that include making, drawing, games, and physical movement or in songs.

According to Lenneberg (in Skehan 1998) the children have a special capacity for the learning of languages that adults do not possess.

5.1.4.4.5.1.2. Adolescents

Anyone who has taught in secondary school can understand that this is a complicate age to teach, because there are a number of reasons why teenager may be disruptive in class. Apart from the need for self – esteem and the approval they may provoke from fellow peers by disruptive behavior, there are other factors too, such as the boredom with life – not to mention problems they bring into class from outside school. However, while it is true that adolescents can cause discipline problems, it is usually the case that they would be much happier if such problems

did not exist. They may push teachers to the limit, but they are much happier if that challenge is met, if the teacher actually manages to control them, and if this is done in a supportive and constructive way so that he or she “helps rather than shouts”. (Hermer 1998).

Teachers should also provoke student involvement with material which is relevant and engaging. At the same time, they need to bolster students’ self esteem and be conscious, always, of their needs.

5.1.4.4.5.1.3. Adult Learners

Adult language learners are also noted for a number of different learning – style characteristics:

- They can engage through abstract thought.
- They have a whole range of life experiences to draw on.
- They have expectations about the learning process and may already have their own set patterns of learning.
- Adults tend, on the whole to be more disciplined than many teenagers and, crucially, they are often prepared to persevere despite boredom.
- Adults come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.

- Unlike young children and teenagers, they often have a clear understanding of why they are learning and what they want to get out of it.

We can conclude that the adult possesses a formal thought that qualifies them to meditate on language; also they can use their own experiences to carry on the learning process.

5.1.4.4.5.2. The Personality and Its Influence in the English Language Learning

According to the Real Academy Dictionary, the personality is the singular difference that constitutes each person and it distinguishes each person from another. It is a group of characteristics or original qualities that are emphasized in different people.

It considers that a wide number of factors inherent to the personality can affect the learning of a foreign language.

5.1.4.4.5.2.1. The Self-Esteem

Self-esteem may be defined as the appreciation a person has for him or her self. This is an important variable in the acquisition of a second language.

The self-esteem can vary according to the type of tasks that the students have to do that is to say if the learners obtain satisfactory results on their learning, their self - esteem may be higher, or if their self - assessment is negative, their self-esteem may decrease.

5.1.4.4.5.2.2. Anxiety

According to studies previously carried out, anxiety in the classroom can facilitate learning.

Three types of anxiety have been identified: permanent anxiety, contemporaneous anxiety, and specific anxiety. The first is a component of the individual personality; the second would correspond to a state of anxiety that is given in a certain situation, for example in the case of having an authoritarian teacher; the third would only be shown in a precise situation and specific context, as when speaking in public for example.

Anxiety is a factor that affects learning because it allows students to strive to make something good or to acquire better knowledge, but on the other hand it can also cause loss of control and promote failure.

5.1.4.4.5.2.3. Extroversion - Introversion

It has been demonstrated that the extroverted learners have a quicker rhythm of learning than the introverted ones, since the extroverted students have more facility to interact with others than an introverted person, which can accelerate their learning rhythm. Is true that an extroverted person, "acquires" more easily a foreign language, while an introverted person tends "to learn" the language more than acquire it.

5.1.5 THE MOTIVATION

We coincide with H.L. Mencken who says that one of the more complicated problems of learning a second language and teaching it has been to define and apply the construct of motivation in the classroom.

Motivation is an easy word that can give teachers a simple answer to the mysteries of language learning. We have heard people say that if they are motivated they will learn, and if not, they will not. That simplification may hold some of the time. Why not all the time? Therefore it is very important to know what motivation is. Can it be acquired, or is it just "there"? Can it be taught? Where does it come from? Are there different kinds of motivation? It is necessary that teachers know the answers to the

following questions: How can they motivate the students? And how can they measure motivation or attitude?

5.1.5.1. Defining Motivation

The affective factor that has arisen in many studies and works in relation to the school learning is, without a doubt, motivation. But a general theory of motivation does not exist, but instead there are a number of more or less wide approaches. The definitions of the term motivation are many and varied.

One such definition of motivation is that it is a feeling caused by an internal or external factor, that makes a person act or begin an action with the purpose of reaching a goal.

In human fields, motivation includes as much the conscious impulses as the unconscious. The theories of the motivation, in psychology, establish a primary motivation level that refers to the satisfaction of the elementary necessities, such as breathing, eating or drinking; and a secondary level which refers to the social necessities, such as achievement or affection. It is supposed that the first level should be satisfied before thinking about the secondary one.

So, we think motivation "SHOULD IMPROVE", because it seems that many times, teachers do not value the effort that the students make, which is summarized when they finish the trimester. Frequently, the teachers have little sympathy for lazy students, and repress them instead of motivate them to raise their self-esteem and attitude and so to obtain better results. For that, the teachers should have the capacity to make their class a place with interesting activities, in which all the students can participate and expose their approaches; or if the contrary one is assumed, their classes will become boring and less important.

5.1.5.2. Motivation in the School Mark

Motivation is an indispensable characteristic for significant acquisition of curricular contents because it modifies variables such as attention, concentration, persistence, tolerance and frustration, all of them being decisive in the learning process.

Motivation or interest makes a certain action always dependable on the objectives that a person has considered. Indeed, a student will be more or less motivated for learning according to what he or she wants to get out of the task. This fact has led Psychologists to analyze the types of goals students pursue in relation to learning and what characteristics of the school context makes the student want to formulate new goals.

5.1.5.2.1. Motivation and Learning of Foreign Languages

“Motivation is a personal and internal process, a fundamental energy that determines the address and the intensity of individual behavior; consequently there is not learning without motivation.”⁴

Crooked and Schmidt (1991) consider attention to be a cognitive and motivational factor, and they consider that when students have a stimulus and a motive, and they wish a recompense, their attention increases and as a consequence of their performance. So we consider that the students' dedicated attention to make a specific task would be the result of their motivational level.

Likewise these authors consider the following factors in the classroom: programming; materials; activities; feedback and evaluation. Therefore the programming and the materials should be attractive and appropriate to the age of the students. The activities should contribute to the group's work. To maintain the motivation or to increase it, it is necessary for the professor to give students feedback while they are carrying out a task instead of when they have concluded the task. Finally they propose a constructive evaluation that stimulates and motivates the students to

⁴ MELLO CARVALHO, Irene; ***El proceso didáctico***: Buenos Aires Argentina, publicado en mayo 1974; Page. 92.

continue in their learning, the completion of which should be their final objective. The students should learn how to assume their own learning in an autonomous way.

5.1.5.2.2. Motivation in the School Context and the Effects on Learning:

School motivation constitutes one of the psycho-educative factors that influence the learning.

The term motivation is derived from the Latin verb *movere* that means "to move", "to put on in movement" or "to be ready for the action" (according to Woolfolk (1990, p.326)). "Motivation is usually defined as something that energizes and directs the behavior".

It can be affirmed that in the pedagogic plane, motivation means to provide reasons or to stimulate the goodwill of learning.

The role of the educator in the ambit of motivation is to induce motives in his or her students in their learning and behavior, and to apply these in a voluntary way into the class activities, giving meaning to the tasks and providing students with a certain end. In this way, the students develop a true pleasure for school activities and understand its personal and social utility.

School motivation is not a technique or method of particular teaching, but a cognitive – affective factor present in all learning and all pedagogic procedures, in an implicit or explicit way. The handling of the motivation in the classroom supposes that the educator and his or her students understand that there is interdependence among the following factors: a) the characteristics and demands of the activity school, b) the goals or purposes that are established for each activity, and c) the end that is looked for with its fulfillment.

For the above-mentioned it can identify three purposes pursued by means of handling motivation in school:

1. To wake up the student's interest and to direct their attention.
2. To stimulate the desire to learn that leads to effort.
3. To direct these interests and efforts toward the achievement of appropriate ends and the realization of defined purposes.

In fact, the motivation for learning is a very complex phenomenon, conditioned by aspects like the following ones:

- The real possibility that the student has to get the goals she or he wants, and the perspective assumed when studying.

- That the student knows what learning process are needed to continue to confront with success the tasks and problems that are presented.
- The previous knowledge and ideas that the student possesses of the curricular contents they must learn, of his meaning and utility, as well as of the strategies that it should use.
- The context that defines the same situation of teaching, in particular the messages that the students receives by the professor and their partners, the organization of school activities and evaluation forms about learning.
- The behaviors and values that the professor models to the students, which can facilitate or inhibit the interest of the students for learning.
- The employment of a series of motivational principles that the educator can use in the design and conduction of the teaching process.

The learning context depends in great measure on the professor's actions: "he who decides what information to present, when and how to make it; what objectives to propose; what activities to plan; what messages to give to the students, before, during and after the different tasks; how to organize the activities - in an individual way, cooperative or

competitive -; what and how to evaluate; how to communicate the results of the evaluation to the students; and what use to make of the picked up information" (Alonso Walls, 1990, p. 12). For that the educator exerts an influence, whether consciously or unconsciously.

5.1.5.2.3. Motivational Process in the Students

It is of vital importance for the educators to know the goals that their students pursue when they are in class. Traditionally the motivation has been divided in two classes: intrinsic motivation and extrinsic motivation. The intrinsic motivation is centered in the same task and in the personal satisfaction that represents to make it with success. The extrinsic motivation, on the other hand, depends rather on what say or make the other ones regarding the student's performance, or of that they obtain as tangible consequence of its learning. The certain thing is that in the behavior of the students they are mixed both types of motivation.

The reasons that encourage students to study are: to be able to learn, to reach the success, to avoid the failure, to be valued and to obtain recompenses. Such aspects are detailed next.

Some of the central purposes of the formation that the children and the youths receive in the school institutions are to develop the pleasure

and the habit of the independent study, and in this sense it is expected that the motivation of students is centered in the pleasant thing that turns out to acquire valid knowledge that allow them to explain and to act in the world in that they live. From this point of view, the intrinsic motivation will see privileged, and it will be the most desirable thing that the student is absorbed by the nature of the task, make intents to increase his own competition, and can acted with autonomy and not forced.

On the other hand, the goals related with the obtaining of external recompenses, as achieving prizes or to avoid the loss of the objects and privileges, they act determining the selective effort that the student prints in his work.

5.1.5.2.4. The Teacher's Messages in the Motivation

The motivational changes in the students are usually associated to the messages that the professor transmits them through their performances and of the information that is he or she gives about their acting. These messages can be centered in the results as well as the learning process.

The motivation of the students and the messages that offer them the teachers, manifest an evolutionary character, which is given according with the students growing.

The deliberate handling of the motivation in the classroom fits in the field of the denominated support strategies, which allow the learner to maintain a favorable state for the learning. The support strategies can optimize the concentration, to reduce the anxiety before learning situations and evaluation, to direct the attention, and to organize the activities of time of study (Dansereau, 1985; Weinstein and Underwood, 1985).

A series of teaching factors and specific principles motivational that allow the handling of the affective climate and motivational of the classroom, such as:

- The form of to present and to structure the task
- The form of organizing the activity in the context of the class.
- The messages that the teachers offer to the students before, during and after the task.
- The pattern of values and strategies, as well as in the ways of to think and to act when they confront the tasks.
- The form that will adopt the student's evaluation.

5.1.5.3. Intrinsic Motivation

This kind of motivation is derived of the learning goals because it propels people to make it for themselves and for the pleasure that means to make them. And the intrinsic motivation related with the learning, the same success in the learning becomes positive reinforcement that makes dispensable other compensations, as the social agreement or the external recompenses to the task.

According to Clariana, the intrinsic motivation leads to a better learning since the student are motivated for the task and for the fact to learn and he or she bases their expectative on their own efficiency and control. While Edward Deci (1975) 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, feeling of competences and self – determination.

Therefore we conclude that the intrinsic reasons tend to make more significant the learning being it like something very possible to do.

To motivate the students intrinsically, it is necessary to achieve:

- That gives more value to the fact of learning than to the one of being successful or I fail.
- That considers to the intelligence and the study abilities as something modifiable and I don't eat permanent.
- That students center more attention in the experience of learning than in the external recompenses.
- To facilitate their autonomy and control through performance the application and meaning of the tasks.

5.1.5.3.1. Intrinsic Motivation in the Second Language Classroom

Turning to the position of intrinsic motivation in second language classroom 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 experiences 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

Therefore we consider that these statements can and should be applied in the English Teaching Language Process in order to contribute with a better students learning process as into as outside of class.

Zoltan Dörnyei and Kata (1998:215) offered a set of “ten commandments” for motivating learners:

1. Set a personal example with your own behavior
2. Create pleasant relaxed atmosphere in the classroom
3. Present the task 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

5.1.5.4 Extrinsic Motivation

When the reason that encourages making an activity is not found in the same activity, but rather it depends on external factors or of some external compensation for this activity ,in this case we can speak of extrinsic motivation, according to Clariana.

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 ensue to those who, instead, view punishments prevention as a challenge that can built their sense of competence ad self determination.

So it is very important to analyze which kind of motivation is the most appropriate for the students.

We believe that the intrinsic motivation is clearly superior to extrinsic, because it leads students to be students motivate to achieve “self – actualization” and as a result to obtain better students knowledge.

Thus the teachers should try to apply this motivation. But not only is the intrinsic motivation of course the only determiner of success for language learner. Sometimes, no matter how much you 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.

5.1.5.5. Sources of Motivation

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people.

- **The society we live in:** outside any classroom there are attitudes to language learning and the English language in particular. How important is the learning of English considered to be in a society? In a school situation, is the language learning part of the curriculum of high or low status? Etc.

All these views of language learning will affect the student's attitude to the language being studied, and the nature and strength of this attitude will. In its turn, have a profound effect on the degree of motivation the students brings to class and whether or not that motivation continues.

- **Significant others:** apart from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them.

- **The teacher:** Clearly a major factor in the continuance of a student's motivation is the teacher. Because he can establish a positive classroom atmosphere in order to give students trust to develop the English Learning.

- **The method:** It is vital that both teacher and students have confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely.

- **Class procedure:** It is vital to use some techniques useful to motivate the class; such as. Dynamics, questions, warm up,

games and others elements, which can be applied at the beginning, during or at the ending of the class.

- **Evaluation** it will be based on the general and specific objectives of the study unit. So it can be applied through questions, tests, games, and others.

5.1.6. MATERIALS FOR THE FOREIGN LANGUAGES TEACHING

All learning needs of some support instruments that facilitate the process, it is certain that not all the learning use the same strategies neither the same tools to be able to learn the same thing.

The learning of a foreign language also has in main, with instruments that facilitate this process, the same ones that are divided in three grand groups: the work materials, the support and consults materials and the didactic materials. In occasions a material can have one or more uses therefore it belongs to some category, A computer for example can be used as work material or as consultation material.

5.1.6.1. The Work Materials

Traditionally the *work materials* have been the chalk for the professor and the paper and the pencil for the student, but nowadays among the *work materials* that the students can use in the classroom are: "office things" (construction paper, tags, color pencils, cassettes and CD.

So each task requires of certain materials. For that is difficult to try to enumerate all the *work materials* that are within students reach, nevertheless is the teacher who provide the materials that will be used for the execution of a task taking into account the participation of whole students. Also it is important that the teacher indicates the students how and when to use each work material.

Likewise the materials that the professor uses are: posters, illustrated index card, pictures, toys and diverse objects, which help to maintain the class actively and dynamic.

5.1.6.2. The Support and Consults Materials

The *support and consults materials* are those that are used to obtain information or to solve doubts. The consultation material that has been traditionally present in the classroom is the bilingual

dictionary, among other we can also note; an encyclopedia, an atlas, a tourist guide and books of texts of other curricular matters that has been written in this language the same ones that are a very rich source of input contextualized and significant for the learning.

5.1.6.3. The Didactic Materials

The textbook, videos, cassettes, charts, and real objects have been the most used as a *didactic materials*, the material designed for a foreign language teaching is very abundant however this does not indicate that its use be appropriate, that is to say it is more important the professor's training, his or her creativity and genius to obtain of this material a bigger possible performance.

Among didactic materials we have funded the languages' laboratories in those the students listen recordings in disks or cassettes tapes continuing or not the written text. Later the video tapes arrived that suppose a considerable advance as long as the student dives in an atmosphere or lively situation. But the computers arrived to those that are incorporated sound cards and voice synthesizers becoming a team multimedia and be nowadays a half technological one, in which can incorporate attended lessons so much written as oral, varied exercitation, videos, animations, images and possibilities

that the student pronounces and the program indicates if its pronunciation is correct.

The audiovisual material, at the moment is very abundant since the student has few opportunities to hear or to speak in this foreign language, to solve this problem there are properly tape recordings selected, which help in the students correct intonation, accent, rhythm and pronunciation of the English as second language.

While for the written understanding we have some materials like: pamphlets, containers, covers, announcements, stories, books, etc. which manifest the necessity of the learning of the English language.

Some materials guided to the understanding reader are:

- Chromium with drawings and cardboards with words
- Cards with messages like: "close the door", "write your name on the blackboard"
- Crosswords
- Brief dialogues with questions
- Narrations with questions
- Texts with underlined expressions
- Stories
- Announcements and propagandas

- Explanatory pamphlets of trips, machines ...
- Articles of scientific popularization
- Encyclopedias and consultation books about general topics.

The progressive uses of this material correspond to the professor and its employment can vary according to the group and level of the students' learning.

The material referent to the written expression is simplest and it includes from the formation of simple sentences until the creation free of a personal expression also other aspects: orthography, punctuation, structures of the sentence expressions idiomatic and different styles.

“They are many resources useful to reach an acceptable level in the written expression:

- Incomplete words
- Sentences or narrations incomplete or disordered
- Crosswords
- Substitution charts
- Comments about drawings or pictures
- Messages
- Incomplete histories
- Key words to invent a dialogue

- To answer to an interview or a test
- To summarize an article
- To describe a character picked up in a picture or portrait
- To fill a history with a text”⁵

In anyone of the exposed cases the teacher should act previously always since between the material and the students like we had said previously, the materials should stimulate the communication and to favor the learning instead of inhibiting it.

⁵ MALEY, A.Y DUFF, A: ***Sound intriguing***. Cambridge University Press, Londres, 1979

5.2. THEORIES, METHODS, TECHNIQUES AND STRATEGIES OF TEACHING LEARNING

5.2.1. THEORIES

Diverse theories of the learning help the psychologists to understand, to predict and to control the human behavior, so we want to explain the theories that we consider most important in the school mark.

5.2.1.1. Theory (D. Ausubel)

Ausubel's theory is concerned with how individuals learn large amounts of meaningful material from verbal/textual presentations in a school setting (in contrast to theories developed in the context of laboratory experiments). According to Ausubel, learning depends of the previous cognitive structure, which is related with the new information and combinatorial processes that occur during the reception of information. A primary process in learning is the introductory materials in which new material is related to relevant ideas in the existing cognitive structure on a substantive, non-verbatim basis. Cognitive structures represent the residue of all learning experiences; forgetting occurs because certain details get integrated and lose their individual identity.

Principles:

1. The most general ideas of a subject should be presented first and then progressively differentiated in terms of detail and specificity.
2. Instructional materials should attempt to integrate new material with previously presented information through comparisons and cross-referencing of new and old ideas.

5.2.1.2. Theory (Vygotsky)

The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." (p57).

A second aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon the "zone of proximal development" (ZPD): a level of development attained when children engage in social behavior. Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.

Because Vygotsky's focus was on cognitive development, it is interesting to compare his views with those of Bruner and Piaget.

Principles:

1. Cognitive development is limited to a certain range at any given age.
2. Full cognitive development requires social interaction.

5.2.1.3. Theory (B.F.Skinner)

The theory of B.F. Skinner is based upon the idea that learning is a function of change in overt behavior. Changes in behavior are the result of an individual's response to events (stimuli) that occur in the environment. A response produces a consequence such as defining a word, hitting a ball, or solving a math problem. When a particular Stimulus-Response (S-R) pattern is reinforced (rewarded), the individual is conditioned to respond. The distinctive characteristic of operant conditioning relative to previous forms of behaviorism (e.g., Thorndike, Hull) is that the organism can emit responses instead of only eliciting response due to an external stimulus.

Reinforcement is the key element in Skinner's S-R theory. A reinforcer is anything that strengthens the desired response. It could be verbal praise, a good grade or a feeling of increased accomplishment or satisfaction. The theory also covers negative reinforcers -- any stimulus that results in the increased frequency of a response when it is withdrawn (different from aversive stimuli -- punishment -- which result in reduced responses). A great

deal of attention was given to schedules of reinforcement (e.g. interval versus ratio) and their effects on establishing and maintaining behavior.

Principles:

1. Behavior that is positively reinforced will reoccur; intermittent reinforcement is particularly effective
2. Information should be presented in small amounts so that responses can be reinforced ("shaping")
3. Reinforcements will generalize across similar stimuli ("stimulus generalization") producing secondary conditioning

5.2.1.4. Theory (J. Piaget)

Over a period of six decades, Jean Piaget conducted a program of naturalistic research that has profoundly affected our understanding of child development. Piaget called his general theoretical framework "genetic epistemology" because he was primarily interested in how knowledge developed in human organisms. Piaget had a background in both Biology and Philosophy and concepts from both these disciplines influences his theories and research of child development.

The concept of cognitive structure is central to his theory. Cognitive structures are patterns of physical or mental action that underlie specific acts of intelligence and correspond to stages of child development.

There are four primary cognitive structures (i.e., development stages) according to Piaget: sensorimotor, preoperations, concrete operations, and formal operations. In the sensorimotor stage (0-2 years), intelligence takes the form of motor actions. Intelligence in the preoperation period (3-7 years) is intuitive in nature. The cognitive structure during the concrete operational stage (8-11 years) is logical but depends upon concrete referents. In the final stage of formal operations (12-15 years), thinking involves abstractions.

Principles:

1. Children will provide different explanations of reality at different stages of cognitive development.
2. Cognitive development is facilitated by providing activities or situations that engage learners and require adaptation (i.e., assimilation and accommodation).
3. Learning materials and activities should involve the appropriate level of motor or mental operations for a child of given age; avoid asking students to perform tasks that are beyond their current cognitive capabilities.
4. Use teaching methods that actively involve students and present challenges.

5.2.1.5. Theory (J. Bruner)

A major theme in the theoretical framework of Bruner is that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the individual to "go beyond the information given".

As far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves. The instructor and student should engage in an active dialog (i.e., socratic learning). The task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding. Curriculum should be organized in a spiral manner so that the student continually builds upon what they have already learned.

Principles:

1. Instruction must be concerned with the experiences and contexts that make the student willing and able to learn (readiness).
2. Instruction must be structured so that it can be easily grasped by the student (spiral organization).

3. Instruction should be designed to facilitate extrapolation and or fill in the gaps (going beyond the information given).

5.2.1.6. Theory (E. Thorndike)

The learning theory of Thorndike represents the original S-R framework of behavioral psychology: Learning is the result of associations forming between stimuli and responses. Such associations or "habits" become strengthened or weakened by the nature and frequency of the S-R pairings. The paradigm for S-R theory was trial and error learning in which certain responses come to dominate others due to rewards. The hallmark of connectionism (like all behavioral theory) was that learning could be adequately explained without referring to any unobservable internal states.

Thorndike's theory consists of three primary laws: (1) law of effect - responses to a situation which are followed by a rewarding state of affairs will be strengthened and become habitual responses to that situation, (2) law of readiness - a series of responses can be chained together to satisfy some goal which will result in annoyance if blocked, and (3) law of exercise - connections become strengthened with practice and weakened when practice is discontinued. A corollary of the law of effect was that responses that reduce the likelihood of achieving a rewarding state (i.e., punishments, failures) will decrease in strength.

The theory suggests that transfer of learning depends upon the presence of identical elements in the original and new learning situations;

i.e., transfer is always specific, never general. In later versions of the theory, the concept of "belongingness" was introduced; connections are more readily established if the person perceives that stimuli or responses go together (c.f. Gestalt principles). Another concept introduced was "polarity" which specifies that connections occur more easily in the direction in which they were originally formed than the opposite. Thorndike also introduced the "spread of effect" idea, i.e., rewards affect not only the connection that produced them but temporally adjacent connections as well.

Principles:

1. Learning requires both practice and rewards (laws of effect /exercise)
2. A series of S-R connections can be chained together if they belong to the same action sequence (law of readiness).
3. Transfer of learning occurs because of previously encountered situations.
4. Intelligence is a function of the number of connections learned.

5.2.2. METHOD

A generalized set of classroom specification for accomplishing linguistic objectives, methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject – matter objectives, sequencing and materials.

They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

5.2.2.1 The Grammar Translation Method

It has been called the **classical method**: focus on grammatical rules, memorization of vocabulary and of various declensions and conjugation, translation of texts, doing written exercises.

The main characteristics of this method are:

- Classes are taught in the mother tongue.
- Much vocabulary is taught by isolated words.
- Reading of difficult classical text is begun early.
- Little attention is paid to the context of texts.
- Little or not attention is given to pronunciation.

5.2.2.2. The Direct Method

The direct method did not take well in public education, where the constraints of budget classroom size time and teacher background made such a method difficult to use moreover the direct method was criticized for its weak theoretical foundations. Its success

may have been more a factor of the skill and personality of the teacher than of the methodology itself.

The main characteristics of this method are:

- Classroom instruction was conducted in the target language.
- Only every day vocabulary and sentences.
- Oral communication skills were built up in carefully traded progression.
- Grammar was taught inductively.
- Both speech and listening comprehension were taught.
- Correct pronunciation and grammar were emphasized.

5.2.2.3. The Audiolingual Method

The audiolingual method was firmly grounded in linguistic and psychological theory.

For a number of reasons the ALM enjoyed many years of popularity and even to this day, adaptations of the ALM are found in contemporary methodologies.

The main characteristics of this method are:

- New material is presented in dialogue form.
- There is depended a mimicry memorization of set phases and over learning.
- Structural are sequence by means, taught one at time.
- Structural patterns are taught using repetitive drills.
- Vocabulary is strictly limited and learned in context.
- There much use of tapes languages.
- Great importance in attached to pronunciation very little use of the mother tongue.
- Successful responses are immediately reinforced.

5.2.2.4. Community Language Learning

In this method the teacher's presence was not perceived as a threat, nor was it the teachers purpose to impose limits and boundaries, but rather as a true counselor to center his or her attention on the students and their needs, good relationship between teacher and students.

Gradually the learners become able to speak a word of phase directly in the foreign language without translation. This was the first sing of the learner moving away from complete dependence on the counselor.

Today virtually no one use CLL exclusively in a curriculum like other methods in this chapter, it was far too restrictive for institutional language programs.

5.2.2.5. Suggestopedia

Other new method of them decade were not quite as strictly as CLL. Suggestopedia, for example was a method that was derived from Bulgarian Psychologist Georgi Lozanov's (1979) contention that the human brain could process great quantities of material if given the right conditionals for learning among which are a state of relaxation in given over of control to the teachers.

The main characteristics of this method are:

- Is a method for learning that capitalized on relaxed states of mind thought the soft music
- Music was essential to this method.
- The teachers listen to the soft music and read the text where each lesson is translation into the mother tongue.
- The students are not to do any homework only have just to read the lesson ones before to go to bed an again before to get up in the morning.
- We learned that deliberately induced states of relaxation may be beneficial in the classroom.

5.2.2.6. The Silent Way

Like suggestopedia, the silent way rested on more cognitive than affective arguments for its theoretical sustenance.

The main characteristics of this method are:

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

5.2.2.7. Total Physical Response

James Asher (1977), the developer of Total Physical Response (TPR) actually began experimenting with TPR IN THE 1960s, but it was almost a decade before the method was widely discussed in professional circles.

The total Physical Response, combined – a number of other insights in its rationale. Principles of child language acquisition were important. Asher (1977) noted the children in learning their first language, appear to do a lot of listening before speaks and their

listening is accompanied by Physical responses (reaching, grabbing, moving, looking and so forth).

Like every other method we have encountered, TPR had its limitation. It seemed to be especially effective to beginning levels of language proficiency, but is lost its distinctiveness as learners advanced in their competence in a TPR classroom.

5.2.2.8. The Natural Approach

The main characteristics of this method are:

- Learners should be as relaxed as possible in the classroom.
- The natural approach was aimed at the goal of basic personal communication skills into the class.
- Teacher was to provide comprehensible input
- The teacher was the resource of the learners input and the creator of an interesting and stimulating variety of classroom activities – commands, games and small - group work.
- This method was developing thought three stages, the reproduction stage, the early production; the last stage is one of extending production.

5.2.2.9. Beyond Method Notional Functional Syllabus

The distinguishing characteristics of the NFS were its attention to functions, as the organization elements of English Languages curriculum, and its contrast with a structural syllabus in which sequence grammatical structures served as the organizers.

The main characteristics of this method are:

- The characteristics of the NFS were its attention to functions as the organizing elements of English Language Curriculum and its contrast with a structural syllabus in which sequenced grammatical structures served as the organizers.
- The “functional” part of the NFS correspond to language functional curriculum were organized around such functions as identifying, reporting, denying, accepting, declining, asking permission, apologizing, etc.
- The NFS quickly provided popular underpinnings for the development of communicative textbooks and materials in English Language course. The functional basis of language programs has continued to the present day.

5.2.2.10. Communicative Language Teaching

Nowadays we are exploring pedagogical means for “real life” communicative in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that so consumed our historical journey. We are equipment our students with tools for generating and rehearsed language performance “our there” when they leave of our classrooms. We are concerned with how to facility lifelong language learning among our students not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach the fullest potential.

The main characteristics are:

- Dialogues, if used, center on communicative functions and are not normally memorized.
- Language learning is learning to communicative
- Any device that helps the learners is accepted varying according to their age, interests, etc.
- Translations may be used when the students need or benefit from it.
- Reading and writing can star from the first day if desired.

- The target linguistic system is learned through the process of struggling to communicate.
- Communicative competence is the desired goal.
- Linguistic variation is a central concept in materials and methods.
- Sequencing is determined by any consideration of content function of meaning to maintain interest.
- Teachers help learners in any way that motivates them to work with the language.
- Language is often created by the individual through trial and error.
- Fluency and acceptable language are the primary goals, accuracy is judged not in the abstract but in context.
- Students are expected to interact with other people, either in the flesh, through pair and group work or in their writing.
- Intrinsic motivation will spring from an interest in what is being communicated by the language.

According to our research we can say that the Communicative Language Teaching Method is actually used overall in educational institutions, but at the same time the results varied according to the teacher's management and student's reception.

5.2.3. TECHNIQUE

“Technique is a wide variety of exercises, activities, or tasks used in the Language classroom for realizing lesson objectives”⁶.

The aim in any class is to involve all the students all the time. It is only too easy to waste time thought imperfect techniques, and to find yourself giving a series of private classes, instead of teaching the group as a whole. Most students have a maximum of 90 hours of English throughout the year, and if you divide these up into a timetable, you will realize how little teaching time you have.

5.2.3.1. Indirect Technique

It can be said that the indirect technique of foreign languages teaching belongs to the past. The Whole modern pedagogy condemnation this procedure In spite of this condemnation it is a technique still enough used in our schools. It is justified for the teaching of the dead languages, as Latin and the Greek, since it is based the primarily the grammar's teaching, of the translation and the

⁶ U.N.L, Área de Educacion el Arte y la Comunicación, Carrera de Idioma Ingles Modulo 5: **Formación metodológico- didáctica para desarrollar el proceso de enseñanza aprendizaje del idioma ingles**; octubre 2004- febrero 2005, Page: 18.

version. It is a procedure that impresses because from the beginning of its application begin to it turns the results.

5.2.3.2. Direct Technique

It is an advisable technique of the living foreign languages teaching. It consists in “the teaching of the language through the language” the teaching is carried out in the own language that this being studied.

The direct technique tries to banish the habits imposed by the maternal language so that students can acquire which are characteristic of the studying language, what facilitates them the entrance in the spirit of the same one.

The results of the direct technique are not immediate since the professor, in the beginning, has the impression that their students are not learning. But if the technique is well applied the future results will be compensators.

However, the professor should know when it is necessary to use the *maternal language* to help in the teaching.

All and each one of the methods of teaching of foreign languages should spread first to the understanding of the spoken language and their way of speaking instead of reading and knowledge of the

grammar. The teaching of the foreign language includes three situations:

The pronunciation,

The vocabulary and

The structure of the sentences

The pronunciation requires patience and lingering exercises mainly of audition and reinforcement in those sounds that are characteristic of each language. It is recommendable the students do not listen only the teacher, besides to other people directly or through disks, recorded tapes, radio or television. So for a good apprehension that allows a correct imitation, the professor and other people that speak the language in study should make it from a very clear way, at the beginning, the pronunciation besides being clear and specifies it should be paused since to speak a *foreign language it should be first appreciated and later to executed.*

Good method is that the student goes following in his book what the teacher goes pronouncing to associate the symbols with the pronunciation.

The new words of each text or each lesson should not be a lot so that the same ones can be the sufficiently repeated many times along the lesson, from that the recommendation *of listen, to listen, to listen; to listen and to with reading, to listen and to accompany with reading, to*

read, to read and to read, Then we can speak of the grammar but after the new language has been felt and understood.

It is very important to remember that when it is beginning the teaching of a foreign language the perfection should not be looked for, but if to encourage the student tries to be expressed in the language in study.

The vocabulary should be learned whenever it is possible, to improve the pronunciation there are good disks or recorded tapes where the student can listen the professor whenever it is necessary, as well as recorders where the student can record his voice and to compare it with his teacher repeating the operation until a good pronunciation level is recorders. The films, folkloric music and theatrical representations in him studied language is good auxiliaries and motivational.

So here we have some basic classroom techniques which are not difficult to remember.

Look at all the students in the class

The nervous teacher, starting a class, tends to find an area or friendly faces to concentrate on them for comfort. However, those whom he does not look at will feel excluded, and may think that he dislikes them or that they are so insignificant that he is not even aware

of them. It is important that when the teachers are teaching, change your gaze evenly from one side to another, like a well – regulated lighthouse.

Vary your techniques for asking questions

Questions are a way of compelling the attention of your students. If someone is yawning in the back row, ask him a question. However, do not start with the name of the student you are addressing.

Do not go round the class

It is better not to ask questions or to do exercises in rote round the class. Otherwise, those furthest away from the questioning know they can relax for some time before their turn comes, while those who have already answered can sit back and dream, knowing that they will probably not just be questioned, so that hither and thither and go back to someone you have just questioned, so that everyone he or she be asked any time .

Include everyone

Make sure that everyone is called on equally; your own warmth and feeling for your students are a crucial basis for encouragement

and motivation; it is only too easy, though, to “forget” one’s own students, particularly those that sit at the back, or on the “wings” of the class.

Make sure the class is seated in the best possible way

It may be possible to avoid having the students sitting in rows facing you. Even here, however, ensure that empty seats are only at the back and that everyone is grouped as near the front as possible. Ideally, everyone should be able to see everyone else, so that they can all participated in what is being said. Probably the best arrangement is to have everyone ranged round the wall, in a circle, and you get a large area in the middle which can be used for acting out.

Limit teacher talking time

The more a teacher talks, the less will his students be given the opportunity of expressing themselves. Teaching English to Foreigners is, therefore, not a suitable profession for someone who likes the sound of his own voice. A teacher, should, ideally, be a stimulator who gets his students to talk, Of course, when training a class to listen and understand, you have to speak more, but try and strike a balance.

Write clearly

Clear blackboard work is essential. If you can not write clearly on the blackboard, practice until you can. If you have got a lot of put on the board, try and arrange it in an orderly and logical fashion, so that the whole patter is clear.

Encourage your students

There are few things so disarming as to find that you can talk no better in a foreign language than a child of two or three especially if you are an adult student. As a teacher, therefore, encourage as much as possible. Say "Good" "Good but..." As often as you honestly can, remember too that you can be encouraging or discouraging simply with intonation. The student will feel less discouraged if you, when rebuffing a wrong answer, say "No" rather than "No".

Be careful with the use of grammatical terms

It is better to use few of these as possible, apart from common ones like "noun", "adjective" and "verb". Many native speakers do not know what a conjunction is, or the difference between a gerund and

participate. One difficulty about using names of tenses is that students all translate them.

Encourage your students to practice English outside the classroom

Ideally, a teacher makes less progress with his students, although he is competent in class, simply because he does not get his student to do homework and to read books, outside the classroom. The classroom should in fact act as a generator to all sorts of English Studies outside it. Make your students feel appreciated when they hand in their homework.

Also encourage students to read English books for enjoyment rather than for new vocabulary.

English outside the classroom proves they can use the language in real life and therefore makes your lesson more appreciated.

Take account of different levels within the class

Ideally, there should be enough chance of promotion or demotion from class to class for this not to be a problem. However, school organization often can not cope with this, and even a class where the level is fairly uniform will have differences with particular

skills: one student will understand better and write worse than the others; another will have a large vocabulary but bad pronunciation, and so on. There are a number of ways of dealing with the problem: ask difficult questions to the brighter students and then ask the same questions later to those who do not. Sit a more advanced student next to a less advanced one so that he can help. Do group work where you mix brighter students with those who know less. Try and get those who are being to do more homework and more English of outside the classroom. Encourage the less advanced students as much as possible and find out if there are areas where she / he is good so that you can call him / her to show his / her knowledge.

Deal with individual problems

It is often best to deal with individual problems after the class. The student concerned will feel that you really care about his progress if you spend additional time on him.

Correct your students

Much depends here on the situation in class. However, even in the middle of a discussion in English possible to state the correct phrase of work gently will not interrupting the student. It is also helpful to note down mistakes and then to go over them at the end of the

discussion. This is particularly useful with advanced classes, where students refuse to believe they need remedial work unless you show that they still make elementary mistake.

Pair and group work

To give more practice in spoken English to your class, break them up into pairs or small groups. This encourages those who are shyer or reluctant to participate. With bigger classes, it can also stimulating conversation though close supervision is necessary.

5.2.4. STRATEGIES

Strategies, are specific methods of approaching a problem or task, modes of operation for achieving a particular and, or planned designs for controlling and manipulating certain information, also the strategies vary widely within an individual, while the styles are more constant and predicible as we analyzed before.

5.2.4.1 How to Teach Strategies in the Classroom

“Suggestions for creating an atmosphere in the classroom in which students feel comfortable and are encouraged to develop their strategies.

1. **To lower inhibitions:** play guessing games and communication games; do role – plays and skits; sing songs; use plenty of group work; laugh with your students; have them share their fears in small groups.
2. **To encourage risk – taking:** praise students for making sincere efforts to try out language; use fluency exercise where errors neither are nor corrected at that time. Give outside – of- class assignments to speak or write or otherwise try out the language.
3. **To built students’ self – confidence:** tell students explicitly that you do indeed believe in them; have them make lists of their strengths, of what they know or have accomplished so far in the course.
4. **To help them to develop intrinsic motivation:** remind them about the rewards for learning English; describe jobs that require English; play down the final examination in favor of helping students to see rewards for themselves beyond the final exam.
5. **To promote cooperative learning:** direct students to share their knowledge; play down competition among students; get your class to think of themselves as a team, do a considerable amount of a small – group work.
6. **To encourage them to use right – brain processing:** use movies and tapes in class, have them read passages rapidly ; do skimming exercises; do rapid “free writes” do oral fluency exercise

where the object is to get students to talk a lot without being corrected.

7. **To promote ambiguity tolerance:** encourage students to ask you and each other, question when they don not understand something; keep your theoretical explanations very simple and brief; deal with just a few rules at a time; occasionally resort to translation into a native language to clarify a word or meaning.
8. **To help them use their intuition:** praise students for good guesses; do not always give explanations of errors _ let a correction suffice, correct only selected errors, preferably just those that interfere with learning.
9. **To get students to make their mistakes work for them:** tape record students' oral production and get them to identify errors; let students catch and correct each others' errors ; do not always give them the correct form; encourage students to make lists of their common errors and to work on them on their own.
10. **To get students to set their own goals:** explicitly encourage or direct students to go beyond the classroom goals; have them make list of what they will accomplish on their own in a particular week; get students to make specific time commitments at home to study the language; give "extra credit" work"⁷

⁷ H, Douglas Brown; ***Teaching by Principles an Interactive Approach to Language Pedagogy***; second edition. Page; 217-218.

5.2.4.2. Motivational strategies

- “Make the conditions that surround the subject positive.
- Positively confront the possibly erroneous beliefs, expectations, and assumptions that may underlie a negative learner attitude.
- Reduce or remove components of the learning environment that lead to failure or fear.
- Plan activities to allow learners to meet esteem needs”⁸

Time

During: When learner is involved in the body or main content of the learning process.

Motivational Factors

Stimulation: The stimulation processes affecting learner during the learning experience.

Affect: The emotional experience of the learner while learning.

⁸ **www.** general principles of motivation.com

5.2.4.3. **Motivational Strategies**

Change style and content of the learning activity.

Make learner reaction and involvement essential parts of the learning process that is, problem solving, role playing, and stimulation.

Use learner concerns to organize content and to develop themes and teaching procedures.

Use a group cooperation goal to maximize learner involvement and sharing

Time

Ending: When learner is completing the learning process.

Motivational Factors

Competence: The competence value for the learner that is a result of the learning behaviors.

Reinforcement: The reinforcement value attached to the learning experience, for the learner

6. HYPOTHESIS

6.1. GENERAL

- The students' academic performance of the second year of the high school curriculum of the "Beatriz Cueva de Ayora" Higher Technological Institute of Loja city academic year 2006-2007, depends on teachers' motivation in class.

VARIABLES

6.1.1. The incidence of teacher's motivation in the class

6.1.2. The students English Language Learning

INDICATORS

6.2.1 Didactic and Importance of the English

6.2.2 The American English

6.2.3 The English in the Ecuador

6.2.4 Didactic as Bottom in the Teaching Learning

6.2.5 The Motivation

6.2.6 Materials for the Foreign Language Teaching

6.2.1.2 Theories, Methods, Techniques, and Strategies of Teaching Learning

6.2.1.2.1 Theories

6.2.1.2.2 Methods

6.2.1.2.3 Techniques

6.2.1.2.4 Strategies

6.2 SPECIFICS

- The absence of methods and techniques of English by teachers of Second Year of “Beatriz Cueva de Ayora” Higher Technological Institute of Loja city Academic Year 2006-2007 affect the student’s interest in the language acquisition.

- Teachers of Second Year of “Beatriz Cueva de Ayora” Higher Technological Institute of Loja city Academic Year 2006-2007 are using didactic material to motivate the teaching learning process.

7. METHODOLOGY

Our research will be carried out in the “Beatriz Cueva de Ayora” Higher Technological Institute of Loja city

To develop our research, we will be guided during all its realization by the scientific method that allowed us a logical order to work; it also will be aided by different methods, inductive – deductive, analytic -synthetic and the descriptive method also we will use the following statistical techniques, survey, questionnaire, and a card observation.

The statistical techniques will apply for the entire sample teachers and students, That is to say the survey will be applied to 148 students from the second year of the high curriculum, with the purpose to know the students opinions, and interpretation about their teachers’ motivation, the questionnaire will be applied to 6 English teachers with the intention to collect teachers information and contrast it with students’ opinions. The card observation will be applied to the same sample of teachers which allows us to evidence the classes.

After collecting information we made the systematization of the information, taking into account the most relevant aspects from teachers and students. The tabulation of the students surveys were analyzing in a quantitative way, while the teachers ones were fulfilled though a textual quotation way of their criteria and opinions.

After interpreting the information we will elaborate the conclusions which will be obtained after a profound and coherent analysis of the objectives of the research.

Conclude the investigative process and with a better knowledge of the institutional reality we will verify the hypothesis.

8. RESOURCES

8.1. HUMANS

- Researching group
- Director of the thesis
- Students of the High School
- Teachers of the High School
- Educational authorities

8.2 TECHNICAL

- Scientific method
- Logical methods
- Scientific observation
- Scientific reading
- Bibliographical index card
- Observation resources

8.3 MATERIALS

- Documents, sheets
- Books, dictionaries, magazines
- Computer
- Flash memory
- Discs

8.4 ECONOMIC

- Mobilization
- Copies
- Others

8.5 BUDGET

• Bibliography	\$	50,00
• Desk material	\$	50,00
• Copies	\$	100,00
• Reproduction	\$	300,00
• Field work	\$	30,00
• Printing	\$	120,00
• Bind	\$	35,00
• Transport	\$	50,00
• Internet	\$	20,00
• Unforeseen	\$	70,00
TOTAL		<hr/> 825,00

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11. APPENDIXES

OBSERVATION CARD

GOAL:

To keep students' active participation during the class through the use of varied didactic materials.

1. CLASS OBSERVATION:

Date.....

Time (beginning).....

Time (finishing).....

Topic.....

Materials.....

Class procedure:

Dynamics ()

Questions ()

Warm up ()

Games ()

Others ()

1.6.1 Didactic material

Textbook ()

Videos ()

Cassettes ()

Charts ()

Laboratories ()

Posters ()

Magazines ()

Stories ()

Methodology:

The didactic material the teachers use:

- let the students to participate actively

Yes () No ()

- It is useful and understanding

Yes () No ()

- It help students to assimilate the knowledge as:

- Very easy ()

- Easy ()

- Difficult ()

- Not understand ()

- It let students to develop the four skills, grammar and vocabulary.

Yes () No ()

NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

STUDENT:

The present survey is an investigative work process into the teachers' motivation and its incidence in the learning of the students so they need to answer the following questions with sincerity and honesty.

Course: ----- Date-----Specialization-----

1. How will you qualify the English language teaching in this institution?

Very good () Good () Regular ()

2. Do you feel motivated in the English class?

Much () Little () Anything ()

3. Which of the following activities does your teacher carries out to motivate the class?

- Games ()
- Dynamic ()
- Questions. ()
- Videos ()
- Warm up ()
- Anything ()

Others-----

4. How many hours of English do you take a week?

.....

5. Do you like English?

Yes () No () More less ()

Why-----

.....

6. Apart from the English book, what another type of didactic material does your teacher give to the class?

.....

.....

7. How do you qualify the motivation of your teacher?

Very good () Good () Regular () Bad ()

8. Your teacher is:

Friendly () Kind () Boring () Comprehensible ()
Patient () Despot () Respectful () Selfish ()
) Indifferent ()

10. Do you consider your personality influence in the learning?

Yes () No ()

Why:.....

.....

11. Your teacher is:

Controller () Organizer () Assessor ()
Prompter () Participant () Resource ()
Tutor () Observer ()

THANK YOU FOR YOUR COOPERATION

NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

QUESTIONNAIRE

DEAR TEACHER:

Today English is considerate as universal languages so it is very important to know how the motivation process is developed in the teaching learning process, and what are the main problems that influence students' learning, whether positively or negatively. This data is important as we need to look for alternatives in order to obtain a better English knowledge.

So we solicit you to fill thoroughly this questionnaire.

1. Are you motivated for teaching?

2. What kinds of motivation do you know?

3. Do you consider that the teachers' motivation help to teaching learning process (TLP)?

Yes () No () Sometimes ()

Why -----

4. What didactic materials do you use to promote the learning in your students?

5. In this institution is there enough technology to teach English?

Yes () No ()

Why-----

6. Detail some teaching techniques that you use to develop the TLP.

7. What method do you use to teach?

Why-----

8. Why do you think some students dislike English?

THANK YOU VERY MUCH

SIGNATURE

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